



## Research Paper

# The effect of career anchors on Human Resource Development among physical education teachers



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### Abstract

Career anchors are distinct patterns of an individual's talents, capacities, purposes, attitudes, and values. After years of experience and feedback from the real world, these patterns guide the person's path to personal development and eventually confirm it. The challenge currently faced by HR managers in most companies and organizations is the reluctance of employees to perform their duties. In such a situation, achieving success involves examining the development of human resources and how career anchors affect it. This research, in turn, aims to investigate the impact of career anchors on Human Resource Development (HRD). Two questionnaires by Schein (2006) and Faghihipour and Haghgou (2016) were employed to evaluate career anchors, and HRD, respectively. The research population included all 200 physical education teachers Department of Ardabil Province. The sample size was determined, using Krejcie and Morgan table, as 127, selected through a non-random sampling method. Data analysis was done on LISREL, and structural equation modeling was used to analyze the hypotheses. The results showed that different aspects of career anchors such as managerial competence, security, entrepreneurial creativity, autonomy and independence, service and dedication, pure challenge, and lifestyle significantly positively affected HRD.

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## Introduction

Production of goods and services in organizations is dependent on their individuals. Individuals are the most valuable assets of an organization, and have unlimited capabilities to learn, grow, and improve. All organizations need "individuals capable of identifying, managing, and focusing on emotions to meet daily-life's needs" (Farina et al., 2016). Human Resource Development is largely associated with the creation of workplaces, motivation, engagement and productivity (Farina et al., 2016). In the present day, HRD is a recognized tool, used by managers to effectively run modern organizations, through features such as penetration channels, growth, reliance on horizontal structures and collaborative networks, little difference between managers and employees, and a reduction in organizational belonging. Failure to develop human resources has unpleasant consequences. On the one hand, the organization's ability to adapt to the challenges of today's rapidly changing world is reduced, which will in turn decrease organizational performance. On the other hand, the staff will see their talents, competencies, and capabilities apprehended by an organization that does not provide them with opportunities to grow. This, consequently, results in their dissatisfaction and lack of motivation (Beigi & Gholipour, 2016). Human Resource Development activities are based on employees, organizations, and career development (Chapman et al., 2016). Even today, HRD planning is considered as one of the most

complex aspects of human resources. Gaining knowledge and skills is time consuming; companies, however, invest greatly in providing it to their employees (Kazakovs, 2014).

Career anchors are the individual's conscious efforts to know their skills, tendencies, values, opportunities, constraints, choices and achievements, as well as identifying their job objectives and planning to achieve them. (Schein, 2006: 64). Career anchors represent the personal demands of the job which must also satisfy the staff, and are important in hiring and firing employees (Chang et al., 2011). Work stages represent the progress along the career path. Individuals can grow through them and, while adding value to the organization (Ling Hsing, 2011). Anchors are important, not only as factors in the decision-making of individuals, but because they are also sustainable (Kaplan, 2014). What is today a major challenge for HR managers in most organizations and companies, is the reluctance of employees to perform tasks that are described in their job descriptions. Managers may employ them regardless of their skills, interests, and motivations, which subsequently distances their individual goals from the organizational ones and makes them express distastefulness in their jobs. The result is forced labour, or, in other words, failure to pay attention to the career anchors in the organization (Paul et al., 2011: 58).

With job specialization, the number of highly educated people hired by organizations is growing rapidly. Paying attention solely to hygiene factors such as salary, benefits and

rewards, reduces motivation and job satisfaction and does not increase knowledge. One highly important motivational factor is to offer settings for improvement and growth in the framework of human resource development plans (Beigi & Gholipour, 2016). In spite of all efforts, research and progress in the development of human resources in the physical education teachers Department of Ardabil Province has been slow. Therefore, and in order to overcome the current complications, this research focuses on the analysis of career anchors and their impact on the development of human resources in the physical education teachers Department of Ardabil Province. The aim of the present research, in accordance with all above, is to find the impact of career anchors on HRD?

## **Theoretical Framework**

### **Career Anchors Concept**

Over the last couple of decades, the focus in career research has been shifting towards assigning more importance to internal or subjective characteristics of one's career (e.g., Arthur and Rousseau 1996 ; Hall 1996 ; Cappellen and Janssens 2005). A person's career is increasingly seen as "the evolving sequence of a person's work experiences over time" (Arthur et al. 1989, p. 48) that shapes up a subjective sense of where one is going in one's working life. In this sense, a person's career is driven and guided by his/her internal values, attitudes, and beliefs rather than organizational structures, policies, and societal occupational role expectations (Wechtler et al, 2016).

Edgar Schein (1975, 1978, 1987) suggests that the life experiences that people undergo give them a more accurate and stable "career-self-concept", a construct which he labels "career anchor". A career anchor has three components:

- (1) self- perceived talent and abilities;
- (2) self- perceived motives and needs; and
- (3) self- perceived concept attitudes and values.

The first two is based on actual experience in a work setting, while the third is derived from the individual's reaction to a variety of norms and values encountered in different social and work situations. Schein regards a career anchor as: "That one element in a person's self-concept, which he or she will not give up, even in the face of difficult choices" (Schein, 1990, p. 18; Danziger and Valency 2006). Anchors are therefore broader than just values as they emphasize discovery through work experience and the importance of feed-back in shaping a person's development. They explain how and why individuals inter act with an organization, as they will not give up their predominant career anchor, even if faced with difficult choices (Schein, 1990; Weber and Ladkin, 2011). Schein (1978) has initially identified five career anchors: (1) functional competence, (2) managerial competence, (3) autonomy, (4) security, and (5) entrepreneurial creativity. He subsequently (Schein 1987, 1990) added three more: (6) dedication to a cause, (7) Pure challenge, and (8) lifestyle (table 1). These can be briefly described as follows (see Schein 1990for more). More recently,

Feldman and Bolino (1996) re-conceptualized Schein's eight career anchors in to three distinct groupings: (1) talent-based anchors (managerial competence, technical /Functional competence, entrepreneurial creativity); (2) need-based anchors

(security/stability, autonomy/independence, lifestyle); and (3) value-based anchors (pure challenge, service and dedication to a cause)(Weber and Ladkin,2011). These can be briefly described as follows (see Schein 1990 for more):

**Table 1. Career anchor descriptions by Schein (Tuononen et al, 2016).**

Technical/Functional Competence (TF)	This kind of person likes being good at something and will work to become a guru or expert. They like to be challenged and then use their skills to meet the challenge, doing the job properly and better than almost anyone else
General Managerial Competence (GM)	These people want to be managers. They like problem-solving and dealing with other people. They thrive on responsibility. To be successful, they also need emotional competence.
Autonomy and Independence (AU)	These people have a primary need to work under their own rules and 'steam'. They avoid standards and prefer to work alone.
Security/Stability (SE)	These people seek stability and continuity as a primary factor of their lives. They avoid risk and are generally 'lifers' in their job.
Entrepreneurial Creativity (EC)	These people like to invent things, be creative and most of all to run their own businesses. They differ from those who seek autonomy in that they will share the workload. They find ownership very important. They get easily bored. Wealth, for them, is a sign of success.
Service/Dedication to a Cause (SV)	Service-orientated people are driven more by how they can help other people than by using their talents. They may work in public services or in areas such as human resources.
Pure Challenge (PC)	People driven by challenge seek constant stimulation and difficult problems that they can tackle. Such people will change jobs when the current one gets boring, and their career can be varied.
Lifestyle (LS)	Those who are focused first on lifestyle look at their whole pattern of living. Rather than balance work and life, they are more likely to integrate the two. They may even take long periods of time off work in which to indulge in passions such as travelling.

## Human Resource Development

Human Resources Development (HRD) includes plans, systems and activities designed to improve employee performance. The most important goals of HRD is to

address the current performance problems, prevent future challenges, and expand employees' knowledge. Human Resource Development is one of the most central processes of human resource management

(Jezni et al., 2011: 17). Not only does HRD involve the development of individuals, it improves both organizational and individual performance through simultaneous development of the teams (Nguyen & Hadikusumo, 2017). Swanson and Holton (2009) developed many HRD theories, and identified the five aspects of personal development, career development, team development, organizational development, and training and development. Thomson and Mabey (1994) acknowledged three main areas of Human Resource Development as education and development, organizational development, and professional development (Nguyen & Hadikusumo, 2017). Employee development and empowerment means forming the necessary capabilities in the staff to enable them to create added value in the organization and to commit to their responsibilities in the organization efficiently (Jezni et al., 2011: 17). Staff development plans still remain a sophisticated aspect of many HR Departments (Kazakovs, 2014). In short, the reasons for Human Resource Development include: the challenging environment of organizations, the increasing pace of technology and innovation, taste-change of organizations from a physical work force to an educated one, the changing concept of occupation (bundled jobs, flexihours, telecommuting, etc.), intense competition in the workplace, emergence ICT, demand for higher quality services, and the changing attitude of people towards work (provider of secondary needs Individuals) (Jezni et al., 2011: 18). In this research, the goal and outcome of HRD is to improve performance.

Javad Faghihipour and Tayebeh Haghgou's book, Human Resource Development and Human Resource Development Index (2016) was used to evaluate the role of Human Resources Development components. The book introduces the six aspects of intellectual, attitudinal, occupational, perceptual, behavioural, and creative. The intellectual part refers to the ideas of the employees that increase organizational value. The attitudinal refers to the positive attitude of the employees towards the training, improvement and transformation of the organization. The occupational aspect follows the willingness of employees to use advanced equipment and technology in the organization, as well as their inclination to broadening their scientific and technical horizons and conducting applied research, invention and discovery. The perceptual, is an understanding of the organizational issues and processes, the economic state of the society and having flexibility towards it, as well as a better understanding of environmental opportunities and threats. The behavioural aspect refers to the acceptable behaviour of employees in the organization towards colleagues, managers and clients, and also the adaptation and compatibility of the staff with organizational processes. The creativity module deals with areas of developing creativity in the organization, and generating an appropriate framework to accept creative ideas of the employees through encouraging training and expression of opinion (Faghihipour & Haghgou, 2016).

### **Development of Hypotheses and Conceptual Model**

Growth of individuals in organizations, in the near future, will not be possible only through organizational promotions, and this indicates the importance of career planning. Individuals of an organization, naturally prefer to choose a career that matches their characteristics. They tend to follow their career in order to achieve career progression (Ona, 2015).

Career anchor theory is based on the idea that congruence between career guidance and the environment will cause professional satisfaction. In the meantime the incongruence of these will cause dissatisfaction and low yield (Ona, 2015).

Individuals anchored by technical/functional competence seek advancement only in their technical or functional area of competence (Schein, 1990; Cardin et al, 2010). Functional competence characterizes employees driven in their careers by the desire to apply their special skills and talents and become expert in a specific area. Employees anchored by managerial competence find fulfilment in their careers by integrating the efforts of others toward a common task and seeking responsibility to make major decisions in their organizations. Autonomy-anchored employees experience difficulties with organizational life which they find restrictive or intrusive (e.g., rules, working hours) and instead put great emphasis on self-reliance and independent judgment, seeking freedom to define their own tasks, schedules, and procedures. Security-anchored employees find comfort in their careers when they perceive future events as predictable and feel secure in terms of job employment or financial situation; they prefer stable work

and are more sensitive to context than to the nature of work itself. Entrepreneurial-creativity-anchored employees find fulfilment in their careers by creating something through the use of their own skills and efforts; they are constantly looking for ideas to start their own enterprise and they need to create and tend to be bored easily otherwise. Dedication-to-a-cause-anchored employees feel successful when they perceive that they contribute to society and use their talents in the service of others; they dream of doing something meaningful for humanity and society through their work. Lifestyle-anchored employees seek a job that integrates personal, family, and work needs; they look for organizational flexibility. Pure-challenge-anchored employees need to prove they can conquer anything; they seek jobs with unsolvable problems or seemingly impossible odds to challenge them; they are motivated by competition and obstacles (Wechtler et al, 2017)

Swanson (1987) considers Human Resource Development (HRD) as the process of improving an organization's performance through its human resource capabilities using such activities as job design and motivating practices (Beigi & Gholipour, 2016). One of the main objectives of human resource management, considering the importance of human resources in the well-doing of the organization, is to maintain and improve the personnel's careers within the organization. This should be conducted in a way that any employee of the organization can, after getting enough experience and accomplishing professional skills, gain access to career advancement and moving up within the organization. By entering the organizational

world, employees look for growth, and thus choose the route designed, openly, by the director. The task of managing career development involves reconciling the needs and potentials of individuals on the one hand, with the professional requirements of the organization on the other. Determining the path to career development, is a job for human resource managers, who by finding each person's progress in his working life, lead him to his desired perfection (Pahlavan, 2002). In a study by Nguyen and Hadikusumo et al. (2017), they found that HRD has a positive impact on project success. Hoon Tan and Choo Quek (2001), Bester & Mouton (2006), Zakerfard, Oreizi and Nouri (2008) and Rajaipour (2010) and Qalavandi (2010) state that there is a positive and significant relationship between technical and functional competence, autonomy and independence, entrepreneurial creativity, lifestyle, security and stability, pure challenges, and managerial competence with employee performance. Results of studies by Danziger and Valency (2006) and Quisenberry (2006), show that there is a positive and significant correlation between Schein's career anchors and job satisfaction. Tremblay et al. (2014) concluded that people with a stronger management anchor achieved more career success; whereas those with a stronger lifestyle showed less success, but were more successful in their personal life. Wechtler et al. (2016) indicate that different aspects of Schein's career anchors have a positive impact on cross-cultural adjustments. Jane Yarnal (1998) argues that age, gender, and service records have no significant effect on the distribution of the anchors, although there is inconsistency in the impact degree of each

of them. Tuononen et al. (2016) state that technical and functional competence and lifestyle are often regarded as the most essential career anchors, while entrepreneurial creativity and managerial competence fall at the other end of the spectrum.

According to the above, the research hypotheses are as follows:

H1: Technical/functional competence has a significant effect on HRD.

H2: Management competence has a significant effect on HRD.

H3: Security and stability have a significant effect on HRD.

H4: Entrepreneurial creativity has a significant effect on HRD.

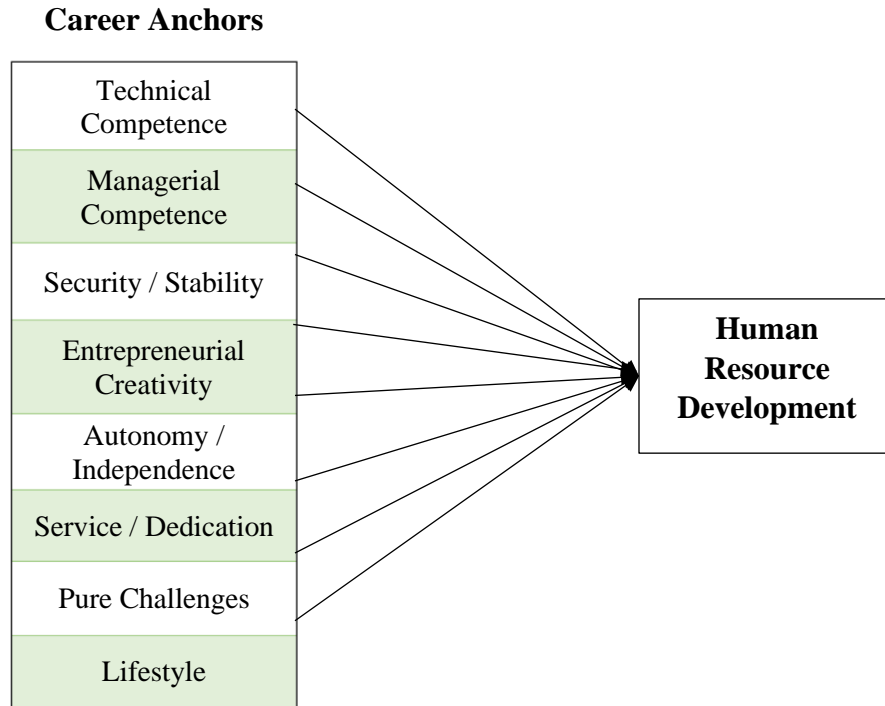
H5: Independence and autonomy have a significant effect on HRD.

H6: Service / dedication to a cause has a significant effect on HRD.

H7: Pure challenges have a significant effect on HRD.

H8: Lifestyle has a significant effect on HRD.

In accordance with the aforementioned, the conceptual model of the research can be presented as Fig. 1.



**Figure 1. Conceptual Model of the Research (Schein, 2006; Tremblay et al., 2012; Wechtler et al., 2016)**

### Research methodology

#### Population and Statistical Sample

The population for this research project is comprised of all the physical education teachers for the Ardabil Province with a total of 200 personnel. Sample size has been determined using the Kukran formula for limited populations as follows:

$$n = \frac{\frac{t^2 pq}{d^2}}{1 + \frac{1}{N} (\frac{t^2 pq}{d^2} - 1)} = 127$$



P equals 0.5 for the existence of the property being considered in relative terms. Q equals 0.5 that shows lack of existence of the property being considered in relative terms. d is the error percentage which is set to 5% for this study. The t value for 95% confidence level equals 1.96. N is the total number of employees in Ardabil Province physical education teachers. n is the sample size which is calculated as 127. Finally considering the statistical population for this study, accessible subjects were chosen for the statistical sample. For this purpose, questionnaires were personally distributed among Ardabil Province physical education teachers and in another visit the questionnaires were collected.

### Variable Measurement

Library and field study methods have been used in order to collect information for this research. In the first step, library study was used to investigate the theoretical literature and experimental background. Referring to scientific sources especially visiting the international databases helped in identifying the related research and develop the theoretical and experimental framework for this research. In the second step, field study method has been used to collect the required data by administering the questionnaires.

The questionnaire that is used in this study has three parts. The first part includes some of the most important demographic attributes such as age, gender, education level and work experience. The second part consists of 24 questions. Schein's standard questionnaire (2006) was used to measure career anchors. This questionnaire has eight components of technical competence, managerial competence, security and stability, entrepreneurial creativity, autonomy and independence, service and dedication, pure challenge and lifestyle. The third part, consisting of 26 questions, is the human resource development questionnaire adopted from the book *Human Resource Development and Human Development Index* by Javad Faghihipur and Tayebe Haghgu (1395), comprising of six dimensions of intellect, attitude, occupation, perception, behavior, and creativity. All the variables are measured in the range of *Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree*. The respondents were requested to answer the questions by choosing an option from five levels of the Likert scale. The composition of questions and sources used for the development of the standard research questionnaire are presented in table 2.

**Table 2. Composition of the questionnaire items**

Variable	Dimensions	Number of Questions	Source
Career Anchors	Technical Competence	3	Schein (2006)
	Managerial Competence	3	Schein (2006)
	Autonomy and Independence	3	Schein (2006)

	Security and Stability	3	Schein (2006)
	Entrepreneurial Creativity	3	Schein (2006)
	Service and Dedication	3	Schein (2006)
	Pure Challenge	3	Schein (2006)
	LifeStyle	3	Schein (2006)
Human Resource Development	-	26	Faghihipur and Haghgu (1395)

### Data analysis method

In the first step of data analysis, we examine the normality of data distribution based on Kolmogorov-Smirnov Test (KS) (Bruce et al., 2003). The Kolmogorov-Smirnov Test (KS) is basically of non-parametric statistical tests type. Also, Kolmogorov-Smirnov Test (KS) compares the cumulative probabilities of the data set values with the cumulative probabilities of the same values in a specific theoretical distribution for distribution matching. If the difference is large enough, this test will show that the data do not match with one of the intended theoretical distributions. If the decision criterion (significance level) in this test is less than 0.5%, the null hypothesis will be rejected; this means that the data cannot comply with a particular distribution such as normal, Poisson, exponential or uniform distribution (Hassani and Silva, 2015).

After determining the data distribution, the structural equation modeling. This method includes two components of measurement model and structural model. It is necessary to make sure of the accuracy of the measurement model where the relation between the latent and observed variables. There are different methods to examine the model fit; but the

method employed in this research to examine the measurement model fit consists of two validity methods of content and construct. The experts and university professors' opinions are made use of to guarantee the validity of the questionnaire. The validity of the construct consists of the extent of accuracy of the scale in measuring the theoretical construction or the given feature (Mohammad beigi et al., 2006). Confirmatory Factor Analysis is used to examine the validity of the questionnaire construct, and Cronbach's Coefficient Alpha is used to examine its reliability.

After making sure of the appropriate measurement model fit, the structural model is used to test the relationships based on the research model and finally concluding about the confirmation or rejection of the hypotheses. Structural equation modeling is a very powerful multi-variable analysis technique of the multi-variable regression family and an extension of the general linear model that allows the researchers to test a set of regression equations by the simultaneous method (Houman, 2005). One of the most powerful and appropriate methods of analysis in the behavioral sciences and social researches is structural equation modeling because many subjects are within the scope of multi-variable humanities and social sciences

and they cannot be analyzed using two-variable method. Structural equation modeling is based on covariance structures analysis, and they are employed as one of the main analysis methods of complex data structure and one of the modern methods to examine the cause and effect relationships, in analyzing different variables that show the simultaneous effects of variables on each other in a theory-based structure (Ghasemi,2010). In addition, employing structural equation model method feature some other important advantages of which we

can point out the estimation of multi relationships, capability to measure latent variables, calculation of measurement error, capability of examination co-linear effect and spurious and unreal relationships of the research model constructs (Gye-sso, 2016). Finally it should be mentioned that the specialized Lisrel software was employed to execute the above mentioned statistical methods.

### Data analysis

#### Respondents' demographic features

The results of the examination of the Respondents' demographic features are shown in table 3.

**Table 3. Respondents' demographic features**

Demographic Features	Class	Number	Percentage
Gender	Man	98	23
	Woman	29	77
Age	Less than 30 years	12	10
	Between 30 to 40 years	61	48
	Between 40 to 50 years	45	35
	More than 50 years	9	7
Duration of Service	Less than 5 years	14	11
	Between 5 to 10 year	40	32
	Between 10 to 15 years	22	17
	More than 15 years	51	40
Education	Diploma	8	6
	Associate degree	22	18
	Bachelor's degree	58	46
	Master's degree	39	30

As it has been shown in table 2, 77% of the respondents were women and 23% were men. In terms of age, 10% of respondents' were less than 30 years, 48% between 30 to 40 years, 35% between 40 to 50 years and 7% more

than 50 years. In terms of durations of service, 11% of the respondents were less than 5 years, 32% were between 5 to 10 years old, 17% were between 10 to 15 years, 40% were more than 15 years. In terms of education, 6% of the respondents held diploma, 18% held

degree, 46% held bachelor's degree and 30% held master's degree and higher.

#### Data Distribution Normality Test

The Kolmogorov-Smirnov Test (KS) is employed to examine the claim made about the data distribution of a quantitative variable.

In this test the null hypothesis includes the claim made about the type of data distribution that is normal distribution (Momeni and Faal Ghayyoumi, 2012). The results of Kolmogorov-Smirnov Test (KS) have been shown in table 4.

**Table 4. Kolmogorov-Smirnov Test**

Variable	Human resource development	Job path Anchors
Number of respondents	127	127
Standard deviation	0.54	0.44
Maximum differences	Absolute	0.12
	Positive	0.08
	Negative	-0.10
Kolmogorov-Smirnov Statistics	1.44	1.17
Level of significance	0.061	0.125

Regarding the results of table 4, it is observed that the decision criterion value is greater than error value (0.05). Also, the value of decision criterion (P-Value) suggests the acceptance of null hypothesis. Therefore, the null hypothesis based on abnormality of the questionnaire data was rejected and hypothesis 1 includes the normality of the data.

#### Evaluation of Construct Validity and Reliability

As it was mentioned in the research method section, the questionnaire is evaluated in terms of validity and reliability before testing the model and concluding whether to

confirm or reject the hypotheses. The experts and university professors' opinions are made use of to guarantee the validity of the questionnaire. By gaining their opinions, the questions of the questionnaire underwent the required editions and it was ascertained that the questionnaires assess the given properties of the research. Finally, because of the fact that using Cronbach's Coefficient Alpha is more common; therefore, the same coefficient is used to examine the reliability of the combined variables in the present research. Table 5 shows the results obtained from Confirmatory Factor Analysis including factor loadings, t-statistics values and Cronbach's Coefficient Alpha for the variables and questions used to assess them.

**Table 5. Results of Confirmatory Factor Analysis and Cronbach's Coefficient Alpha**

Variables	Questions related to questionnaire	Factor loading	t statistics	Significance level	Cronbach's coefficient alpha
Technical Competency	Becoming a CEO in my specialized working field is more attractive than becoming a general manager.	0.75		Less than 0.05	<b>0.83</b>
	I only feel successful at my job when I enhance my technical abilities.	0.76	8.08	Less than 0.05	
	I enjoy it when making use of my skills and talents.	0.63	8.06	Less than 0.05	
Managerial Competency	I have the ability to integrate and coordinate the attempts of my organization's staff.	0.92		Less than 0.05	<b>0.87</b>
	I only feel successful at my job when I become a manager.	1.03	10.61	Less than 0.05	
	I can influence many colleagues of mine by my decisions.	0.83	9.78	Less than 0.05	
Independence and Autonomy	If the organization diminishes my independence and freedom, I prefer to leave the organization.	0.59		Less than 0.05	<b>0.75</b>
	I only feel successful at my job when I have enough latitude in my work.	0.76	5.24	Less than 0.05	
	I am interested in planning and doing the task based on my own method and taste.	0.80	5.18	Less than 0.05	
Security and Stability	I like a job that makes me feel secure and stable.	0.54		Less than 0.05	<b>0.73</b>
	I avoid accepting a task that poses a risk to my job.	0.74	7.59	Less than 0.05	
	Job security and keeping my job is more important to	0.75	7.56	Less than 0.05	

	me than have latitude in my job				
Entrepreneurial Creativity	I wish to initiate my business according to my own ideas	0.55		Less than 0.05	<b>0.82</b>
	I only feel successful at my job when I do a task creatively and innovatively.	0.66	6.51	Less than 0.05	
	I prefer my ideas and creativities be used than be a manager of a section.	0.73	6.73	Less than 0.05	
Altruism	I prefer to leave the organization when it diminishes my sense of altruism.	0.65		Less than 0.05	<b>0.78</b>
	I like the job that provides services for the humanity and society.	0.60	7.31	Less than 0.05	
	I enjoy my job when I feel I serve other people.	0.56	7.03	Less than 0.05	
Pure Challenges	I enjoy my job when I can solve an insoluble problem in my job.	0.82		Less than 0.05	<b>0.87</b>
	Solving complicated problems is more important to me than administrative positions.	0.73	9.93	Less than 0.05	
	I enjoy competing with my colleagues to solve organizational challenges.	0.87	10.17	Less than 0.05	
Lifestyle	I like a job that interferes the least with my life.	0.75		Less than 0.05	<b>0.77</b>
	I only feel successful at my job when I strike a balance between my life and job.	0.47	5.65	Less than 0.05	
	If my job does damage to my life, I prefer to leave my organization.	0.97	6.89	Less than 0.05	
Human Resource Development	I have proper inner and outer orientation in relation to the goal I set.	1.04		Less than 0.05	<b>0.92</b>

I manage the studying environment and time well.	0.85	11.26	Less than 0.05
I review all affairs on my mind then I organize them.	1.05	13.88	Less than 0.05
I place value on my colleagues' expectations.	0.85	11.99	Less than 0.05
I try to place value on the ideas of the people around me, and make use of them in other activities I do.	0.68	10.24	Less than 0.05
I have the ability of adapting to the environment and coordinating with the expectations.	0.56		Less than 0.05
I am very confident about myself.	0.82	6.98	Less than 0.05
I am likeable.	0.67	6.54	Less than 0.05
I can decide easily.	0.65	6.93	Less than 0.05
Other people enjoy my presence.	0.77		Less than 0.05
I am well known among my peers.	0.75	7.86	Less than 0.05
I do the task as well as I can.	0.67	6.49	Less than 0.05
I am fairly happy.	0.67	3.61	Less than 0.05
I understand myself.	0.60		Less than 0.05
I never get the blame.	0.36	4.47	Less than 0.05
When I have something to say, I usually express it.	0.63	7.1	Less than 0.05
If I try hard enough, I will always be able to solve difficult problems.	0.60	6.27	Less than 0.05

If someone opposes me, I can find some methods to gain what I want.	0.66	7.51	Less than 0.05
I can easily follow my goals, and achieve my purpose.	0.31		Less than 0.05
I am sure that I can deal effectively with the unexpected problems.	0.96	3.84	Less than 0.05
I know how to deal with the unexpected situations because of my creativity and merit.	0.73	3.77	Less than 0.05
If I try hard enough, I can solve most of the problems.	0.32	3.78	Less than 0.05
I can keep calm when facing problems because I trust my internal ability.	0.64		Less than 0.05
If I face a problem, I can usually find some solutions.	0.67	10.30	Less than 0.05
If I encounter a problem, I can usually find an alternative.	0.76	11.19	Less than 0.05
It does not matter what I face, I can usually eliminate or solve it.	0.64	8.45	Less than 0.05

Values greater than 0.4 and 0.5 have been usually considered the acceptable range to accept the factor loadings (Rivard and Huff, 1988; Hulland, 1999). In the present research, the standard value for the factor loading has been taken to be 0.5. The results presented in table 4 show that the values of factor loadings are greater than the standard level 0.5 in all items indicating a strong and appropriate relationship among the manifest and latent variables. Also t-statistics values are greater than 1.96 within the range in all items.

Therefore, it can be concluded that the questions have enough ability to assess the variables and the questionnaire feature acceptable variability.

The acceptable range of Cronbach's Coefficient Alpha is usually between 0 indicating no reliability to +1 indicating complete reliability of the variable, and the closer the obtained value is to +1, the greater the reliability of the questionnaire will be. According to the rule of thumb Cronbach's Coefficient Alpha must be at least (0.7) to be considered as having reliability



(Sheikhesmaili, 2011). Table 4 also presents the Cronbach's Coefficient Alpha value for all variables of the research that are obtained to be more than 0.7 showing the proper reliability of the questionnaire.

In the next stage, the research model indices fit must be examined to make sure

about the obtained results so that the obtained results can be generalized to all organizations. The values of fitting indices of career anchors and human resource development of first order Confirmatory Factor Analysis have been presented in table 6.

**Table 6. fitting indices of first order Confirmatory Factor Analysis for career anchors and human resource development**

RMSEA	CFI	IFI	NNFI	NFI	GFI	SRMR	PMR	Variable Fit Index
0.1	0.94	0.97	0.96	0.97	0.98	0.05	0.04	Career Anchors
0.1	0.94	0.97	0.94	0.97	0.97	0.03	0.01	Human Resource Development

RMR<0.1; SRMR~0; GFI>0.9; NFI>0.9; NNFI>0.9; IFI>0.9; CFI>0.9; RMSEA<0.1

As the fitting characteristics in table 6 show, the data provided by the present research fits the factor structure and theoretical foundation of the research appropriately and this indicates that the questions align are aligned with the theoretical constructs. Therefore, the fitting indices in the set show the appropriateness of

the career anchor and human resource development measurement model based on of first order Confirmatory Factor Analysis.

### Research Hypotheses Testing

In the following, the research hypotheses were tested after the examination of data distribution normality and the validity and reliability of the questionnaire based on structural equation modeling method.

**Table 7. Path coefficients and level of significance in research model**

Hypotheses	Independent variable	Dependent variable	Path coefficient	t-statistics	Significance level	Result
H <sub>1</sub>	Technical competency	Human resource development	0.65	4.54	Less than 0.05	Confirmed
H <sub>2</sub>	Managerial competency	Human resource development	0.55	4.13	Less than 0.05	Confirmed
H <sub>3</sub>	Security and stability	Human resource development	0.51	3.87	Less than 0.05	Confirmed
H <sub>4</sub>	Entrepreneurial creativity	Human resource development	0.45	6.60	Less than 0.05	Confirmed

H <sub>5</sub>	Independence and autonomy	Human resource development	0.66	4.68	Less than 0.05	<b>Confirmed</b>
H <sub>6</sub>	Altruism	Human resource development	0.55	2.99	Less than 0.05	<b>Confirmed</b>
H <sub>7</sub>	Pure Challenges	Human resource development	0.60	3.42	Less than 0.05	<b>Confirmed</b>
H <sub>8</sub>	Lifestyle	Human resource development	0.70	7.43	Less than 0.05	<b>Confirmed</b>

In the following, the hypotheses were tested based on the provided results. Regarding the first hypothesis, the path coefficient of technical-functional competence variable effect on human resource development variable was calculated to be 0.65. Also the t value of this parameter was calculated to be 4.54. Therefore, it can be stated that the technical-functional competence has a positive effect on human resource development and the first hypothesis of the research has been confirmed. The path coefficient of managerial competence variable effect on human resource development variable has been calculated to be 55%. Also the t value of 4.13 has been estimated for this parameter. Therefore, it can be stated that the null hypothesis is rejected with a 99% confidence level and since these coefficients are significant and positive it can be stated that managerial competence has a positive effect on human resource development. Therefore, the second hypothesis of the research is confirmed. The path coefficient of security and stability variable effect on human resource development variable has been calculated to be 51%. Also the t value for this parameter has been calculated to be 3.87 t. Therefore, it can be stated that the null hypothesis is rejected with a 99% confidence level and since these coefficients are significant and positive it can be stated that security and

stability has a positive effect on human resource development. Thus, the third subsidiary hypothesis of the research is confirmed. The path coefficient of entrepreneurial creativity variable effect on human resource development variable has been calculated to be 45%. Also t value has been estimated to be 3.60 for this parameter. Therefore, it can be stated that the null hypothesis is rejected with a 99% confidence level and since these coefficients are significant and positive it can be stated that entrepreneurial creativity has a positive effect on human resource development. Thus, the fourth subsidiary hypothesis of the research is confirmed. The path coefficient of independence and autonomy effect on human resource development variable has been calculated to be 66%. Also t value has been estimated to be 4.68 for this parameter. Therefore, it can be stated that the null hypothesis is rejected with a 99% confidence level and since these coefficients are significant and positive it can be stated that of independence and autonomy has a positive effect on human resource development. Thus, the fifth subsidiary hypothesis of the research is confirmed. The path coefficient of altruism variable effect on human resource development variable has been calculated to be 55%. Also t value has been estimated to be 2.99 for this parameter. Therefore, it can be stated that the null hypothesis is rejected with

a 99% confidence level and since these coefficients are significant and positive it can be stated that altruism has a positive effect on human resource development. Thus, the sixth subsidiary hypothesis of the research is confirmed. The path coefficient of pure challenges variable effect on human resource development variable has been calculated to be 60%. Also t value has been estimated to be 3.42 for this parameter. Therefore, it can be stated that the null hypothesis is rejected with a 99% confidence level and since these coefficients are significant and positive it can be stated that pure challenges has a positive effect on human resource development. Thus,

the seventh subsidiary hypothesis of the research is confirmed. The path coefficient of lifestyle variable effect on human resource development variable has been calculated to be 70%. Also t value has been estimated to be 7.43 for this parameter. Therefore, it can be stated that the null hypothesis is rejected with a 99% confidence level and since these coefficients are significant and positive it can be stated that lifestyle has a positive effect on human resource development. Thus, the eighth subsidiary hypothesis of the research is confirmed. Table 8 also shows the fitting indices of the whole research model

**Table 8. Research model fitting indices**

RMSEA	X <sup>2</sup> /df	P-value	df	X <sup>2</sup>	Hypotheses Fitting index
0.013	2.88	0.0000	26	74.96	H <sub>1</sub>
0.007	2.52	0.0000	26	65.74	H <sub>2</sub>
0.092	1.81	0.0000	26	47.30	H <sub>3</sub>
0.093	1.84	0.0000	26	47.84	H <sub>4</sub>
0.049	1.15	0.0000	26	29.82	H <sub>5</sub>
0.012	2.82	0.0000	26	73.31	H <sub>6</sub>
0.09	1.69	0.0000	26	43.96	H <sub>7</sub>
0.019	2.42	0.0000	26	63	H <sub>8</sub>

X<sup>2</sup>/df < 3; P-value=0.00; RMSEA<0.1

The RMSEA value is less than 0.1 in all hypotheses. Also the value of K/2 degrees of freedom was obtained to be between 1 and 3. Therefore, the fitting indices show the appropriateness of the provided research model.

### Conclusion, Suggestions and Limitations of Research

The present study aims to examine the effect of career advancement path anchors on

human development in Ardabil Province physical education teachers Department. Career path is created when the person gain life and career experiences and this can penetrate into his thoughts, values and motivation and make them give up in the face of obstacles (Shein, 1996). Career anchors are the conscious attempts on the part of persons know his skills, orientations, values, opportunities, limitations, choices and achievements, and also recognizing the goals related to the career and making a plan to achieve the goals (Dolan and Schul, 2005).

Human resource development as the process of: 1- developing people by focusing on improving the performance related to the present career; 2-developing career path by focusing on improving the performance in the future career tasks and 3- providing organizational development that leads to optimal use of human potentials and improving the human performance that in turn lead to more efficient operation of the organization (Tonkenazhad and Davari, 2009). According to the research results, the career anchors lead to job satisfaction and improvement in performance, the goal of developing human resource is also to improve performance. Therefore, the present research has addressed the interplay between two subjects. By analyzing the first hypothesis it can be stated that technical-functional variable has a positive effect on human resource development (improvement in performance). These results are consistent with the results obtained from the researches conducted by Hoon tan and Chokoyk (2001), Bester and Mouton (2006), Zakerfard et al. (2008), Nguyen and Hedikasm (2017). In the second hypothesis, since these coefficients are significant and positive it can be stated that managerial competency has a positive effect on human resource development (improvement in performance). These results are consistent with the results obtained from the researches conducted by Hoon tan and Chokoyk (2001), Bester and Mouton (2006), Zakerfard et al. (2008), Nguyen and Hedikasm (2017). In the third hypothesis, since these coefficients are significant and positive it can be stated that security and stability has a positive effect on human resource development. These results are

consistent with the results obtained from the researches conducted by Hoon tan and Chokoyk (2001), Bester and Mouton (2006), Zakerfard et al. (2008), Nguyen and Hedikasm (2017). Also in the fourth hypothesis, since these coefficients are significant and positive it can be stated that creativity and entrepreneurship has a positive effect on human resource development. These results are consistent with the results obtained from the researches conducted by Hoon tan and Chokoyk (2001), Bester and Mouton (2006), Zakerfard et al. (2008), Nguyen and Hedikasm (2017). Also in the fifth hypothesis, since these coefficients are significant and positive it can be stated that independence and autonomy has a positive effect on human resource development. These results are consistent with the results obtained from the researches conducted by Hoon tan and Chokoyk (2001), Bester and Mouton (2006), Zakerfard et al. (2008), Nguyen and Hedikasm (2017). Also in the sixth hypothesis, since these coefficients are significant and positive it can be stated that altruism has a positive effect on human resource development. These results are consistent with the results obtained from the researches conducted by Hoon tan and Chokoyk (2001), Bester and Mouton (2006), Zakerfard et al. (2008), Nguyen and Hedikasm (2017). In the seventh hypothesis, since these coefficients are significant and positive it can be stated that pure challenges has a positive effect on human resource development. These results are consistent with the results obtained from the researches conducted by Hoon tan and Chokoyk (2001), Bester and Mouton (2006), Zakerfard et al. (2008), Nguyen and Hedikasm (2017). In

the eighth hypothesis, since these coefficients are significant and positive it can be stated that lifestyle has a positive effect on human resource development. These results are consistent with the results obtained from the researches conducted by Hoon tan and Chokoyk (2001), Bester and Mouton (2006), Zakerfard et al. (2008), Nguyen and Hedikasm (2017), Tonnon et al. (2016).

Assessing the career path anchors enables the organization to properly reconstruct the jobs by providing coordination between their requirements and people. This tip also functions as a useful information source, both for the individual decisions to change career. According to the findings resulting from this research, it is recommended to Ardabil physical education teachers Department directors to improve the skills of its staff. They should choose the for administrators in different positions who have management anchor, are more enthusiastic and committed to take on responsibility for performing the assigned tasks and also deal with the problems analytically, provide job security for their staffs, award staffs who are creative and innovative ideas at the assigned task, extend independence to the extent that it does not do damage to the right way to do the task, create the spirit of self-sacrifice in the staffs by providing the proper working conditions and creating sense of service in people, encourage the staffs to compete with the colleagues in solve organizational challenges, create compiled plans and proper grounds for scouting and discovering creative people and choose some people to work in the organization so that the least interference between the personal life of the individual with the organization activities.

It is recommended to the future researchers to study and examine the effect of the career path anchors on each single one of the development dimensions of human resource development as a separate research. It is also recommended to study and examine the environmental factors effective on human resource development like organizational climate, organizational culture and comparison of the human resource. It is recommended to examine and study the effect of job anchors on job satisfaction and return to work rate. It is recommended to study the subject of this article in service providing and not-for-profit organization so that the required conditions are met to compare this subject between for profit and not-for-profit organizations.

The very low number of researches conducted into studies at domestic and international levels has been one of the main limitations of the present research, and even the a few researches conducted into the career path anchor mostly assess the anchors among the staffs and little has been done to address other organizational aspects. The other limitation in this regard is the low motivation on the part of some respondents to answer the questions. Exclusive use of questionnaire instrument as the tool to collect information and still another limitation of the present study is that all questionnaires are not handed in.

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