



BOUNDARYLESS CAREER IN ACADEMIA

In Egyptian Private universities
2023

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INTRODUCTION

The traditional career path involved advancing within a single organization, with limited employee input, based on the concept of the psychological contract. However, due to business development and technology, companies now seek employees with unique qualifications through annual contracts to stay competitive (Alonderienė, Šimkevičiūtė, 2018). This has led to radical changes in the employee-organization relationship.

Fulfilling the psychological contract now depends on the organization's ability to enhance the employee's transferable skills across different organizations (Lo Presti et al., 2018). As a result, the "Boundaryless career path" has emerged, giving employees full control over planning and developing their careers inside or outside organizations to align with personal ambitions and professional aspirations (Enache et al., 2013).

The academic profession represents a prime example of a boundaryless career path, described as an individual, self-directed, and managed profession (Baruch, 2013), where a faculty member autonomy to shape their careers without organizational restrictions. Although this path is seen as beneficial for personal success , researchers have noted potential negative effects on organizational commitment, which represents an individual's attitude towards the organization and his strong desire to remain in it (Para, 2017).

The seriousness of this issue appears in the importance of organizational commitment in organizations, as committed individuals considered a vital element in achieving organizational goals, stability, trust between management and employees, and overall sustainability.

Since the impact of a boundaryless career path on organizational commitment has sparked lots of debate, This report aims to delve into this topic and explore its implications.

TERMINOLOGIES

01 — Boundaryless Career Path



Career path that seizes all possible job opportunities that enable the individual to acquire the necessary skills and experiences in order to achieve personal professional success, without being bound by organizational boundaries and traditional organizational patterns."

- **Boundary-Less Mindset :**

Refers to the individual's feeling of desire and comfort in dealing with people from different organizations or different departments within the organization and the search for new opportunities and experiences to acquire new skills.

- **Organizational Mobility Preference:**

It indicates the extent to which an individual prefers to cross organizational boundaries and work in multiple organizations.



02 — Organizational Commitment

It refers to the degree to which employees are dedicated and emotionally attached to their organization. Organizational commitment is divided into three dimensions:

- **Affective commitment:**

Refers to an employee's emotional attachment and identification with the organization

- **Continuous commitment:**

Refers to employee's perception of the costs associated with leaving the organization.

- **Normative Commitment:**

Refers to employee's sense of obligation or moral responsibility to remain with the organization

PILOT STUDY

For understanding the nature of career paths in academia, researchers conducted a random convenience sample consisting of 30 faculty members and assistant staff in Egyptian private universities through two phases:

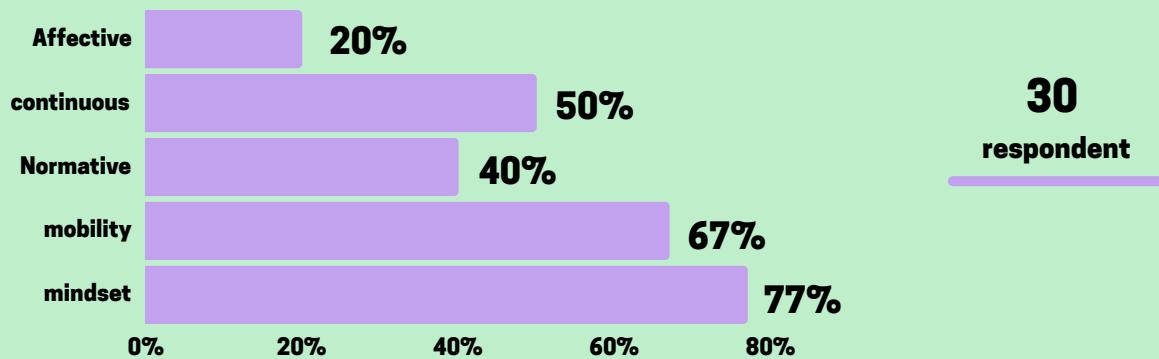
The first phase: conducting semi-structured personal interviews with some of the faculty members and the supporting staff in the Egyptian private universities in order to understand the nature of the academic sector.

The second phase: conducting and distributing a short survey to faculty members and assistant staff via LinkedIn, with the aim of finding out the extent to which respondents adopt the dimensions of the career path of boundaries (Boundary-Less Mindset, Organizational Mobility) and the dimensions of organizational commitment (emotional, continuous, and normative commitment).

Declaration	Faculty Members			Assistant Staff		Total
	Professor	Assistant Professor	Lecturer	Demonstrator	Teaching Assistant	
No. filled questionnaire	0	4	10	4	3	21
No. personal interviews	3	0	4	0	2	9
Total	3	4	14	4	5	30

PILOT STUDY RESULTS

- A large proportion of the faculty members and the supporting staff follow the dimensions of the unlimited career path.
- low percentages of adoption of organizational commitment dimensions among faculty members and assistant staff in the Egyptian private universities.



- When asking the respondents in personal interviews about the reason behind adopting most of their boundaryless career path. They mentioned their desire to boost their scientific research skills, commenting that the majority of private universities in Egypt are primarily profit-oriented businesses focusing on profit on the account of developing scientific research institutions. This can be supported by the statements of the Minister of Higher Education in Egypt in May (2017), during his talk about the role of private universities in enriching scientific research during the conference "Education in Egypt Towards Creative Solutions", where he stated that "the rate of scientific research contribution in private universities does not exceed 40%, despite the material capabilities of private universities that far exceed those of public universities".
- In the same vein, when respondents were asked to give a description of their career path, they said that academics are like "professional football players" who move from one university to another and from one position to another after achieving the maximum.
- In addition, some of the interviewees pointed out that job positions may play a fundamental role in adopting a boundaryless career path. Contrary to all other professional fields, assistant staff (assistant lecturers and demonstrators) tend to search for stability until obtaining a doctorate degree. Thus, we may not see a prominent and clear adoption of the boundaryless career path among the members of the supporting body. therefore, we suggest to divide population into two classes:
 - The first class represents faculty members (professors, assistant professors, and lecturers).
 - The second class represents the assistant staff (teaching assistant, demonstrator).

BUSINESS PROBLEM

- . Based on Pilot study findings, the business problem can be formulated as follows:

"A large segment of academics in private Egyptian universities, whether faculty members or assistant staff, do not see their professional life as limited to one university to achieve their professional aspirations. Given the inability of universities to provide permanent employment contracts, it's expected that academic members will NOT make efforts to develop emotional or normative ties with the university in which they work currently, as the matter of staying in the university depends on finding other better opportunities. With low rates of organisational commitment among academics, the university may face deterioration in the quality of educational process provided to students, leading to demand for admission to the university, which poses a threat to the university's ability to retain both their competent academics and top students or attract and acquire new student batches yearly, resulting in a deficiency in its ability to achieve its goals in light of the fierce competition between private universities in terms of profit and scientific research.

RESEARCH QUESTION

01 — Question 1

Does academia in Egyptian private universities adopt the boundary-less career in the context of its dimensions (psychological mobility, and physical mobility)? If yes, then to what extent?

02 — Question 2

To what degree do academia in the Egyptian private universities exhibit organizational commitment generally and through its dimensions (Affective commitment, Normative commitment, Continuous commitment) specifically?

03 — Question 3

Are there significant differences between Faculty members and Assistant Staff in their levels of adoption of boundary-less careers and in their levels of organizational commitment?

04— Question 4

What is the relationship between boundary-less career perception and organizational commitment among employees in private universities?

05— Question 5

Is there any relationship between the Boundary-Less Mindset (Psychological Mobility) and the overall organizational commitment among employees in private universities generally and between each of its dimensions (Affective, Normative, continuous) in particular? If yes, what is the direction of such a relationship?

06 — Question 6

Is there any relationship between the Organizational Mobility Preference (Physical Mobility) and the overall organizational commitment among employees in private universities generally and between each of its dimensions (affective, norm, continuous) in particular? If yes, what is the direction of such a relationship?

Methodology

The data used in this report is **primary data** collected by conducting a questionnaire to examine the relationship between boundaryless careers and the organizational commitment of academics towards the universities they are working for. The survey was distributed to a random sample of the population. So this part will show the population of Egyptian private universities, sample size, and survey used.

- **Regarding population size:** Based on the declared report of the Ministry of Higher Education and Scientific Research (2019) on their website, there are 26 private universities in Egypt with a total of **9831** faculty members and assistant staff divided into 3982 faculty members, and 5849 Assistant staff. (See Appendix 1).
- Due to the large population size, the researcher relied on drawing a ratio **sample** from the total population. Cochran's (1977) rule used for calculating the sample is as follows:

$$n = \frac{(\sum_j^L N_j \sqrt{\hat{p}_j \hat{q}_j})^2}{N^2 \frac{E^2}{4} + \sum_{j=1}^L N_j \hat{p}_j \hat{q}_j}$$

whereas:

N: population size L: Number of strata = 2
 N_j: Size of the Strata
 E₂: Permissible Error Rate within 5%
 n: sample size
 q: (1- apparent percentage in the population)
 n_j: sample size taken from each stratum.
 p: percentage of phenomenon in the population

By applying the equation, we can find that sample size is **(384) units** divided by two classes.

$$n = \frac{(9831(\sqrt{0.5 \times 0.5})^2)}{(9831)^2 \times \frac{0.05^2}{4} + (9831 \times 0.5 \times 0.5)}$$

$$= 384.36 \cong 384$$

strata	Total from population	% of population	total units
Faculty members	3982	40 %	154
Assistant staff	5849	60 %	230
total	9831	100	384

- From a practical standpoint, due to time constraints, the researchers managed to collect a very similar percentage, which will be shown in the descriptive analysis part. Finally comes the practise of survey design.

Methodology

Survey design

- The main purpose of the survey is to measure the relationship between boundaryless careers and organization commitment of academics. Therefore, this survey consisted of three sections:

- The first section:** includes items that measure dimensions of a boundaryless career (boundaryless mindset, and Organizational mobility preferences).
- The second section:** includes items that measure the academics' organizational commitment dimensions (Normative, continuous, and affective).
- The third section:** demographic characteristics (gender, age, educational level, tenure, job position, university name in which they currently work).

For developing survey questions (see Appendix 2), researchers mainly relied on Briscoe et al., (2006) for boundaryless careers and Allen & Meyer (1993) for organizational commitment. The decision to choose a scale was based on finding scales with the highest alpha Cronbach compared to others. The following table demonstrates the general view of the survey.

The survey was conducted by employing a multi-faceted approach to gather responses from participants. Initially, a batch of questionnaires was disseminated via LinkedIn to our designated sample group, resulting in a noteworthy collection of 235 completed responses procured through online channels.

Furthermore, physical copies of the questionnaires were distributed to select esteemed private Egyptian universities, including the British University, Heliopolis University, Russian Egyptian University, and October 6 University. This effort contributed to the cumulative distribution of 200 paper questionnaires. Consequently, the total number of questionnaires circulated amounted to 435, out of which 384 forms were deemed valid and suitable for analysis, reflecting an response rate of 89.2%.

Variables	Dimensions	Measure used	No. of items	Sample of items	Alpha Cronbach
Boundaryless career	Boundary less mindset	Briscoe et al., (2006)	8 items	I enjoy jobs that require me to interact with people in many different universities.	0.83
	Organizational mobility preferences		5 items	I prefer to stay in a university I am familiar with rather than look for employment elsewhere	
Organizational commitment	Affective commitment	and Allen & Meyer (1993)	6 items	This university has a great deal of personal meaning for me.	0.87
	Normative commitment		6 items	I do not feel any obligation to remain with my current university.	

DESCRIPTIVE ANALYSIS

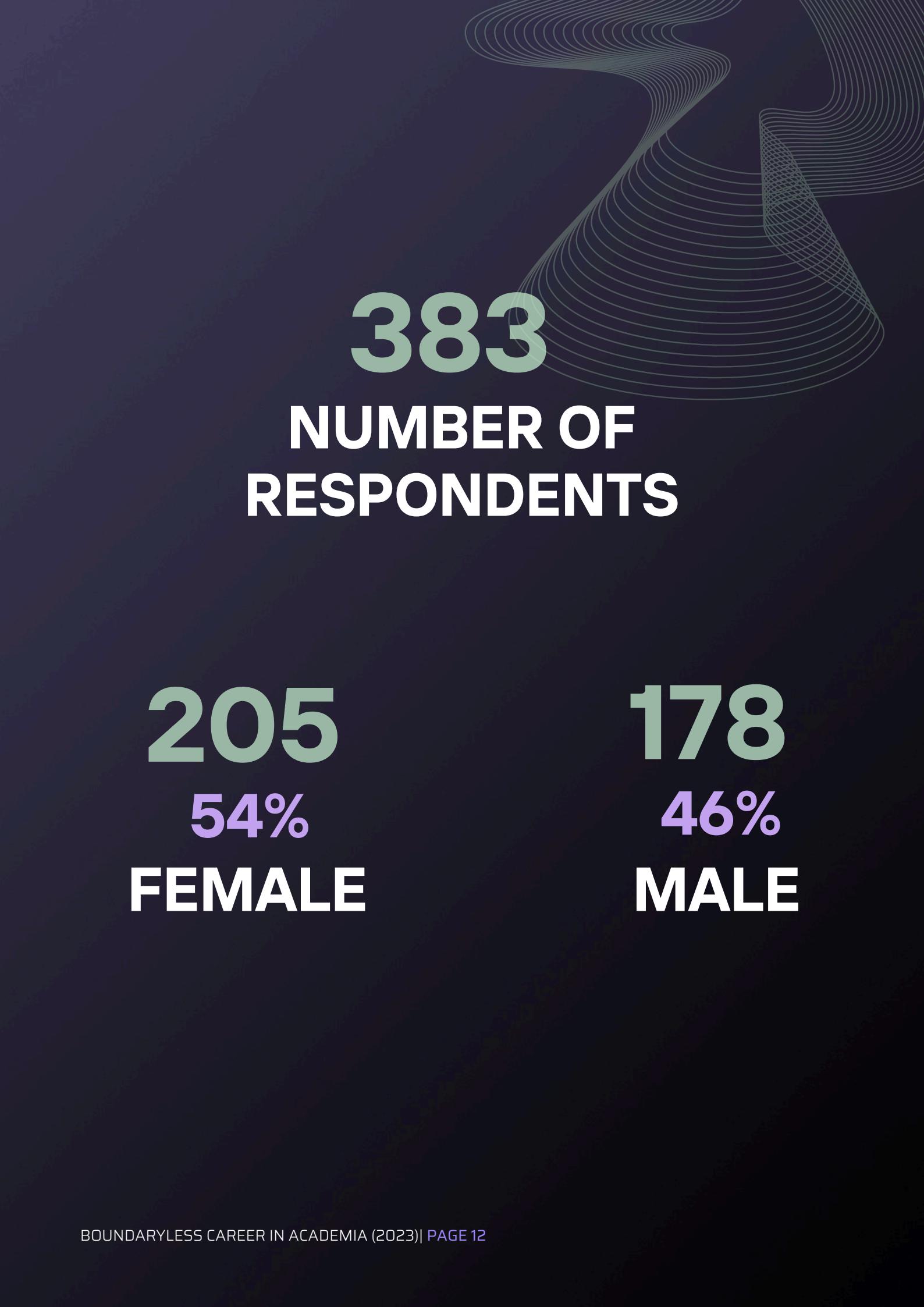
Descriptive analysis not only provides a clear and concise summary of the data, helps in identifying patterns and trends and facilitates comparison but it also establishes the basis for further analysis that will assist us in our decision-making process and the development of practical recommendations. By looking into the sample, we can extract some significant descriptive information about it as follows;

01 — Characteristics of Sampled Universities:

- The total number of sampled universities is 21 private universities in Egypt.
- A total of 14 universities (around 67% of all sampled universities) are located in Greater Cairo; 10 are in the Capital city, Cairo namely; AUC, BUC, BUE, ECU, EELU(E-JUST), FUE, GUC, HUE, UFE, and ERU while 4 are in Giza Governorate namely; MIU, MSA, MUST, NU. The remaining 7 universities are distributed in Alexandria, North Sinai, and Dakahlia Governorates. This signifies that our sample covers various parts of Egypt and, hence, is more representative.

21

Number of
Universities



383
NUMBER OF
RESPONDENTS

205

54%

FEMALE

178

46%

MALE

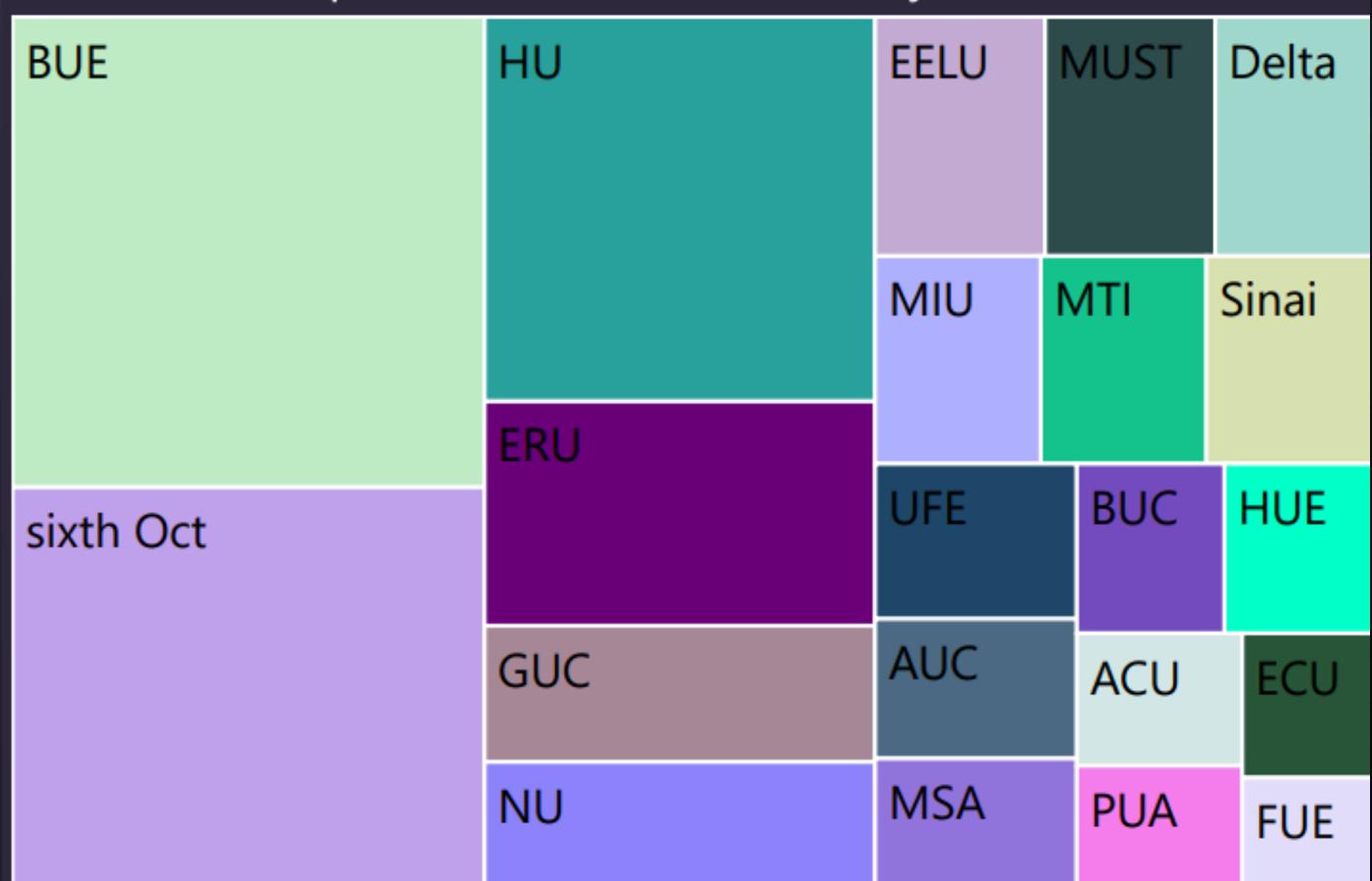
01 — Demographic characteristics of respondents (sampled academia):

From the 21 universities, 383 academic members collaborated in this study by responding to our survey.

It is notable that the percentage of female respondents (53.52%) exceeds the percentage of male respondents (46.48%) by around 7%.

The highest number of respondents comes from three private universities in Cairo which are: BUE (The British University in Egypt), Sixth of October University and HUE (Heliopolis University for Sustainable Development) amounting to 71, 62 and 48 respondents, respectively.

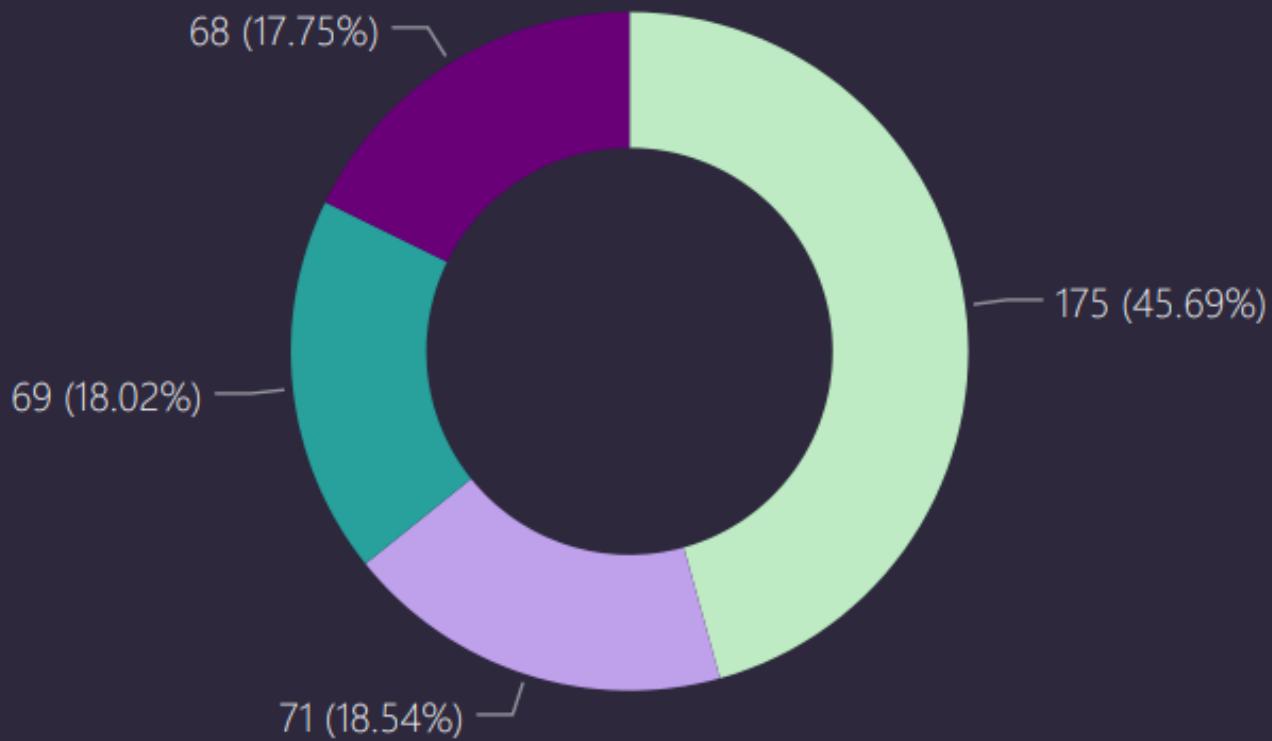
Number of Respondents for each University



TENURE

The highest percentage of respondents are short-tenured, meaning that they have basically worked for the university for less than 5 years, those whose tenure is less than 1 year and whose tenure varies from 1 year to less than 5 years collectively represent 64.23% of all respondents versus 35.77% of long-tenured respondents, working for more than 5 years for the same university. This further proves our notion of the boundary-less career that academic members tend to pursue in academia.

Tenure ● From year to less than 5 ... ● Less than a year ● Ten years and more ● From 5 years to less t...

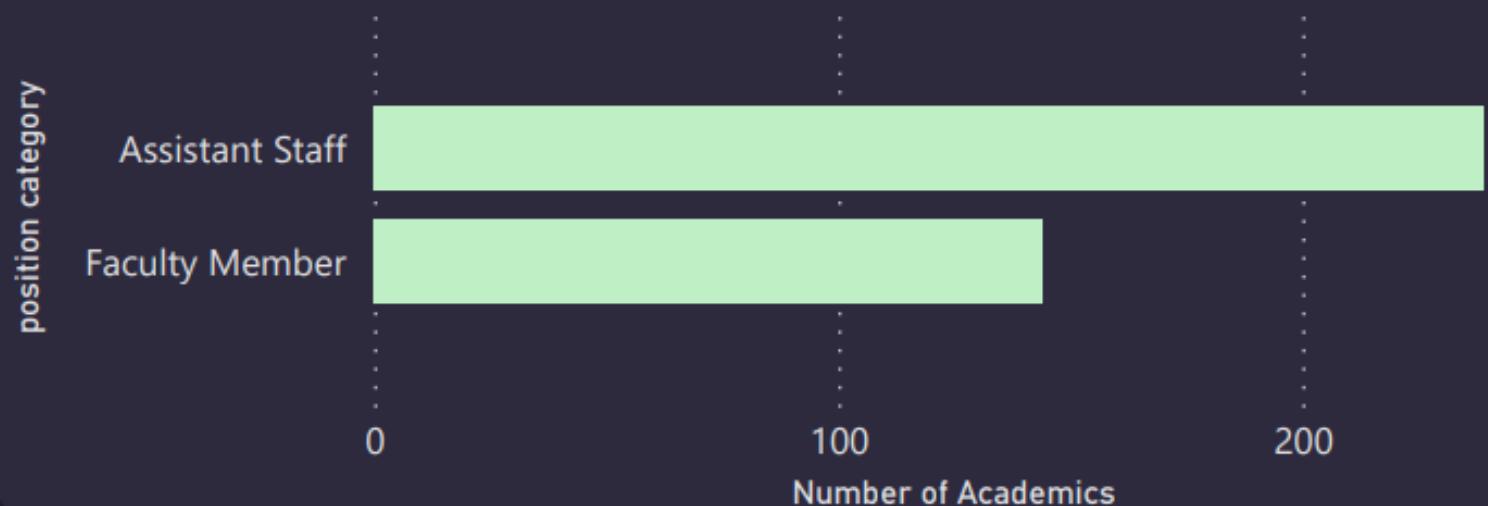


POSITION CATEGORY

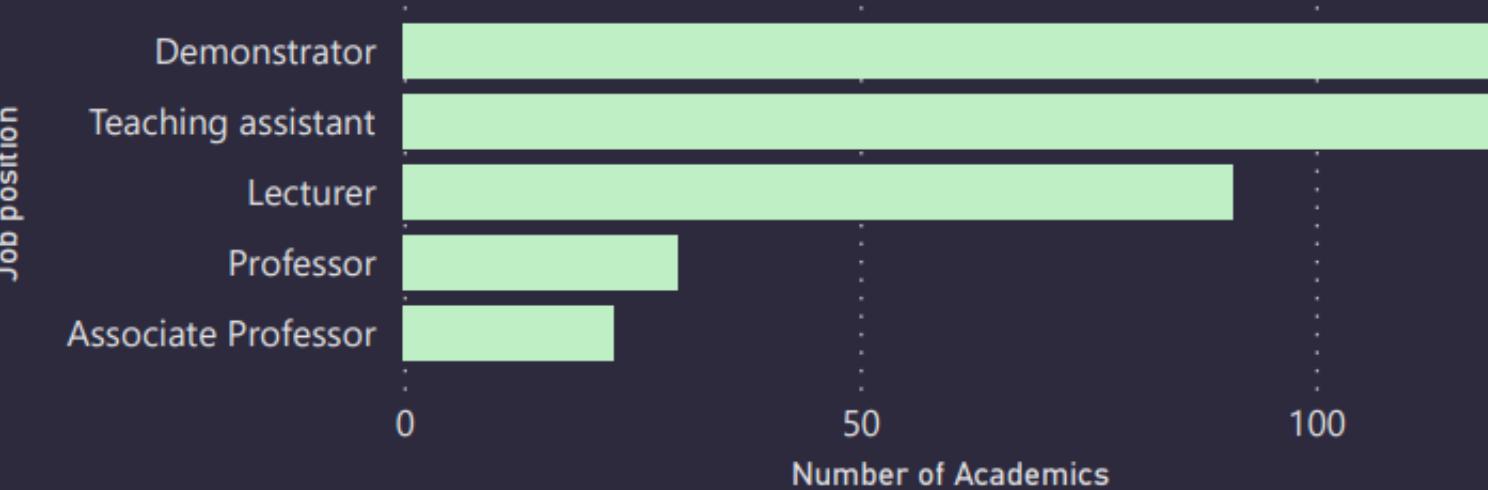
Respondents also vary in their position categories where the percentage of Faculty Members (62.40%) is roughly twice the percentage of Assistant Staff (37.60%).

Furthermore, there are respondents from every job position in the abovementioned two categories. In the Faculty member position category, the number of lecturers exceeds that of Associate professors and that of Professors. Regarding the second position category, Assistant Staff, the number of demonstrators and Teaching assistants is almost equal. Fortunately, this indicates that responses cover all levels of the typical academic career path and in turn, provide varying responses that enrich our analysis.

Position Category



Job Position



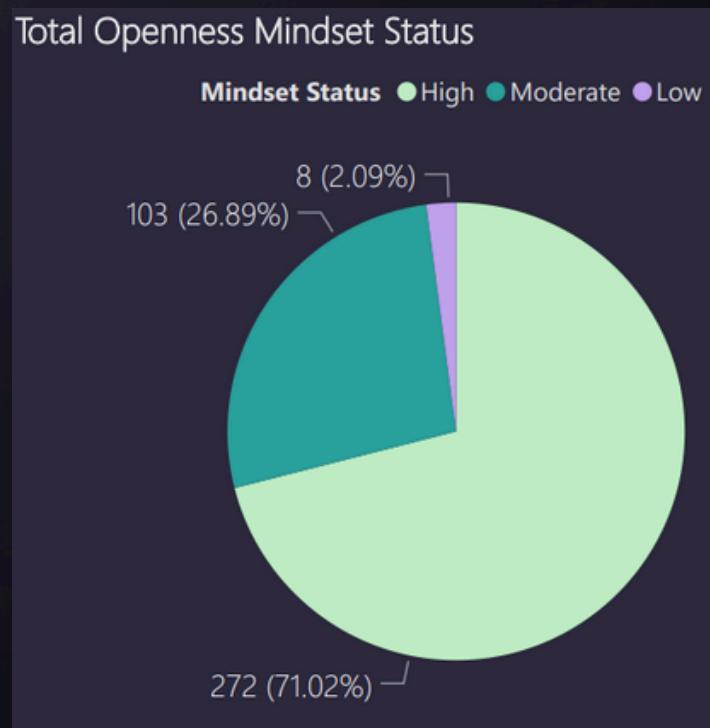
DIAGNOSTIC ANALYSIS

Question One:

Does academia in Egyptian private universities adopt the boundary-less career in the context of its dimensions (psychological mobility, and physical mobility)? If yes, then to what extent?

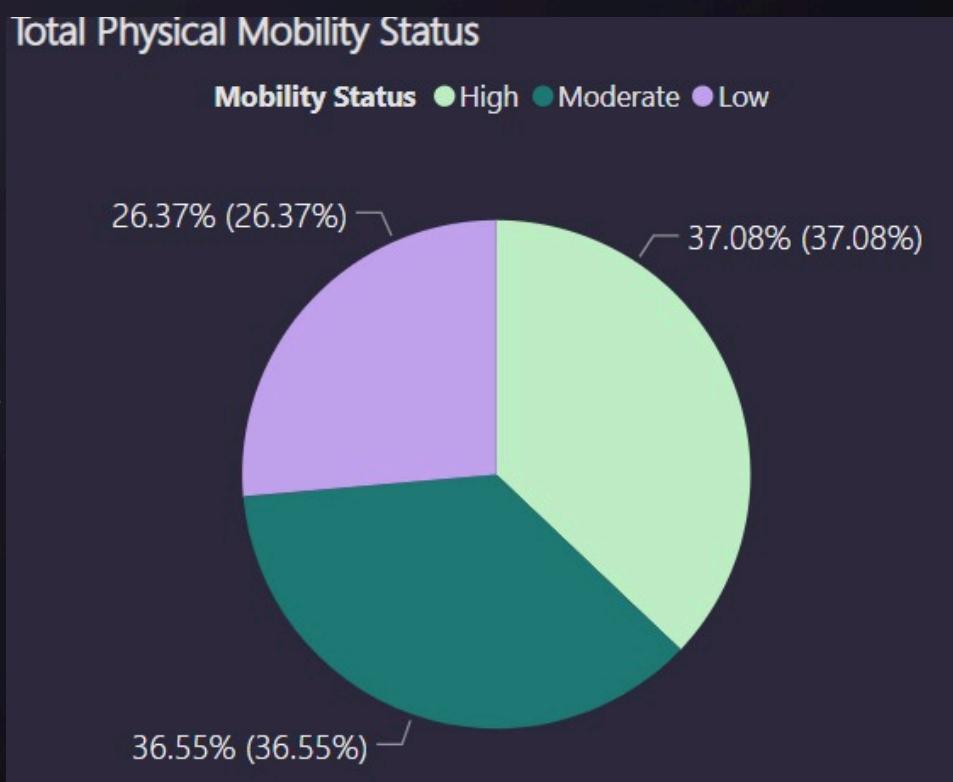
- As discussed earlier, there are two dimensions for measuring the boundary-less career status for each member which are:
 - 1.Psychological mobility or Boundary-less Openness Mindset.
 - 2.Physical mobility or Organizational Mobility Preference.
- Regarding the first dimension, psychological mobility, it is evident that academia possessing a "High" openness mindset status has the highest percentage of 71.02%, then come those with "Moderate" and "Low" openness mindset status with percentages (26.89%) and (2.09%), respectively.

- This signifies that most of the academia is mentally open enough not to stay within the bounds of the same university they are working for. They would willingly work for multiple universities or move from one university to another in an attempt to boost their individual skills and qualifications.



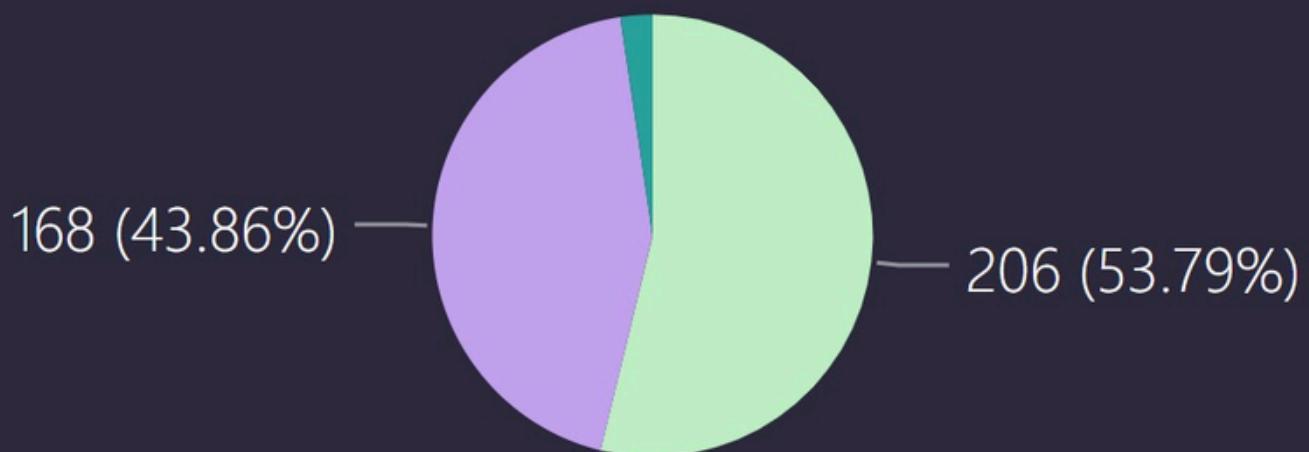
- On the other hand, such a high degree of openness of mindset has not been tremendously translated to actual movement to other universities.
- The analysis of the second dimension, physical mobility, shows that although the percentage of those with "High" physical mobility of 37.08% still prevails, the difference between it and those with "Moderate" physical mobility of 36.55% is negligible.
- Furthermore, the percentage of members with "Low" physical mobility (26.37 %) who prefer to keep working for the same university and have not taken practical steps to search for jobs in other universities is a considerable one. This percentage does not match or more accurately exceed the percentage of those with a low-openness mindset who are mentally disinterested in leaving the university.
- This indicates that some members who displayed "High" and "Moderate" Mindset status may still have "Low" physical mobility when it comes to the one-ground decisions to make the transition from one university to another. This might be attributed to the unpromising socio-economic status many citizens are suffering worldwide, especially in middle-income countries such as Egypt.

- To illustrate, many members base their decision to make this transition on higher financial compensation, more privileged benefits, and better academic titles for social purposes. As a result, if such aspirations are not accomplished, that member may remain within the boundaries of the same university despite being psychologically willing and open to moving across and surpassing such boundaries.



Boundary-less Career Status Total Percentage

Boundary-less... ● Moderate ● High ● Low

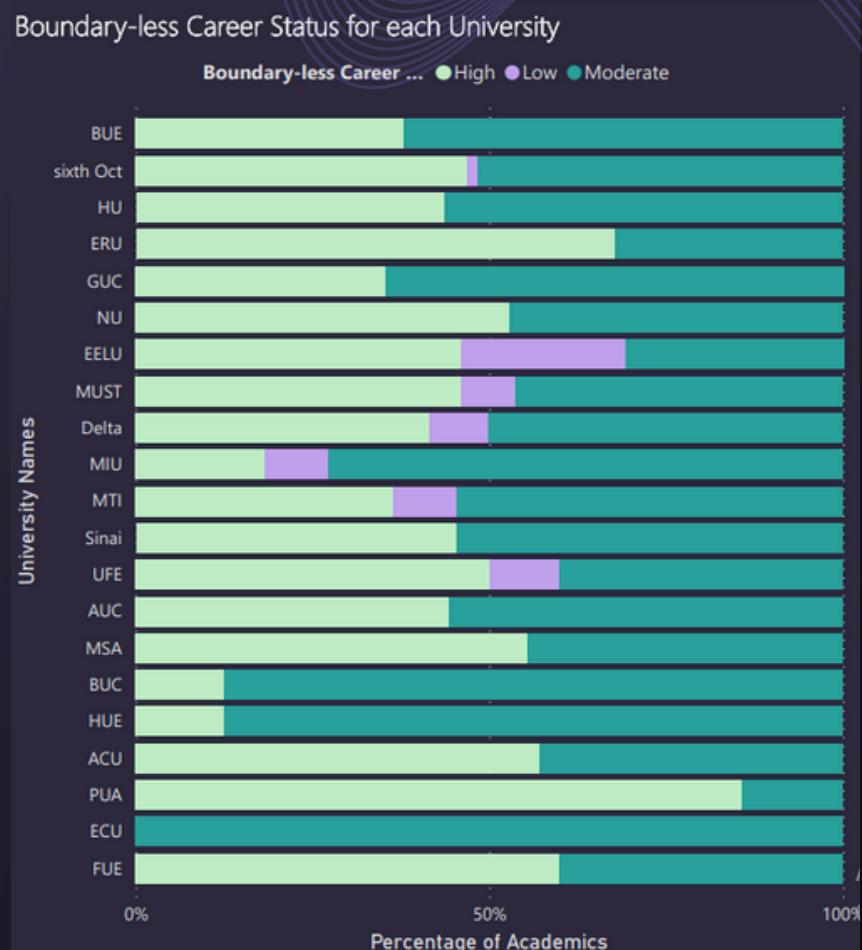


- From the above analysis of the two dimensions. It's seen that a considerable segment of academia in Egypt adopt a boundary-less career. This is made evident by the "Boundary-less Career Status" chart that proves that the majority of respondents (53.65%) are pursuing a "Moderate" Boundary-less Career followed by a significant percentage (43.75%) pursuing a "High" Boundary-less Career and a very minor percentage (2.34%) pursuing a "Low" Boundary-less Career.
- From the Boundary-less Career Status for each university" graph, we can get insights into the position of the universities under study regarding this variable. For example, we can deduce there are two top universities exhibiting the highest boundary-less career which are PUA and ERU

- The top three universities that scaled “Moderate” boundary-less career status are ECU, BUC, and HUE and accordingly, it is expected that academic members in such universities are willing to make the transition to other universities or work for more than one university.

- Finally, the top universities in the “Low” Boundary-less Career are EELU and UFE whose academic staff are expected to hold tight to the boundaries of their universities and feel safe and comfortable within their environment only.

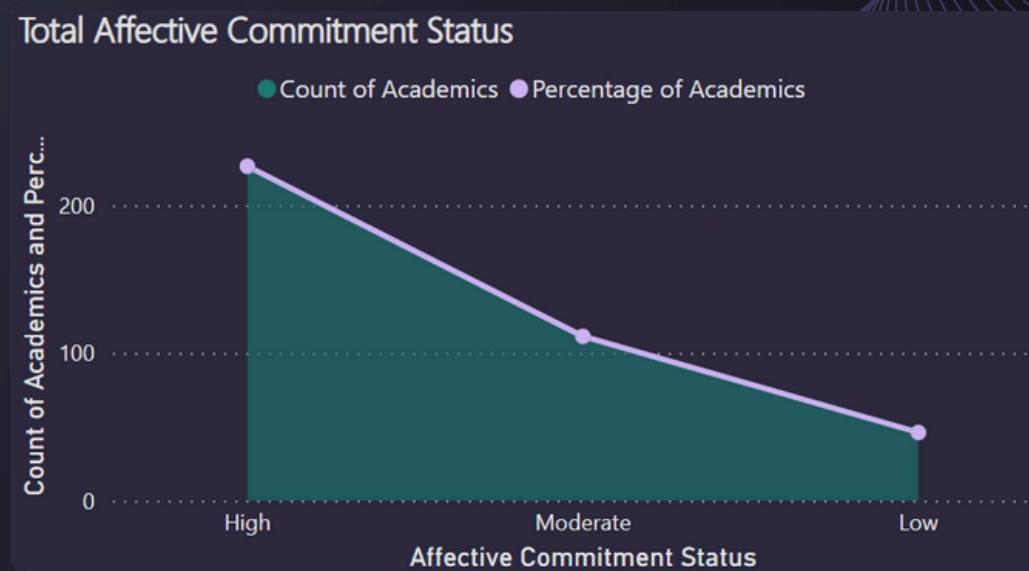
- In answer to this question, we can confidently declare that Boundary-less Career prevails within Egyptian private universities in the context of its two dimensions to a considerable extent.



Question Two:

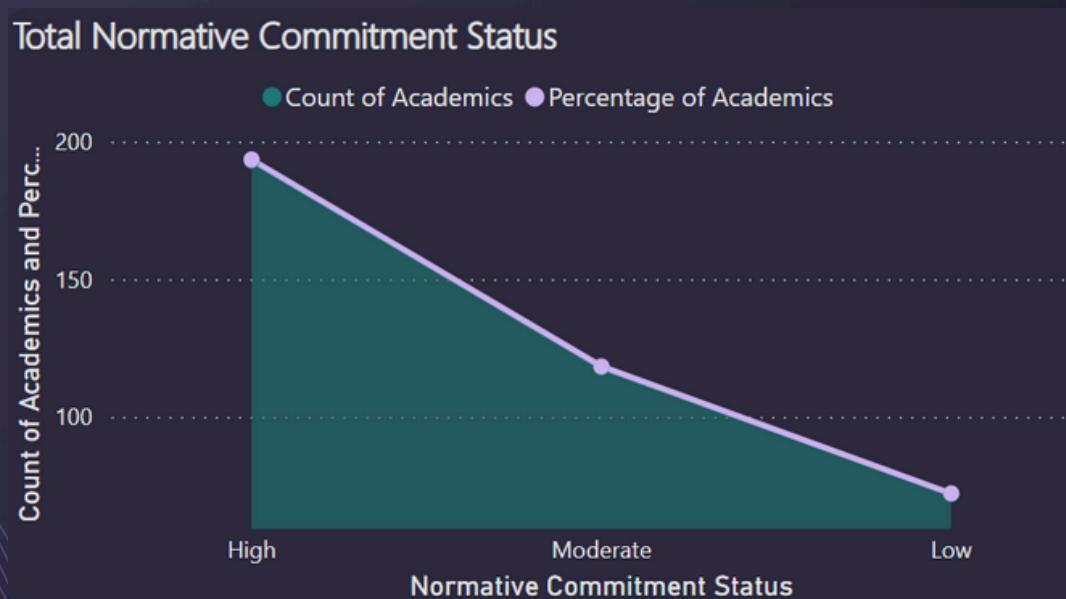
To what degree do academia in the Egyptian private universities for exhibit organizational commitment generally and through its dimensions (Affective commitment, Normative commitment, Continuous commitment) specifically?

- As demonstrated in literature and prevailing theories, the second variable "Organizational Commitment" is measured through three distinct dimensions namely:
 - 1.Affective commitment
 - 2.Normative Commitment
 - 3.and Continuous Commitment.
- As for first dimension, Affective commitment, around 60% of the members show "High" Affective Commitment as opposed to only 28% showing "Moderate" and 12% showing "Low" across the private universities under study.

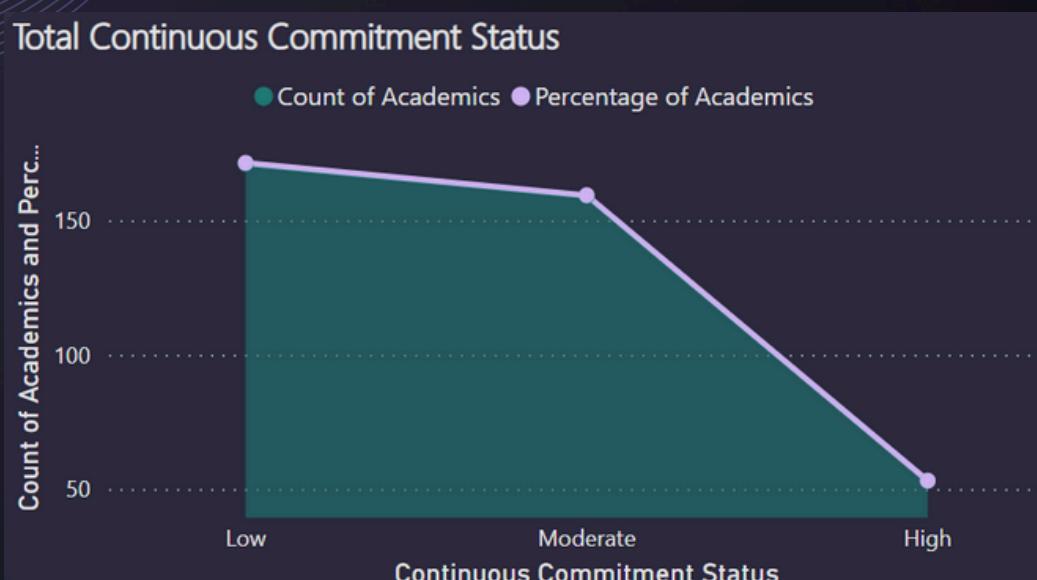


- Moving to the second dimension, Normative Commitment, the chart demonstrates that almost half of the academic members surveyed (50.39%) had displayed a "High" level of normative commitment as opposed to only 30% showing "Moderate" and 18.8% showing "Low" across the private universities under study.

- This indicates that the overwhelming majority regard staying within the boundaries of the universities as a duty and a critical moral issue regardless of any other considerations, for instance, even if they do not have any emotional attachment bonding them to their universities and regardless of any opportunity cost resulting from working in the same university.



- As for the third dimension, Continuous Commitment, even though this dimension depends on the respondent's perception of his own gain-loss comparisons, the mass of the academia exhibit very deteriorating "Low" levels of continuous commitment representing more than 44% as compared to a close percentage of respondents of 41.51% exhibiting "Moderate" and only around 14% exhibiting "High" continuous commitment.

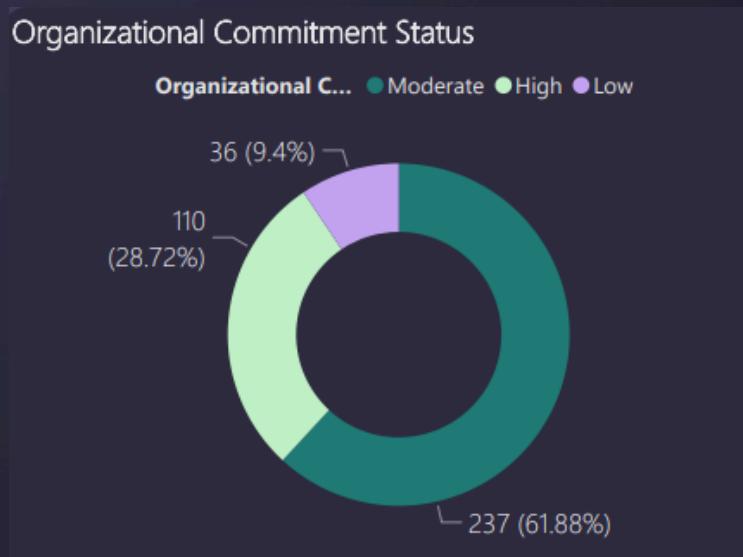


- Finally, considering the aggregate Organizational Commitment Status, the highest percentage of respondents have "Moderate" organizational commitment representing 61.88% followed by 28.72% exhibiting "High" organizational commitment, and lastly, 9.40% exhibiting "Low" organizational commitment towards their university.

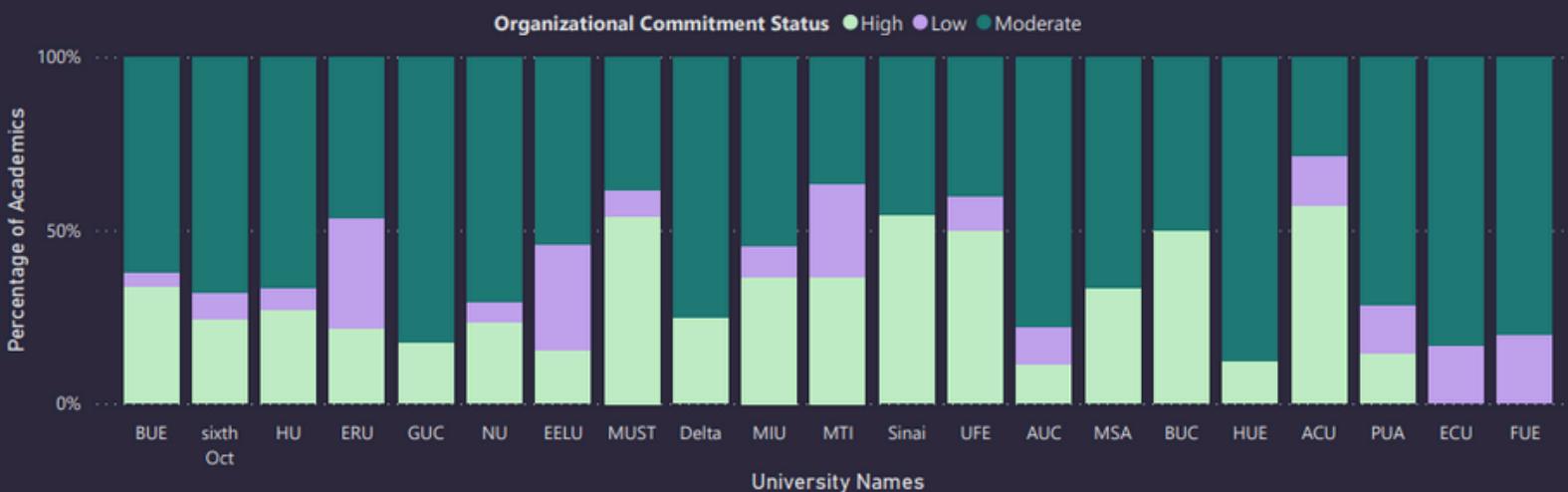
- Although the results are not very pessimistic, nevertheless, there exists a huge room for the improvement and driving this variable to the highest levels that are rewarding both on the individual and the organizational levels.

Hence, most academics have "Moderate" organizational commitment; High "Affirmative" and "Normative" and Low "Continuous" commitment

- A closer look at the Organizational Commitment Status of each university through the bar chart can bring insights into which universities suffer from the low organizational commitment of their employees and hence, ought to address this issue practically.
- It's noticed that "Moderate" organizational commitment is the prevailing level with universities of BUE, Sixth of October, and HU, respectively, having the greatest percentages of "Moderate" organizational commitment. While the top universities suffering from "Low" organizational commitment are ERU, EELU, and MTI, respectively.



Organizational Commitment Status for each University



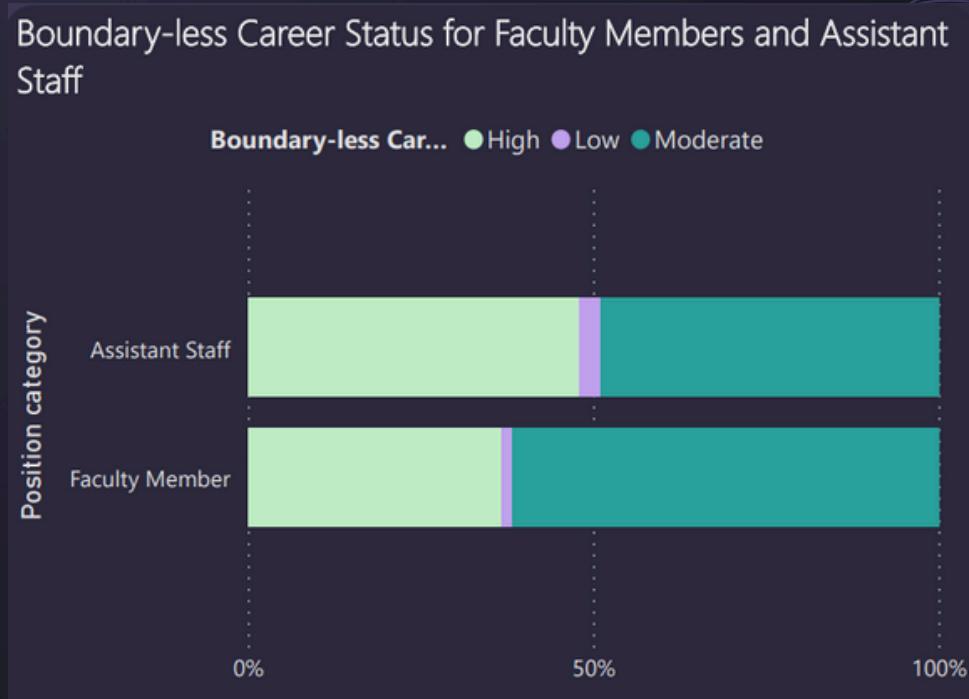
Question Three:

Are there significant differences between Faculty members and Assistant Staff in their levels of adoption of boundary-less careers and in their levels of organizational commitment?

First, the boundary-less Career Status:

- it is obvious that assistant staff have a "High" level of boundary-less career status that outweighs the "High" level of boundary-less career for the Faculty members by 11.31%.
- On the contrary, the percentage of Faculty members having a "Moderate" level of boundary-less career is above that of the Assistant staff by around 12.86%. This means that faculty members are more prone to adopt high levels of boundary-less career status than assistant staff.

Nevertheless, in consideration of all levels (High, Moderate, Low) there is no significant difference between both position categories worth highlighting.

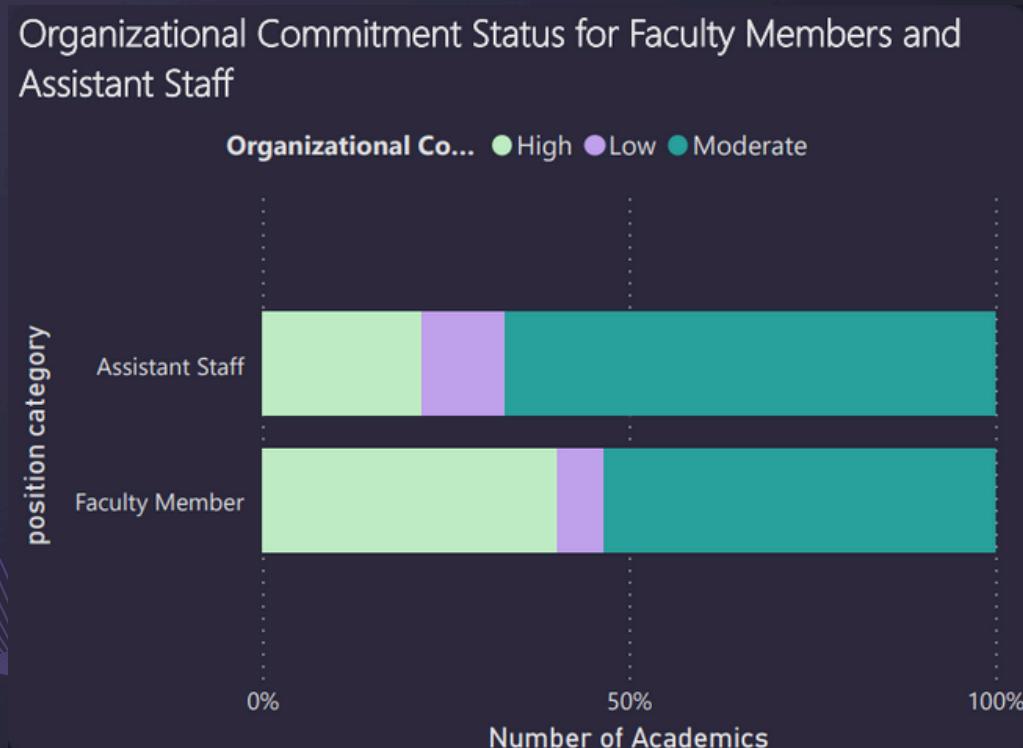


For Second variable, organizational commitment:

- things move the other way around as we found that the Faculty members having "High" levels of organizational commitment outweigh the Assistant staff having "High" levels of organizational commitment by almost 19%.

- On the other hand, the percentage of Assistant staff having "Moderate" organizational commitment is above the percentage of Faculty members having "Moderate" organizational commitment by around 14%.

Similarly, overall, both might have offsetting effects on one another leading to minor differences in the levels of organizational commitment between the Faculty Member and the Assistant Staff.



- The following table proves that the average figures of all these variables are remarkably close between the two position categories. For instance, 3.29 average organizational commitment for Assistant staff as opposed to 3.06 for Faculty members, and a 3.46 average boundary-less career for Assistant staff as opposed to 3.49 for Faculty members.

position category	AVG of Organizational Commitment	AVG of total norm	AVG of total cont	AVG of total Affec	AVG of Boundary-less Career	AVG of total mob	Average of total mind
Faculty Member	3.29	3.61	2.34	3.92	3.46	3.03	3.89
Assistant Staff	3.06	3.14	2.64	3.38	3.49	3.23	3.74
Total	3.14	3.32	2.53	3.58	3.48	3.16	3.80

- Consequently, in answer to this question, we can confidently declare that there are no significant differences between the two position categories in adopting the boundary-less career path. However, faculty members have a slightly higher organizational commitment than assistant staff.

CORRELATION ANALYSIS

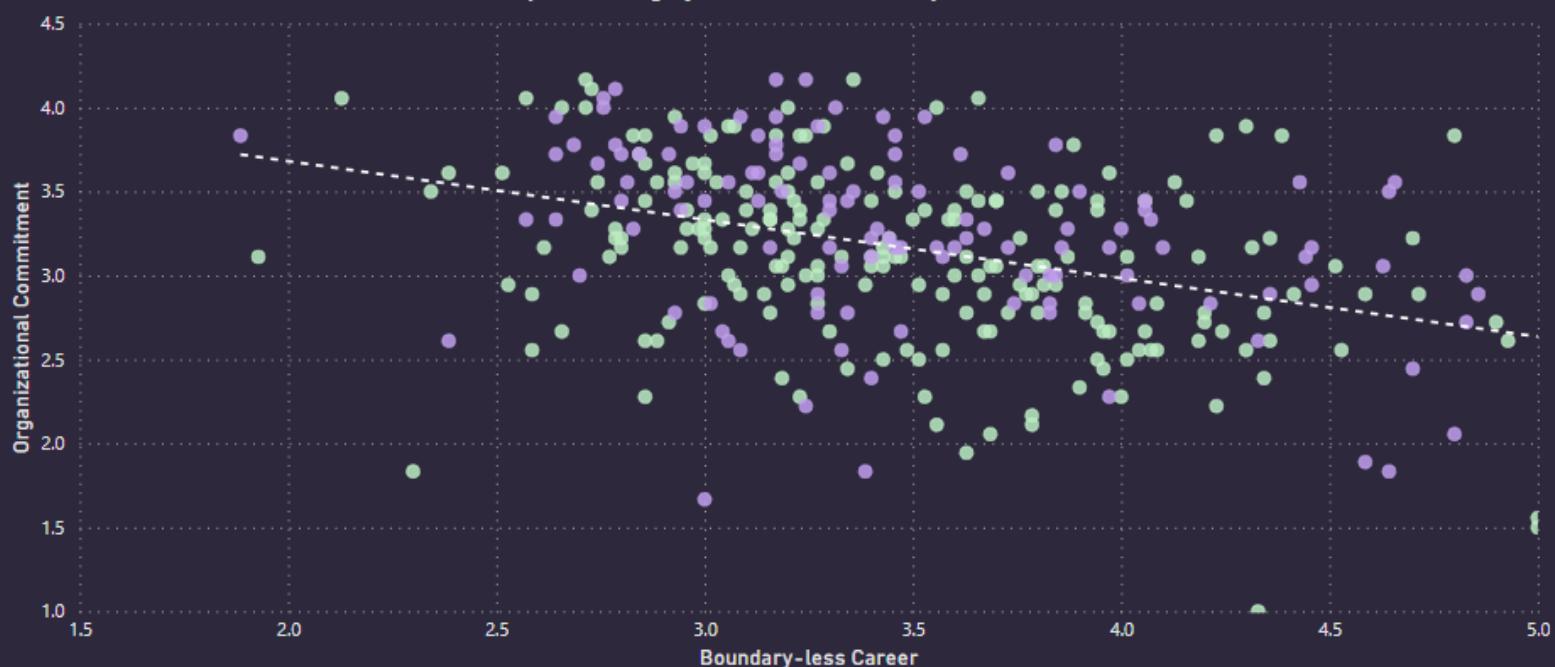
Question Four:

What is the relationship between boundary-less career perception and organizational commitment among employees in private universities?

- The fourth question is designed to assess the relationship between boundary-less career perception and organizational commitment through the scatter plot below.
- It's found that there is a strong negative relationship between both variables. In other words, the higher the boundary-less career, the lower the organizational commitment towards the university in question and vice versa.
- This opens the door for further research and analysis on how to improve organizational commitment through the study of boundary-less career paths.

Relationship between Boundary-less Career and Organizational Commitment

position category ● Assistant Staff ● Faculty Member



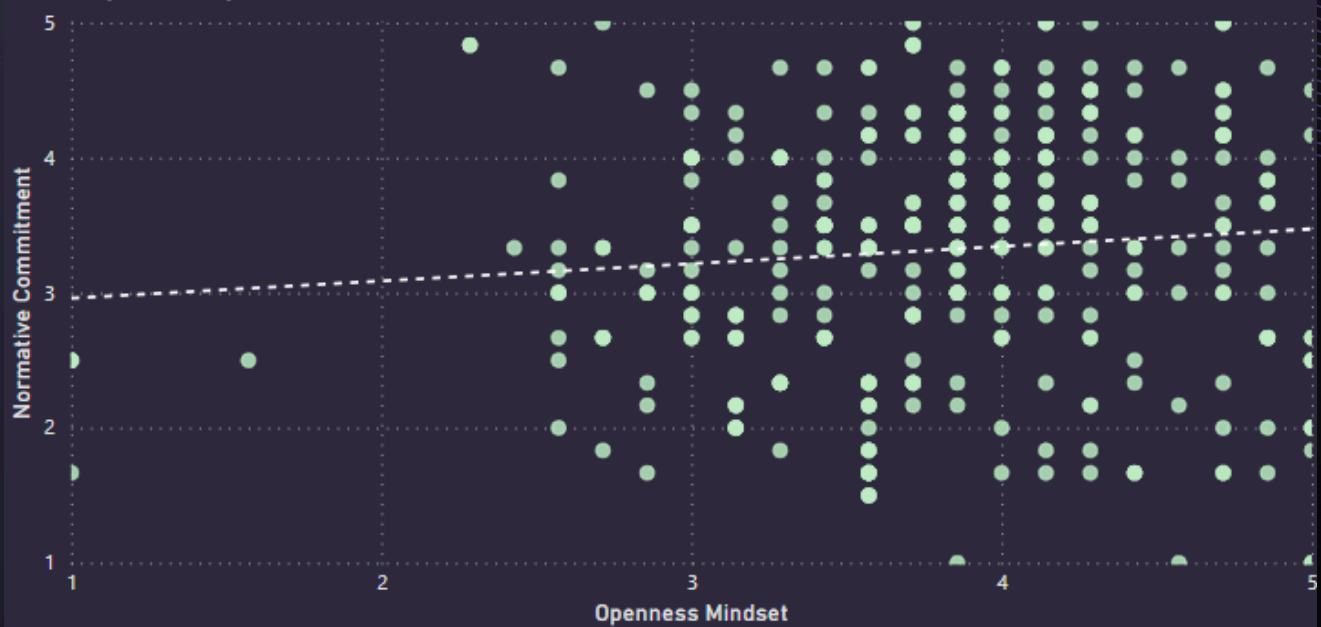
Question Five:

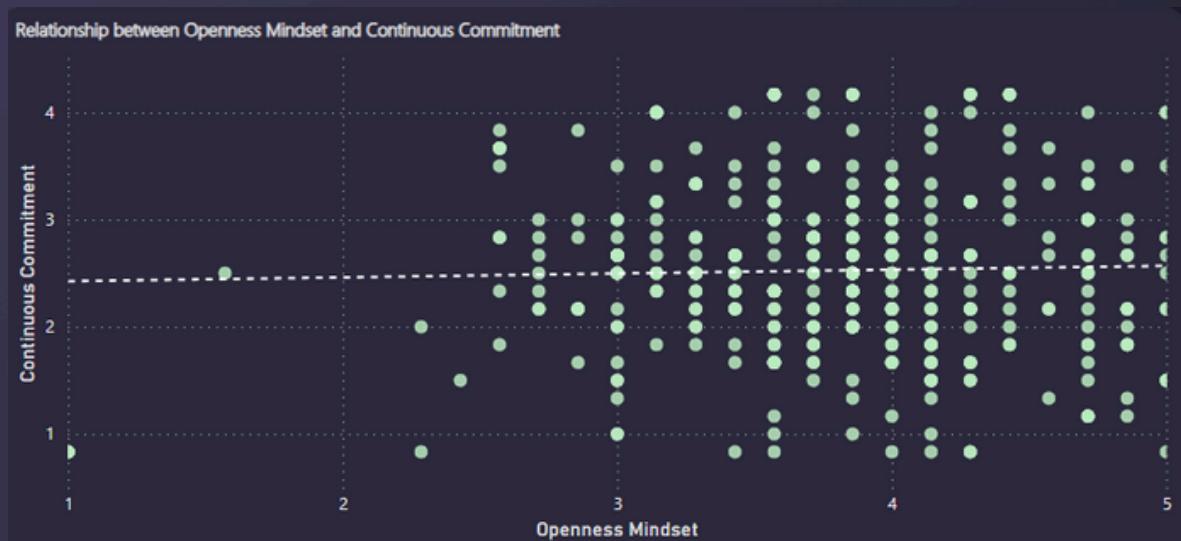
Is there any relationship between the Boundary-Less Mindset (Psychological Mobility) and the overall organizational commitment among employees in private universities generally and between each of its dimensions (Affective, Normative, continuous) in particular? If yes, what is the direction of such a relationship?

Relationship between Openness Mindset and Organizational Commitment



Relationship between Openness Mindset and Normative Commitment





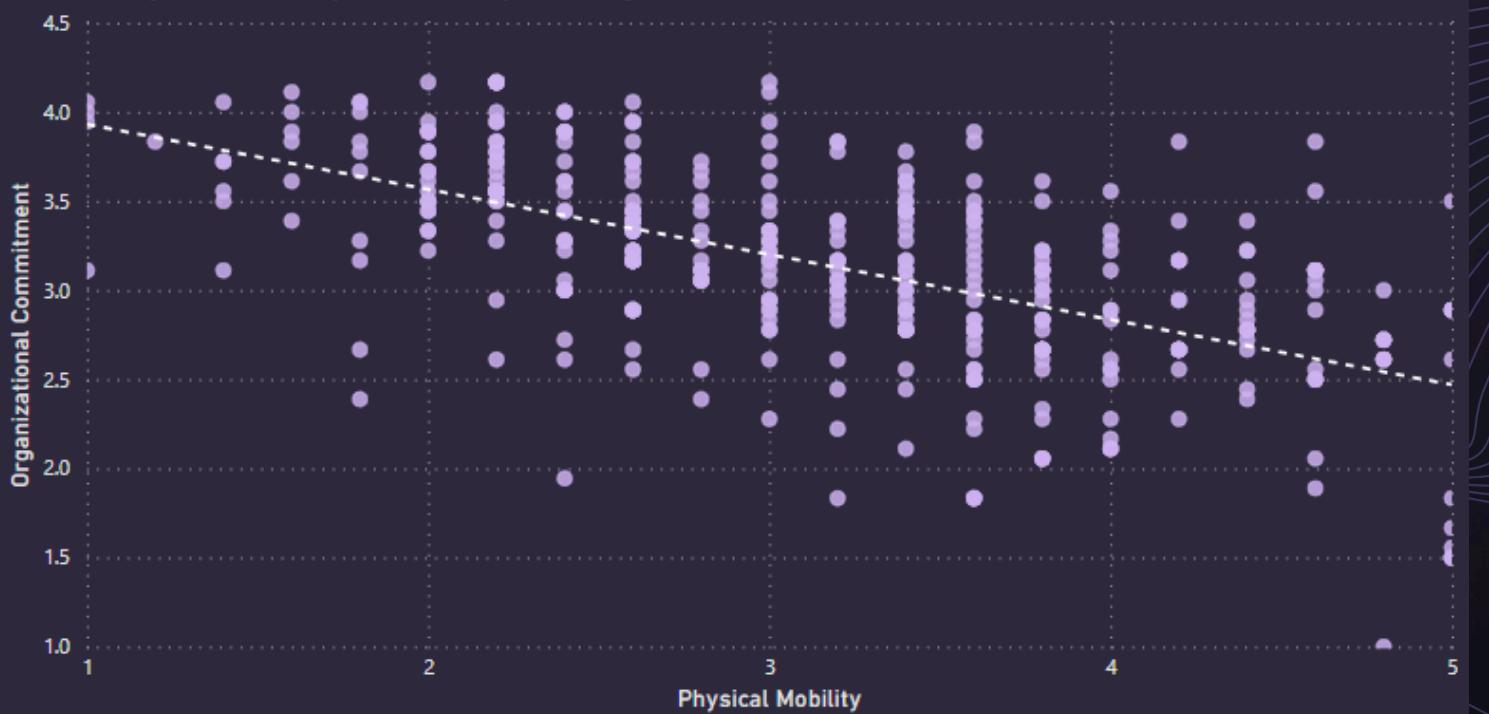
- The scatter plots signify a very weak relationship between the 1st dimension of the boundary-less career; Mindset or Psychological Mobility and the organizational commitment as well as its dimensions.
 - The trend in all of them is negligibly positive.
 - The marginalization of the correlation between the openness mentality and the dimensions of organizational commitment was further supported by the results of the semi- structural personal interviews that were conducted.
 - These interviews also clarified that the organizational commitment is mainly related to the extent to which the culture and the strategy of the university supports creativity and the development of its members. This is reflected in the practices of human resource management and its development plans.
 - Therefore, it is expected that the culture of the organization and its strategy will enforce that relationship.

Hence, It is concluded that the degree of openness mindset and the personalities of the academic members does not affect their degree of organizational commitment.

Question Six:

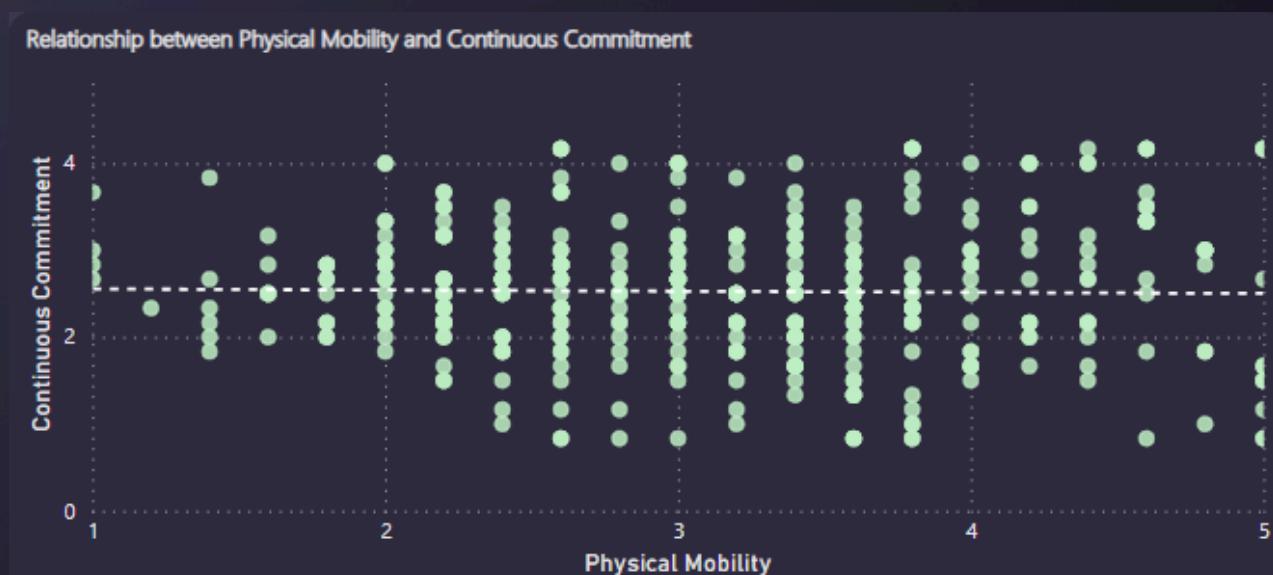
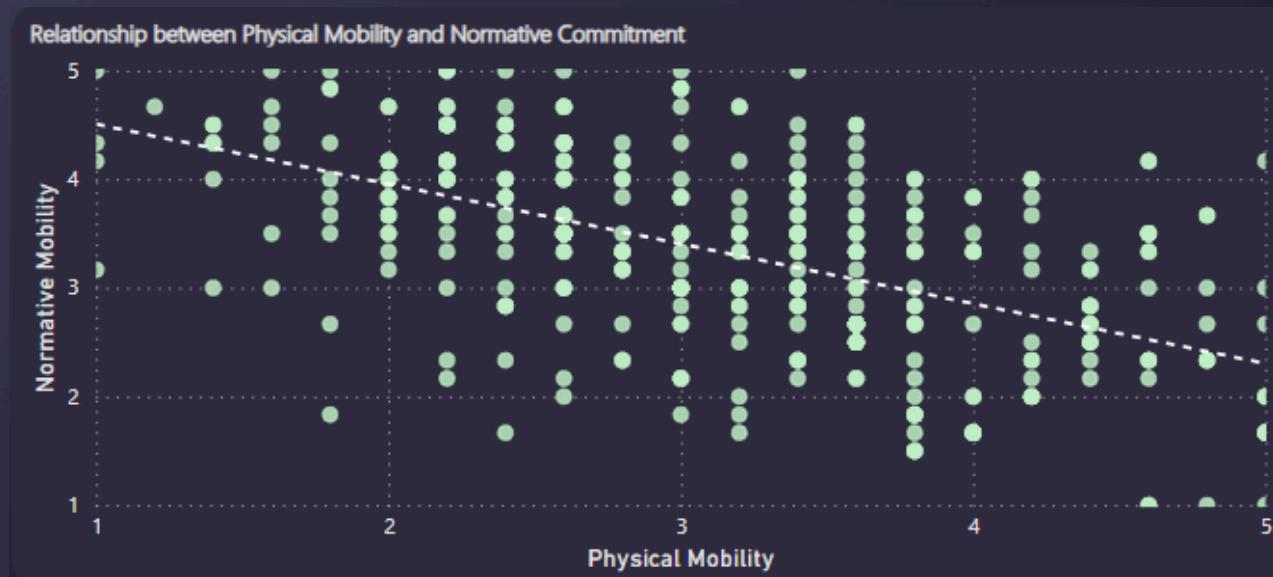
Is there any relationship between the Organizational Mobility Preference (Physical Mobility) and the overall organizational commitment among employees in private universities generally and between each of its dimensions (affective, norm, continuous) in particular? If yes, what is the direction of such a relationship?

Relationship between Physical Mobility and Organizational Commitment



- From the scatter plots, it is deduced that there is a robust negative relationship between the physical mobility and the overall organizational commitment.
- Regarding the dimensions of the organizational commitment, the first two scatter plots imply that physical mobility correlates strongly and negatively with each of the "Normative" commitment and the "Affective" commitment. However, there is almost no relationship between physical mobility and Continuous Commitment; as the level of physical mobility increases, the level of continuous commitment remains constant.
- Consequently, there is almost no significant effect of the organizational mobility preference on the continuous commitment dimension for both position categories.

- As previously highlighted, this minor correlation can be justified by the unfavorable economic conditions, the lack of alternative opportunities, and the lack of professional competencies in Egypt, this would ultimately influence a member's decision to make this organizational movement and restrict it. Even if he desires to do so, he would fear losing his source of living.



PRACTICAL RECOMMENDATIONS

The correlation between the two variables could be exploited in order to boost the ability of Egyptian private universities to compete nationally and internationally. Our previous analysis proved that many academic members with competencies, whether from the faculty or the supporting staff, do not see their professional life as limited or restricted to one university and in turn pursue that boundary-less career.

As a result, it is expected that they will make efforts to develop emotional ties with the university in which they currently work because the matter of staying in the university depends on finding other better opportunities, which may lead to a deterioration in the quality of the educational process provided to students, lack of demand for admission to the university, and a decrease in the level of scientific research. All of this, in addition to the fact that most Egyptian universities rely on seconded faculty members, may inhibit Egyptian universities from obtaining an international ranking among other well-established universities.

Hence, we will present some recommendations with the hope that they will meet the needs of the academic member to limit or reduce the negative impact of the faculty member having a liberal mentality or following the organizational movement and in turn increase their organizational commitment, this would push the university to world-class ranking and high quality education.

PRACTICAL RECOMMENDATIONS

1. Determining the number of academic members who follow the unlimited boundary-less as opposed to those who pursue the traditional professional path, through understanding the nature of the personality of the faculty members and the supporting staff, knowing all their desires, and realizing all existing problems.

2. By the same token, each university is recommended to study the percentage of organizational commitment for both the faculty members and the Assistant staff.

This will result in a dataset that gives insights on the current situation prevailing in the work environment and hence headcount those who adopt boundary-less career and the organizational commitment in its three dimensions.

3. Implementing practices that support the academic members' desire to develop and enhance their scientific and practical skills, especially of those high-competent staff are looking for, given that he has requirements that exceed those of the traditional member who does not possess high competencies.

a) Identifying training needs of professors and the lag in research skills; by conducting surveys or preferably face-face interviews

b) Conducting training courses and workshops that satisfy all of those needs.

c) Establishing a training and development center for the university as a whole and for each college separately.

d) Hosting professors from other universities to present their thesis and hence inspire other professors and incites further research.

PRACTICAL RECOMMENDATIONS

- e) Providing opportunities to attend local and international scientific symposia, workshops, and conferences and provide financial support for that.
- c) making annual ceremonies for awarding the research efforts of some professors

4. Supporting and developing the aspect of scientific research, by putting clear regulations in the university policy as follows:

- a) Allocate time for scientific research as one of the burdens and duties of the faculty member, and alleviate additional administrative work.
- b) Provide a weekly free day besides weekends for doing researches.
- c) Change work policies and strategic plans to give the academic member a free day weekly for research purposes.
- d) Preserve the necessary financial allocations to support scientific research by providing financial support to academic members and developing scientific research tools and methods, especially in applied and practical colleges.

5. Increase the rates of permanent employment contracts in private universities

private universities will need to increase the rates of employment of faculty members with high competencies who follow the unlimited professional path according to the analysis discussed above. This can be achieved with temporary contracts or permanent contracts, to achieve the necessary percentages for the establishment of postgraduate studies in private universities.

CONCLUSION

To sum up, this report sought to address a crucial problem prevailing the academic career path which is the continuously degrading levels of organizational commitment in universities, this is achieved through the analysis of the correlation between "Organizational Commitment" and the "Boundary-less careers".

The report with the help of Power Bi analyzed descriptively original data gathered from academic members working in private universities. Subsequently, a diagnostic analysis was thoroughly made for each variable to get insights on the problem source and the most degrading dimension that contributes the most to the aggregation of the problem and the deterioration of the aggregate variable in question. After this, the report sought to study the correlation between the "Boundary-less Career" and the "Organizational Commitment" and concluded that there is a negative relationship between them. From here sparked our interest in testing the correlation between each of the two dimensions of the boundary-less career namely; psychological mindset and physical mobility and the the overall organizational commitment then we decide to dig deeper to be able to provide detailed and accurate recommendations by testing the correlation between each dimension of the boundary-less career and each of the dimension of the organizational commitment. Finding such a crucial in-depth analysis assures that

- There is no significant correlation between the psychological Mindset dimension of the boundary-less career and the organizational commitment all in all nor with its three dimensions. therefore, we cannot promote the adoption of a certain mindset for the sake of boosting organizational commitment within universities.
- *The physical mobility dimension of the boundary-less career is negatively correlated with the overall organizational commitment as well as with its three dimensions except for the continuous dimension that exhibits almost no correlation.

Based on these findings, we proposed some insightful and more importantly practical recommendations that target boosting decreasing the boundary-less career and in turn increase the organizational commitment within the universities in a way that enables it to compete on the national and international levels and at alongside providing the professor with the support they yearn to have from the university in terms of promoting creativity and boosting their academic development as well as encouraging their scientific research and promoting it for publication.

We hope this report has achieved its purpose and incites further relevant research.

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APPENDIX A - SURVEY

Survey

Thank you for your cooperation in Filling out this questionnaire. This questionnaire is assigned to evaluate if academic staff follow boundaryless career path and its effect on organizational commitment in Egyptian private universities. We assure you that the data collected by this questionnaire are confidential and used for research purposes only and. So please read each question carefully and answer them all honestly.

Part One:

For the following statements, please indicate your level of agreement with each item based on the scale provided.

	Statements	1 Strongly disagree	2 Disagree	3 Neutral	4 agre ee	6 Strongly agree
1	This university has a great deal of personal meaning for me.					
2	I really feel as if this university's problems are my own.					
3	I do not feel a strong sense of belonging to this university.					
4	I would be very happy to spend the rest of my career with this university.					
5	I do not feel 'emotionally attached' to this university.					
6	I do not feel like 'part of the family' at this university.					
7	It would be very hard for me to leave this university right now, even if I wanted to.					
8	Right now, staying with this university is a matter of necessity as much as desire.					
9	I feel that I have too few options to consider leaving this university.					
10	If I had not already put so much of myself into this university, I might consider working elsewhere.					
11	One of the few negative consequences of leaving this university would be the scarcity of available alternatives.					
12	Too much of my life would be disrupted if I decided I wanted to leave this university now.					
13	I would feel guilty if I left this university now.					

APPENDIX A - SURVEY

	Statements	1 Strongly disagree	2 Disagree	3 Neutral	4 agre ee	6 Strongly agree
14	This university deserves my loyalty.					
15	I would not leave my university right now because I have a sense of obligation to the people in it.					
16	I owe a great deal to this university.					
17	I do not feel any obligation to remain with this current university.					
18	Even if it were to my advantage, I do not feel it would be right to leave this university now.					

Part Two:

For the following statements, please indicate your level of agreement with each item based on the scale provided.

	Statements	1 Strongly disagree	2 Disagree	3 Neutral	4 agre ee	6 Strongly agree
1	I enjoy working with people outside of my <u>University</u> .					
2	I enjoy jobs that require me to interact with people in many different universities.					
3	I like tasks at work that require me to work beyond my own department					
4	I enjoy job assignment that require me to work outside of the university.					
5	I would enjoy working on projects with people from across many universities.					
6	I have sought opportunities in the past that allow me to work outside the university.					
7	I am energized in new experience and <u>situations</u>					
8	I seek job assignment that allow me to learn something new.					
9	If my university provided lifetime employment, I would never desire to seek work in other university.					

APPENDIX A - SURVEY

	Statements	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	6 Strongly Agree
10	In my ideal career I would work for only one university.					
11	I would feel very lost if I couldn't work for my current university.					
12	I like the predictability that comes with working continuously for the same university.					
13	I prefer to stay in a university I am familiar with rather than look for employment elsewhere.					

Part Three: Demographic information

Gender: Male Female .1

Age: .2

- Less than 30 years
From 30 years to less than 40 years
From 40 years to less than 50
From 50 to less than 60
From 60 and more

Your university:3

Current Position .4

- Demonstrator
Teaching assistant
Lecturer
Associate Professor
Professor

Years of experience : .5

- Less than a year
From year to less than 5 years
From 5 years to less than 10 years
Ten years and more

APPENDIX B - POPULATION

PRIVATE UNIVERSITIES IN EGYPT

	University Name	Faculty member			Assistant staff		Total
		Prof	Assistant prof	Lecturer	Assistant Lecturer	Demonstrator	
1	6th October	64	67	221	179	228	759
2	Nile	1	4	8	12	21	46
3	Misr University for Science and Technology (MUST)	159	88	289	231	363	1130
4	Egyptian Chinese University (ECU)	1	1	3	5	8	18
5	Delta University for Science and Technology (DUST)	29	18	73	94	130	344
6	Future University (FU)	68	43	76	100	219	506
7	Sinai University (SU)	20	8	45	40	198	311
8	French University in Egypt (FUE)	10	4	12	13	25	64
9	October University for Modern Sciences and Arts (MSA)	75	71	255	205	354	960
10	Heliopolis University (HU)	6	5	13	19	48	91
11	Egypt International University (EIU)	36	28	84	75	150	373
12	German University in Cairo (GUC)	79	90	199	361	202	931
13	Egyptian Russian University (ERU)	33	9	58	71	178	349
14	Al-Ahram Canadian University (ACU)	17	16	63	78	251	425
15	British University in Egypt (BUE)	57	41	125	177	292	692
16	Modern University for Technology and Information (MTI)	46	22	100	174	200	542
17	Pharos University in Alexandria (PUA)	57	43	157	199	270	726
18	Nahda University (NU)	13	23	71	80	177	364
19	Arab Open University (AOU)	4	6	6	5	7	28
20	Egyptian E-Learning University (EEU)	8	5	19	6	15	53
21	Badr University (BU)	28	15	33	64	139	279
22	Daraya University (DU)	16	4	31	27	31	109
23	New Giza University (NGU)	19	15	13	14	20	81
24	Horus University (HU)	25	10	62	18	75	190
25	American University (AU)	201	98	112	-	-	411
26	Nasserite Japanese University (NJU)	27	12	9	1	0	49
	Total	1099	746	2137	2248	3601	9831