

Sociological Analysis of Career Plateau among Faculty Members in Iranian Universities based on Grounded Theory Approach

Arman Heidari

*Assistant Professor, Department of Sociology, University of Yasuj, Yasuj, Iran
alheidari2011@yu.ac.ir*

Sayed Samad Beheshty

*Assistant Professor, Department of Sociology, University of Yasuj, Yasuj, Iran
sbeheshty@yu.ac.ir*

Marzieh Shahriari

*Ph.D. student of Sociology, University of Yasuj, Yasuj, Iran
ghorobe_paeze@yahoo.com*

Abdolreza Navah

*Associate Professor, Department of Sociology, University of Ahvaz, Ahvaz, Iran
navah@yahoo.com*

Introduction

Professional development is mainly related to how it is influenced by job status and the balanced effect of job triangle-work, communication with colleagues, and personal development. The imbalance of this triangle for any unpleasant cause may lead to a number of negative attitudes toward work. Career plateau is one of them, meaning lack of promotion, lack of diversity and challenge in the job, it is an objective-subjective situation whose degree and type differ among different groups within a society and is influenced by individual abilities, organizational characteristics, privileges and opportunities available to individuals and their perceptions of these opportunities. 'In this situation, the first question that comes to mind is whether this person wants to stay his remaining life in this organizational position? Many actors in the field of science and technology in science and politics and management in the field of higher education act as an activist. In this unfavorable situation, they only intend to protrude themselves and make abusive tactics and strategies, because the playground requires that they use these tactics. The name of this stream can be 'time to drown people'. There are different views and perspectives regarding its areas and causes. Some sources of workplaces have been listed as two organizational and personal sources. The main objective of the present research is to analyze the sociological potential of the faculty members' potential in Iranian universities.

Material & Methods

The research methodology was a mix method, in the qualitative phase, the method of grounded theory (systematic approach) was used. This research has been carried out using a theoretical methodology as a qualitative method with a semi-structured interview technique and an exploratory approach. For this purpose, a qualitative-targeted sampling method was conducted with 17 faculty members from the Department of Humanities and Basic Sciences of Tehran, Ahvaz and Yasouj universities. For data analysis, the coding method has been used. The result of analyzing and encoding data in three stages of open, axial, and selective coding revealed the extraction of 135 concepts, 23 subcategories, 9 key issues of prominence of political-factual criterion of managerial posts, insecurity of university space, features and weaknesses in management, inappropriate university

policies, scientific advancement of concerns, the feeling of universal discrimination, individual characteristics of members, financial and social concerns, and the lack of infrastructure facilities; along with the core category 'structural-facilitative potential of the facade of faculty members'.

Discussion of Results & Conclusions

The findings of the qualitative research stage indicate the formation of the faculty member's semantic system about the phenomenon of plateau on a number of major issues and a core category called 'structural affordability of career plateau potential', which covers other major issues. According to the research results, non-professional management and non-selection based on professional competencies can exacerbate the challenge of the effect of non-professional (bioscience) factors on occupational subjects, and all of the above

* Corresponding author: +989171243836

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points may lead to anxiety and flutter the faculty members. Based on the concept of agency, it can be said that despite the structural pressures mentioned, the faculty members are not in the same structure, but they have different concerns depending on the level of motivation, the skills and abilities, and other individual characteristics, or the submission of the structure. They have become passive, or are able to cope with structural problems and become even 'stars'. In other words, it has the highest potential for people with disabilities, because of lack of skills, disability and frustrated feelings, and inability to upgrade their organization.

Keywords: Career Plateau, Faculty Members, Grounded Theory, Iranian Universities.

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