



DEMOGRAPHIC FACTORS INFLUENCING LECTURERS' PROTEAN CAREER ORIENTATION IN NORTH-CENTRAL UNIVERSITIES, NIGERIA

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ABSTRACT: *The elements of a basic protean career orientation are basic elements of human needs for growth and meaningful occupational productivity. However, a significant percentage of lecturers in Nigerian universities find it difficult in practicing their value driven-career attitude and self-directed behavior. Thus, this descriptive study sought to assess the demographic factors that influence lecturers' dimensions of protean career orientation: value driven-career attitude and self-directed behavior in North-central Universities, Nigeria. Four hundred lecturers were purposely selected from Kogi State University, Anyigba, Benue State University Makurdi and Federal University of Lafia, Nigeria as respondents using self-structured questionnaires. Data were analyzed using descriptive statistics. The study found age and gender (70.2%) as influencing lecturers' value-driven career attitude while educational level and gender influences their self-directed attitude. The study discovered further that job and career satisfaction, organizational commitment, task performance, self-management behavior and career productivity were the influence protean career orientation had on lecturers work outcome in North-central universities, Nigeria (97.2%). However, 70.2% of lecturers in the study settings could not practice their protean career orientation effectively. Poor motivation, lack of adequate infrastructural facilities, teaching of large classes, poor staff development and strike actions were the barriers identified (68.4%). The study recommends among others that the Nigerian universities should provide organizational support that actively engages employees in the management of their own career as well as formal training and education on value-driven and self-directed attitudes so as to encourage positive values among lecturers.*

KEYWORDS: Protean career orientation, Lecturers, Value-driven, Nigeria, Self-directed attitude.



INTRODUCTION

Across the globe, the rapid pace of change, accelerated by technology and globalization, has given rise to a so-called gig economy, characterized by more frequent career transitions as well as virtual and contingent work (Barley et al., 2017). Societal changes in the work environment, such as rapid technological advancement (i.e. information technology), flattened hierarchies and decreased job stability due to financial meltdowns have eliminated employees' opportunities to pursue a career within a single organization during their lifetime (Volmer & Spurk, 2011). The changes in the working environment are due to the profound shift in the context of employment, such as pressures brought about by the globalization of economies, increased workforce diversity (Bryant & Yarnold, 1995; Sullivan, 1999), increased mobility of capital and the integration of markets (Morris, Yaacob & Wood, 2004). In such a volatile economic environment, employees experience career transitions in their pursuit of career advancement as their employment paths no longer depend on a single firm. This phenomenon resulted in the rise of job losses and a decline in job stability over the past few decades (Bansak & Raphael, 2006; Farber, 2005; Kalleberg, 2009). Due to such changes, lifelong employment can no longer be expected and stable career paths are now less likely to be encountered (Dalton, 1989). Instead, employees are encouraged to pursue a more self-interested career (Maguire, 2002).

The decline of traditional organizational careers has led to new methods of examining careers. The protean career (PCO), first introduced by Hall (1976), was one of the latest perspectives that has emerged and is now popular in organizational literature. Hall (1976) first described the protean career as an orientation that enables people to adapt to social, political, technological, and economic changes across multiple career life cycles. Protean careers centers on Hall's (2002) conception of psychological success resulting from individual career management which was described as individuals being highly adaptive and flexible, in addition to being self-directed, in the pursuit of psychological success (Greenhaus, Callanan & Drenzo, 2008). More specifically, a protean careerist values freedom, believes in continuous learning and seeks intrinsic rewards from work (Hall, 1996; Hall & Moss, 1998). This view is in contrast with the traditional view of careers, guided by the organization and other external factors instead of the individual and driven by the pursuit of extrinsic success (Hall, 2004).

An interesting intrapersonal dynamic in the PCO is the interaction between self-direction and intrinsic values. Intrinsic values, with a protean orientation, can guide people in actively making meaning through career decisions and transitions, as opposed to a reliance on externally defined sources of meaning. However, a focus on intrinsic values alone, without self-direction, may be maladaptive. As Briscoe and Hall (2006) note, being values oriented but not self-directed can result in a rigid career orientation and may even inhibit career proactivity. More importantly, studies that have included both self-direction and values orientation in assessing the PCO have found that the combination of both components predicts greater variance in positive responses to change than either component alone (Briscoe et al., 2010; Judge et al., 1999).

In addition, Hall and Chandler (2005) suggested that the protean career was a way for an individual to pursue a "path with a heart," or a career that represented a personal calling, a consuming, meaningful passion people can experience toward a domain. Several studies have supported this idea (Park, 2009a, b; Park & Rothwell, 2009). It appears that a sense of calling provides an additional source of motivation that serves to channel the self-direction and values-



oriented energies of the individual with a strong PCO. The sense of calling, however, goes deeper than motivation. It is a self-reflexive quality that is part of how the person defines himself or herself (Elangovan et al., 2010). That is, it is part of one's personal identity. And being clear on one's identity, or to put it another way, to have a high level of self-awareness, has been identified as a key meta-competency related to the PCO (Hall, 2002; Briscoe & Hall, 2006).

The university is the apex of all tertiary institutions; the realization of the goals of university education depends among other things on the availability of motivated academic staff and non-academic staff as well as value-driven and self-directed career staff. The academic staff are key members of the university's system. The roles of the academic staff in the actualization of the university programme cannot be underestimated. The academic staff are the engine room of the university system. They determine the quality of the system.

The academic staff are also builders of manpower or producers of manpower for the country. Folurunso, Adewale and Abodunde (2014) have asserted that job performance of academic staff is important because good quality tertiary education is an important avenue towards nurturing the teachers needed for Universal Primary Education; the experienced doctors, nurses and community workers needed for better welfare and health facilities, the accountants, economists and journalists required for better private business and better governance. They also maintained that for higher education to develop the capacities mentioned, it must ensure that their staff are well motivated, have value-driven career attitude and self-directed career attitude in order to contribute to the quality needed for socio-economic and political development.

The achievement of higher education goals depends on the quality of educational resources available to the various institutions and the conducive working environment. Human resources function well in an atmosphere that is conducive. Adetoro (2009) and Charles (2012) classified educational resources into human, physical and financial resources. These are potential inputs of the institution that enable the institution to achieve its objectives if they are effectively managed.

Statement of Problem

Due to increased dynamics in world work and the resulting responsibilities of individuals to shape their careers more independently, there is an increased need to focus on the individual as an active agent in the development of a successful career. PCO has been widely studied in relation to several work-related outcomes such as job and career satisfaction, work engagement, employability, and maintaining work-life balance (Direnzo et al., 2015; Waters et al., 2014; Wiernik & Kostal, 2019). However, little or no work has been done on demographic factors influencing lecturer's protean career orientation in Nigeria higher institutions. This paper therefore developed a more inclusive and integrative empirical approach in examining demographic factors influencing lecturer's protean career orientation in North-central universities, Nigeria and, more specifically, the paper explored the influence value-driven career attitude and self-directed behavior had on employees' work outcome that are relevant to organizational productivity.



Research Questions

The research work sought to provide answers to the following questions:

- i. What are the demographic factors influencing lecturers' Protean career Orientation in North-central universities in Nigeria?
- ii. What are the influences of Protean Career Orientation lecturers' work outcome in North-central universities in Nigeria?
- iii. What are the barriers to effective practice of lecturers Protean Career Orientation in North-central universities in Nigeria?

Aim and Objectives

The aim of this study is to examine the influence of demographic factors on lecturers Protean Career Orientation in North-central universities in Nigeria. In order to achieve this aim, the following objectives were set out to:

- i. Identify the demographic factors influencing lecturers Protean career Orientation in North-central universities in Nigeria.
- ii. Examine the influences of Protean Career Orientation lecturers work outcome in North-central universities in Nigeria.
- iv. Evaluate the barriers to effective practice of lecturers Protean Career Orientation in the study area.

Hypothesis

The following hypothesis was formulated and tested for the study:

HO1: There is no significant relationship between Protean Career Orientation and lecturer's job outcome in North-central universities.

LITERATURE REVIEW

The review of relevant and related literature was done in accordance with the aim and objective of the study.

Conceptual Review

Protean Career Orientation

Hall (2004) defines the protean career as one in which the person, not the organization, is in charge, the core values are freedom and growth, and the main success criteria are subjective (psychological success) versus objective (position, salary)". The protean career is considered in terms of career orientation or attitude that individuals have regarding their jobs, and it consists of three components: cognitive (a set of beliefs individuals have of their careers), evaluative (a sense of what is considered to be a "good" or "bad" career) and behavioral (a tendency predisposition to behave in certain ways) (Briscoe & Hall, 2006). The protean career



emphasizes the achievement of subjective success through two ways i.e. self-directed vocational behavior and values-driven career attitude (Briscoe & Hall, 2006). Both self-directed vocational behavior and values-driven career attitude elucidated the two dimensions of the protean career concept. Self-directedness refers to the ability of the individual to adapt to the performance and learning demands of a career while values-driven refers to using one's own values in guiding his/her career (Briscoe et al., 2006). Hence, protean oriented individuals would adjust themselves to the changing environment by rapidly changing their behavior through the self-directed career management and values-driven orientation (Hall, 1976). In addition, being values-driven meant that an individual measured his/her successes based on his/her own values rather than the organizational values. Protean career-oriented individuals are motivated by their own internal values, upholding personal ideals or principles, rather than extrinsic motivators such as money and status of promotion. Hence, it has been concluded that individuals with the protean career attitude are motivated by achievement and personal growth while upholding their own values and principles (Segers, Inceoglu, Vloeberghs, Bartram & Henderickx, 2008). A focus on intrinsic values alone, without self-direction, may be maladaptive. As Briscoe and Hall (2006) note, being values oriented but not self-directed can result in a rigid career orientation and may even inhibit career proactivity. More importantly, studies that have included both self-direction and values orientation in assessing the PCO have found that the combination of both components predicts greater variance in positive responses to change than either component alone (Briscoe et al., 2010; Judge et al., 1999).

Demographic Factors Influencing Lecturers Protean Career

Some demographic factors influence workers' protean career orientation; these include workers age, educational level and their gender.

Age: Warr (2008) pointed out that older workers are less motivated by instrumental values such as financial security and evaluated extrinsic work characteristics, such as good pay, social interaction, promotion opportunities and generous holidays to be less important than younger workers. This may be explained by the fact that in the midlife transition period, older individuals start questioning what they truly want for themselves and others and are more likely to develop their own moral compass to guide their career or life (Sullivan, Martin, Carden & Mainiero, 2003). Inceoglu, Segers, Bartam and Vloeberghs (2008) also noted that with age, people are increasingly able to resist social pressures regarding what to think and do, and become more self-determined according to their own values. In addition, Ryff (1995) found that older individuals are more likely to uphold principles and values in comparison to their younger counterparts. The motivation for self-directedness, which is the need to achieve in order to adapt to the performance requirements, tends to decline with age (Kanfer & Ackerman, 2004). The reasons related to the decline of motivation for the self-directedness attitude are due to lower energy levels, habituation effects and a reduced expected value from the effort undertaken with increased age (Warr, 2001). From a self-directed perspective, older people are less motivated to attend trainings and to further develop themselves throughout their careers, which is essential in adapting to the learning requirements for each career cycle (Inceoglu et al., 2008; Maurer, 2001; Warr, 2001; Warr & Birdi, 1998). This may be due to the fact that adults in the later stages of their careers are less driven by the need to prove themselves through achievements, such as competitive behavior at work (Tolbert & Moen, 1998); therefore, they may be less motivated to attend training and development activities. This argument was supported by Heckhausen (1997) who found middle-aged adults (aged 30 years and above) and older adults (aged 40 years and above) were less achievement-oriented compared to younger



adults. Another reason for this situation was due to the fact that older employees have already satisfied their basic needs in general, such as adequate pay, and have already competitively pursued work achievements during the younger phases of their careers (Heckhausen, 1997).

Education: Warr and Birdi (1998) have noted that individuals who were more educated were more likely to be voluntarily active in development activities. Development activities may be in the form of company sponsored tuition refund schemes, company-subsidized employee development programs, conferences, seminars or workshops. Similarly, Huddleston, Good and Frazier (2002) established that highly educated individuals tend to be increasingly motivated by intrinsic rewards, such as praise and recognition, than their less educated counterparts. It may simply be that individuals with higher education qualifications were generally more motivated by a sense of achievement. Several studies have stated that a significant relationship was present between human capital (knowledge, skills, education and work experience) and objective career success (Ng, Eby, Sorensen & Feldman, 2005; Tharenou & Conroy, 1994).

Gender: According to Nguyen and Sackett (2001), men and women perceive things differently because of their socialization process and value system from prior experiences. Inceoglu et al. (2008) pointed out that women were more values-driven than men, whereby women tend to be motivated by their personal principles. Men were found to be increasingly motivated by traditional career achievements, such as monetary rewards, status and promotion, in comparison to women (Inceoglu et al., 2008). Hence, it was postulated that women tend to make career decisions based on their personal values, while men are more focused on achievement and personal growth. For instance, Valcour and Lodge (2008) reasoned that the protean career model, with its emphasis on living one's values and following one's own path, would be especially relevant for women's careers. In fact, Valcour and Lodges (2008) found that the effects of family and career path timing on career success outcomes depend on how career success is defined. For example, it appears that achieving psychological success is less dependent on having a traditional pattern of early career progress than on the strength of one's career identity and career self-efficacy.

Influence of Protean Career Orientation on Work Outcome

Protean career orientation has a lot of influence on workers job outcome, research showed that most of the outcomes fall under two broad categories: subjective and objective career success and organizational commitment. Career success in general can be understood as "the positive psychological and work-related outcomes accumulated as a result of one's work experiences" (Seibert & Kraimer, 2001). People experience career success in both subjective and objective ways. Subjective career success refers to a person's psychological experience of success, relative to his or her own goals and expectations (Seibert & Kraimer, 2001). This includes psychological well-being, career and job satisfaction, work engagement, and perceived employability. Subjective career success has been predicted by the PCO (e.g., Herrmann et al., 2015), although several articles have found that the self-directed dimension was significantly related to subjective career success, but not the values-oriented dimension (Cerdin & Pargneux, 2014; Enache et al., 2011; Kuron et al., 2016).

Objective career success on the other hand refers to observable, measurable, and verifiable accomplishments such as salary, promotion, and job level (Dries et al., 2008; Heslin, 2005; Judge & Kammeyer-Mueller, 2007). Compared to subjective career success, there is a relative lack of attention to objective career success as an outcome in studies of the PCO. However,



Volmer and Spurk (2011) found that the self-direction PCO was related to salary and Briscoe et al. (2010) found that PCO was linked to perceived leader effectiveness by followers. Another important aspect of success in the contemporary work world is the way an employee views his or her work and family roles and work-life balance. In addition, objective career success was found to be undermined by many of the family variables measured. This result was supported by Drenzo et al. (2015), who found that PCO led to increased work-life balance through the mechanisms of whole-life perspective and perceived employability.

The organizational outcomes associated with a protean career are primarily in the areas of organizational commitment. Studies have found the PCO to predict affective commitment turnover intentions, as well as task performance (Fernandez & Enache, 2008; Supeli & Creed, 2016; Baruch, 2014). Although the self-directed and values-driven nature of a PCO may be perceived as self-focused and not oriented toward the organization, a PCO is not necessarily counter to organizational goals. Thus, we end up with a phenomenon referred to as the Protean Paradox; that is, employees who are self-directed, with a focus on intrinsic values, may make better organizational citizens. Hall et al. (2018) suggested that the relationship between PCO and career outcomes could depend on the organizational context. In work settings that support agentic attitudes and autonomy, such as educational settings, the relationship between PCO and work outcomes may be more pronounced than in more rigid work contexts (Baruch, 2014; Baruch et al., 2016; Baruch & Lavi-Steiner, 2015). High PCO individuals displayed higher levels of resilience in their job search when moving from unemployment to reemployment (McArdle et al., 2007). Individuals who not only possess the requisite talent but who also successfully leverage their work situations and networks are more productive and visible both within and outside their organizations (Docampo & Cram, 2019). Given the inherent qualities of a protean career orientation, it is likely to contribute towards long-term career productivity which can be measured objectively. He added that high levels of personal and skill development serve as a signal to employers that an individual is self-motivated, thus making them more attractive for developmental job opportunities and objective rewards such as promotions and salary (Ng & Feldman, 2010). A recent study also found that high PCO individuals were better able to leverage available organizational resources resulting in superior performance (Holtschlag et al., 2019).

Barriers to Effective Practice of Protean Career Orientation in Organizations

Over the past two decades, PCO has emerged due to the turbulent business environment and globalization which resulted in the psychological contract shifting from an organizational basis into an individual basis. This shift in the career structure has encouraged individuals to be more responsible for their career (Hall, 2004). In order to fit into the current scenario of PCO, individuals need to understand that they should set their own goals for their career so that they are able to see their lives in the long-term perspective and feel satisfied (Sen & Hooja, 2015). However, such career orientation requires an intrinsic positive motivation, for example, psychological capital, to persuade the individual to achieve his or her anticipated goals. Although contemporary career orientations such as PCO emphasize individual responsibility and autonomy, the context in which the career unfolds is equally important (Gunz & Peiperl, 2007). Thus, it is necessary to acknowledge the situational characteristics that evoke or suppress individual traits at work. Fatuzzo (2017) observed that the tertiary institutions in Nigeria seem to be grappling with the challenges of engaging their workforce especially the academic staff due to frustrating work conditions arising from inadequate or lack of teaching and research facilities, poor remuneration, unfavorable policies like high imposition of taxes,



and poor job security with non-pensionable salary. These challenges may have culminated into poor performance in the University ranking. The Nigerian universities lack sufficient facilities and equipment to effectively deliver teaching and research programmes. Nwagwu (1997) opined that our institutions of higher learning are characterized by under-funding, poor working environments, poor conditions of service, inadequate infrastructural facilities and ineffective management of financial resources. This scenario could impact negatively on lecturers' jobs involvement and productivity.

METHODOLOGY

Design

The study adopted descriptive survey research design. The design involves the collection of data from a relatively large number of participants to make references about a population of interest at one point in time. The variables of the study are demographic factors influencing lecturers Protean Career Orientation, influence of Protean Career Orientation on lecturers work outcome and barriers to effective practice of lecturers Protean Career Orientation in North-central universities Nigeria.

Participants

The participants of this study consist of 400 lecturers currently working in the three state owned and federal government owned universities in North-central Nigeria. Assistant lecturers, senior lecturers, associate professors and Professors were purposely selected from six faculties in each of the universities; these include Faculty of Social Sciences, Management, Arts and Humanities, Agriculture, Natural Science and Education. The universities selected for this study include Kogi State University, Benue State University and Federal University of Lafia, Nassarawa, Nigeria.

Instrument

Data for the study were collected using a well-structured questionnaire; this was modified and employed as the primary data collection instrument. The questionnaire, titled Demographic factors influencing lecturers Protean Career Orientation Questionnaire (DFILPCOQ), consisted of two sections tailored to the research objectives. Section A solicited demographic information from respondents, while Section B consisted of questions directly related to influence of Protean Career Orientation on lecturers work outcome, aligning with the research inquiries. Respondents were instructed to assess each item in Section B based on the simple frequencies and percentages, reflecting their perceptions and experience about the influence of Protean Career Orientation on lecturers' work outcome. In collecting data for the study, permission was sought from the Heads of Department of the tertiary institutions selected for the study. The purpose of the study was explained to the participants. They were also given assurance of confidentiality and anonymity of their identities and responses. They were also informed that participation was purely voluntary and that they were free to stop whenever they felt uncomfortable to continue with the research. In total, four hundred and twenty (410) copies of the research instrument were administered to participants, however, only four hundred copies (400) representing 96% response rate were filled and returned for the analysis.



Data Analysis

Data collected for this study were analyzed using Statistical Package for Social Sciences (SPSS) Version 25. The one-way analysis variance (ANOVA) was used to test the null hypothesis at 0.05 level of significance. The ANOVA was used for null Hypothesis because it measured one categorical independent variable with three levels. A null hypothesis was accepted where the calculated significant (Sig.) value (p-value) was greater than or equal to (\geq) the alpha value of 0.05. Otherwise, the null hypothesis was rejected.

PRESENTATION OF RESULTS

Table 1: Demographic Factors Influencing Lecturers Protean Career Orientation

Variables	Frequency N= 400	Percent %
Age/ value- driven career attitude		
25 & below	20	2.4
26-35	125	5.3
36-45	223	61.1
46 & above	125	31.2
Level of Education /self-directed career attitude		
Master Degree	52	13.3
Ph.D.	223	61.4
Professional Qualification	125	31.1
Gender / value-driven career attitude		
Male	145	31.6
Female	255	68.2
Gender/Self-directed career attitude		
Male	260	72.2
Female	140	27.8
Total	400	100.0

Source: *Field Survey, 2024*

Table 1 above shows information on demographic factors influencing lecturers Protean Career Orientation in North-central universities in Nigeria. In terms of the variables that had influenced lecturers' protean career orientation in the study setting, findings indicated age, educational level and gender as largely influencing lecturers' value-driven career attitude and self-directed career behavior. With regards to age, the data obtained had indicated that majority 223(61.1%) of the respondents were within the age range of 36-45 years, 125 (31.2%) respondents aged between 46 years and above while 32 (5.3%) respondents had the age brackets of 25 and 35 years. This finding therefore implies that older lecturers are more likely to have value-driven career attitudes compared to their younger counterparts.



Furthermore, data on the influence educational level has on lecturers' self-directed career attitude had shown that 223 (61.4%) of respondents had a Ph.D., 125 (25.5%) respondents had some form of professional qualification while 52 (13.1%) of the respondent had Master Degree.

Lastly, data on the influence gender has on lecturer's protean career orientation, was presented on its two dimensions: value-driven career attitude and self-directed career attitude. In terms of the gender with a more value-driven career attitude. Findings revealed that the majority 255 (68.2%) of the respondents were female while 145(31.6%) of the respondents were male. The implication of this result is that female lectures were more of value-driven career attitude than the male lecturers. Furthermore, the protean career orientation emphasis that, individuals were self-directed when they proactively managed their own careers (Cabrera, 2009), and the motivators linked to the self-directedness concept were the ability to adapt to performance requirements (i.e. achievements) and the ability to adapt to learning requirements (i.e. personal growth) (Briscoe & Hall, 2006). With regards to the gender that were more self-directed with their career attitude, findings indicated that 260 (72.2%) of the respondents were male while 140(27.8%) were female. This result therefore showed that males' lecturers were more likely to display a higher learning and enhanced performance orientation than their female counterparts.

Table 2: Responses on Influence of Protean Career Orientation on Lecturers Work outcome in North-central Universities, Nigeria

Variables	Frequency N= 400	Percent %
Job and career satisfaction, organizational commitment, task performance, self-management behavior and career productivity.	255	68.4
Career management	111	26.2
Successful career	34	5.4
Total	400	100.0

Source: *Field Survey, 2024*

Results of the study on the influence value-driven career attitude and self-directed career attitude had on workout by respondents in the area are displayed on Table 2. It indicates that majority 351(70.2%) of the respondents had maintained that Job and career satisfaction, organizational commitment, task performance, self-management behavior and career productivity were the influence protean career orientation had on lecturers work outcome, (26.2%) respondents identify career planning as the influence, while 38(5.4%) of the respondents claimed career success were the influence protean career orientation had on workers job outcome.



Table 3: Responses on barriers to Effective Practice of Lecturers Protean Career Orientation

Variables	Frequency N= 400	Percent %
Poor motivation, lack of adequate infrastructural facilities, teaching of large classes, poor staff development programme & strike actions	259	71.4
Inadequate ICT facilities	104	21.2
Insecurity	37	8.4
Total	400	100.0

Source: *Field Survey, 2024.*

As indicated in Table 3, the preponderance percentage (71.4%) of the respondents reported poor motivation, lack of adequate infrastructural facilities, teaching of large classes, poor staff development programme and strike actions as the major challenges to effective practice of their protean career orientation in the study setting. (21.2%) of the respondents claimed insecurity was the challenge while (8.4%) believed that lack of adequate ICT facilities were the challenge to effective practice of their protean career orientation. The result of this study therefore indicates that the respondents could not effectively practice their protean career due to lack of adequate organizational support. Nigerian universities should ensure adequate resources are provided for staff development programmes to allow more lecturers to enjoy the training as well as the provision of more adequate infrastructural facilities in the universities.

Test of Hypotheses

Table 4: One way ANOVA showing the relationship between Protean Career Orientation and Lecturer job outcome.

	Sum Squares	of Df	Mean Square	F-critical	Sig.
Between Groups	2.218	2	1.79	1.498	.049
Within Groups	133.532	396	.337		
Total	135.750	399			

Source: *Field Survey, 2024.*

Decision Rule

Table 4 shows a calculated F-value of 1.49 with a significant (sig.) p-value of 0.49 which is greater than the alpha value of 0.05 ($0.49 > 0.05$) at degrees of freedom of 2 and 79. Therefore, the null hypothesis (HO1) was accepted while the null hypothesis which states that there is no significant relationship between Protean Career Orientation and lecturer job outcome was rejected. This result indicates that there is sufficient evidence to conclude that there is a significant relationship between value-driven career attitude and self-directed career attitude and lecturer's job outcome.



DISCUSSION OF FINDINGS

The findings of the study show that age, educational level and gender largely influence lecturers' value-driven career attitude and self-directed career behavior. Findings revealed that older lecturers are more likely to have a value-driven career attitude compared to their younger counterparts. This is due to the fact that with age, people are increasingly able to resist social pressures regarding what to think and do, and become more self-determined according to their own values. The results of this study indicated that age played an important role in the values driven career attitude and that university lecturers were increasingly motivated to follow their own values with age. Therefore, universities should help lecturers discover and be aware of their own personal values at an early stage of their careers. This finding is in line with the result of Inceoglu et al. (2008), who suggested that age significantly correlated with the value-driven dimension of the protean career. A possible explanation could be related to the fact that older individuals were more self-determined and made career choices based on their own personal values compared to younger individuals since the motivation to uphold one's principles and values increases with age.

Finding of the study also indicates that education levels influence an individual's work attitude and that the higher the education qualifications the individual had, the more likely they undertook in developmental activities presumably because an individual's expectations of rewards and responsibilities generally change as the education level increases. This result is in consonance with Sylva et al. (2019), who postulated that the difference in learning motivation and learning confidence varied across individuals with various education levels. He added that individuals with higher education qualifications were more likely to have greater cognitive abilities and the ability to acquire additional knowledge than those with lower education qualifications. Hence, individuals with higher education qualifications tend to have increased learning motivation and confidence. Similarly, Huddleston et al. (2002) also found that individuals with higher education levels were increasingly motivated towards intrinsic rewards compared to their lesser educated counterparts.

The finding on the influence of gender on Protean Career Orientation also shows that the female lecturers were more of value-driven career attitude than the male lecturers. This is because women tend to be motivated by their personal principles and therefore are more value-driven than men. This confirmed previous study which found that men were more driven by money, status and promotions while women were less driven by such objective career successes and were more driven by their own principles and values (Inceoglu et al., 2008). This finding aligned with Nguyen and Sackett (2001), who found that men and women perceive things differently because of their socialization process and value system from prior experiences. Furthermore, the protean career orientation emphasis that, individuals were self-directed when they proactively managed their own careers (Cabrera, 2009), and the motivators linked to the self-directedness concept were the ability to adapt to performance requirements (i.e. achievements) and the ability to adapt to learning requirements (i.e. personal growth) (Briscoe & Hall, 2006). With regards to the gender that were more self-directed with their career attitude, finding further revealed that males' lecturers were more likely to display a higher learning and enhanced performance orientation than their female counterparts. It may also be assumed that male lecturers are more inclined to engage in a lifelong series of developmental experiences compared to female lecturers. On the contrary, Segers et al. (2008) found that there were no gender differences in terms of the self-directed career attitude. From the above, it can be deduced that lecturer's age and gender influences their value-driven career attitude while their



gender and educational level influence their self-directed value career attitude. That is, age played an important role in the values driven career attitude and that university lecturers were increasingly motivated to follow their own values with age. Women were more intent on using their own values to guide their careers (values-driven) while males possess a self-directed attitude toward their career management.

The study further revealed that workers with value-driven career attitude and self-directed career attitude are likely to possess a proactive behavior in managing their career which results in organizational commitment and high productivity. Therefore, encouraging university lecturers to take responsibility in managing their own careers will most likely lead to a higher organizational commitment and high productivity. This result is in line with Jawahar and Liu (2016) who suggested that a relationship between proactive behaviors and organizational citizenship behavior has been proposed on the grounds that proactive employees are more motivated to participate in organizational improvement initiatives. Similarly, Sylva et al. (2019) found that those who are more proactive in managing their careers not only report higher levels of fit with their job and organization but also higher levels of organizational, team and career commitment. Baruch (2014), Cakmak-Otluoğlu (2012) and Porter et al. (2016) for example have reported positive associations between the protean career orientation and organizational commitment. Rodrigues et al. (2015) further observed that PCO was related to high performance, higher levels of organizational citizenship behavior, as well as high organizational commitment and employee well-being. Thus, the authors concluded that high PCO represented a win-win for outcomes valued by both the employee (e.g., career, job, and life satisfaction) and the organization (e.g., performance, commitment). In addition, Cakmak-Otluoğlu (2012) found a value-driven attitude and self-directed attitude to significantly influence organizational commitment.

The finding of the study as well demonstrated that lecturers could not practice their protean career orientation effectively due to lack of adequate organizational support, poor motivation, lack of adequate infrastructural facilities, teaching of large classes, poor staff development programme and strike actions. Nigerian universities should ensure adequate resources are provided for staff development programmes to allow more lecturers to enjoy the training as well as the provision of more adequate infrastructural facilities in the universities.

CONCLUSION

Based on the findings of the study, it was concluded that the basic elements of protean career attitude was linked to some demographic factors and such information would provide useful insight in terms of career management strategies and that its practice with the help of organizational support will result in organizational commitment. However, the majority of the respondents could not practice their value-driven career and self-directed career attitude effectively. This ugly menace was majorly blamed on poor motivation, lack of adequate infrastructural facilities, poor staff development, teaching of large classes and strike actions.



RECOMMENDATION

Based on the findings and conclusion of the study, the following recommendations were made:

1. The Nigerian universities should help lecturers discover and be aware of their own personal values at the early stage of their careers, since the study had revealed that with age individuals tend to become more motivated by their own values. Universities may also provide formal training and education that encourages positive values among lecturers since these values can be used to guide their career attitudes later on in life. Such training and educational opportunities may further assist in the alignment of organization values with individual values.
2. There is a need for Nigerian universities to address their employees' career attitudes since they would be dealing with highly educated individuals, and also provide organizational support that actively engages employees in the management of their own careers. This includes providing flexible key performance indicators (KPIs) that will allow lecturers to choose which area(s) they would like to excel in, such as teaching, research or consultancy; while developing a more tolerant culture that will allow lecturers to discover their own career identity.
3. The government should ensure adequate resources are provided for staff development programmes to allow more lecturers to enjoy the training as well as the provision of more adequate infrastructural facilities in the universities. This will not only equip them with new skills, techniques, knowledge and experiences necessary to enhance or build their job performance capacity at the individual levels but will also enable them to carry out their job effectively.
4. The government should formulate good welfare packages for academic staff of Nigerian universities. This will prevent brain-drain in the system. Conducive working environment should be provided and salaries and other benefits should be paid on time. Since motivation is key to the improvement of the performance of workers in any institution. A motivated staff will perform more and produce more results than an unmotivated staff.

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