JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

ANALYSIS OF ACADEMIC EGO AS BARRIER TO CAREER PROGRESSION IN HIGHER EDUCATION

Safeer Ijaz[*1], Dr. Munazza Mahmood[2]

[*1] *Department of Educational Leadership and Management, Faculty of Education, International Islamic University Islamabad, Pakistan*
[2]*Department of Educational Leadership and Management, Faculty of Education, International Islamic University Islamabad, Pakistan*

[*1]safeer.phdedu198@iiu.edu.pk, [2]munazza.mahmood@iiu.edu.pk

DOI: https://doi.org/10.5281/zenodo.23833184

Keywords
Academic Ego, Higher Education, Career progression.

Article History
Received: 24 July 2026
Accepted: 14 October 2026
Published: 30 October 2026

Copyright @Author
Corresponding Author: * Safeer Ijaz

Abstract

Higher education institutions depend on the professional growth of faculty members, but many teachers face slow career progression despite promotion systems. Factor such as academic ego may affect professional growth and career advancement. Therefore, this study examined the level and effect of academic ego on faculty member's career progression in higher education institutions. A sequential explanatory mixed-methods research design was used. Quantitative data were collected and analyzed first, followed by qualitative data to further explain and interpret the quantitative findings. The population (N = 576) comprised faculty members working in Higher Education Commission-recognized universities in Islamabad. Six universities were selected, including three public and three private sector universities. For the quantitative study, 300 faculty members were selected using a non-proportionate stratified random sampling technique. For the qualitative study, 18 faculty members were selected using a purposive sampling technique. Self-developed questionnaires and semi-structured interviews were used for data collection. Quantitative data were analyzed using descriptive and inferential statistics, including means and linear regression analyses, while qualitative data were analyzed through thematic analysis. Based on the findings, the researcher concluded that academic ego was generally low to medium level, but ego, mistrust, seniority, workload, traditional thinking and weak institutional support limited its practical application. Career progression was generally perceived positively, although institutional barriers constrained academic advancement. Academic ego had a statistically significant positive effect on career progression, with higher academic ego associated with higher career progression among faculty members. The researcher recommended that universities may promote collaboration, feedback, mentoring and professional development while ensuring transparent promotions, fair recognition, research funding and workload management. Faculty members may develop self-awareness, accept constructive feedback, support teamwork and maintain respectful professional relationships. These measures can strengthen a supportive academic environment and promote sustainable career progression.

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

INTRODUCTION

Higher education institutions play an important role in producing knowledge, developing professional skills and preparing individuals for their future careers. The effectiveness of universities depends largely on the contributions and professional development of their faculty members. University teachers are expected to perform a range of responsibilities, including teaching, research, student supervision, academic service, leadership and continuous professional development (Culver et al., 2026). Therefore, career progression is an important aspect of an academic career because it provides recognition for professional achievements and creates opportunities for promotion, increased responsibilities, leadership roles and further professional growth (Araneda-Guirriman et al., 2026).

Career progression in higher education is influenced by several factors. Research publications, teaching effectiveness, academic qualifications, institutional service, leadership responsibilities and professional development are commonly considered important for promotion and advancement (O'Meara et al., 2015). However, career progression is not influenced only by formal performance measures. Faculty members' attitudes, behaviours, relationships with colleagues, mentoring experiences and willingness to learn can also affect their professional growth (Van der Weijden et al., 2016). Therefore, it is important to examine personal and behavioural factors that may support or hinder academic career development (Zacher et al., 2019).

Academic ego refers to an excessive belief in one's own academic knowledge, abilities, position and importance. A faculty member with a high academic ego may believe that their ideas are better than those of others, may find it difficult to accept criticism or may be unwilling to recognize their own weaknesses. Recent research on self-enhancement and overconfidence suggests that individuals may prefer information that supports a positive view of their abilities and may become less receptive to feedback that challenges their self-perceptions (Szumowska et al., 2023). Academic ego is different from strong confidence. Confidence can help teachers perform better and pursue professional goals, whereas excessive confidence may interfere with accurate self-evaluation and learning from feedback (Fulham et al., 2022). Thus, when confidence becomes excessive and is accompanied by resistance to corrective feedback, it may hinder professional learning and development.

Academic work requires cooperation and interaction with other people. Faculty members often work together on research projects, publications, teaching activities, committees, supervision and other university responsibilities. When academic ego becomes excessive, it may create difficulties in these professional relationships. For example, a faculty member may prefer to work alone, avoid sharing ideas, or be unwilling to give credit to colleagues. Such behaviours can reduce opportunities for collaboration and professional networking, which are important for academic development (Sa et al., 2022). Research collaboration can strengthen knowledge exchange, expand professional networks and increase opportunities for joint research and publication; therefore, reluctance to collaborate may limit faculty members' professional development and career opportunities (Zhang et al., 2021).

Another important issue related to academic ego is disregard for feedback. Feedback from colleagues, students, supervisors and academic leaders can help faculty members identify their strengths and weaknesses. Faculty members who are open to feedback can use it to improve their teaching, research, communication and leadership skills. However, individuals with a strong academic ego may consider criticism as a personal attack and may reject suggestions from others. Research on feedback receptivity indicates that individuals' self-perceptions can influence whether they accept and use feedback, particularly when feedback challenges their existing views of themselves (Fulham et al., 2022). Similarly, feedback that threatens a person's positive self-image may be resisted rather than used for

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

improvement (Szumowska et al., 2023). This can limit opportunities for learning, professional development and improvement in academic performance.

Academic ego may also lead to inflexibility and resistance to change. Higher education is changing rapidly because of new technologies, artificial intelligence, online teaching, new research methods and changing academic requirements. Faculty members need to update their knowledge and teaching practices to respond to these changes. However, a faculty member who strongly believes that their existing knowledge and methods are already sufficient may be less willing to adopt new approaches. Research on technology adoption in higher education indicates that faculty readiness, perceived competence and attitudes toward technological change influence their willingness to integrate new technologies into teaching (Turnbull et al., 2021). Similarly, the rapid development of artificial intelligence is creating new demands for faculty members to develop digital competencies and reconsider established teaching practices (Crompton & Burke, 2023). Resistance to adapting professional practices may therefore reduce opportunities for continuous learning, innovation and career development (Bond et al., 2021).

Mentorship and professional support are also important for academic career development. Junior and senior faculty members can benefit from guidance, advice and professional support from experienced colleagues. Mentoring can help academics develop research skills, improve teaching practices, understand promotion requirements and build professional networks. Recent research indicates that mentoring and supportive professional relationships can contribute to faculty members' career development, academic productivity and professional integration (Lunsford et al., 2022). Mentoring can also provide access to professional networks and institutional knowledge that may be difficult for early-career academics to develop independently (Haggard et al., 2021). However, academic ego may prevent faculty members from seeking help or accepting guidance because they may feel that asking for assistance shows weakness. Such reluctance can reduce opportunities to obtain constructive guidance, learn from experienced colleagues and develop professionally (van Veelen et al., 2020). As a result, faculty members may miss important opportunities for professional learning and career development.

Academic ego may also contribute to hierarchical attitudes in universities. Some faculty members may give excessive importance to their academic rank, qualifications, experience or institutional position. They may treat junior colleagues as less knowledgeable or may be unwilling to consider ideas from individuals with lower academic status. Research on academic workplaces indicates that status differences and organizational hierarchies can influence professional relationships, participation and access to opportunities (Brouwers et al., 2021). Similarly, power differences within universities can affect communication and the extent to which faculty members feel able to express their ideas and participate in institutional decision-making (Kezar & Holcombe, 2020). Such attitudes can weaken teamwork and create an unhealthy academic environment. A positive academic environment requires respect, cooperation, open communication and willingness to learn from colleagues at different levels (Bendermacher et al., 2020).

Previous research has mainly focused on structural and performance-related factors affecting academic career progression, such as research productivity, promotion policies, teaching performance and institutional support. However, psychological and interpersonal factors have received comparatively less attention. Research on narcissism and related self-focused characteristics suggests that excessive self-importance can influence professional relationships and career outcomes. According to Oflu et al. (2022) that different aspects of narcissism were related to career success among university employees. Similarly, research on professors has shown that perceptions of narcissism can be relevant to

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

academic relationships and educational outcomes (Wallace et al., 2024).

The study is particularly important in higher education because academic success increasingly requires collaboration, continuous learning, adaptability, mentoring and constructive professional relationships. A faculty member may have good qualifications and publications but still experience difficulties in career development if their behaviour prevents them from working effectively with colleagues or responding to professional feedback. Therefore, academic ego may be considered as a possible behavioural and psychological barrier to career progression.

Problem Statement

Career progression is a significant aspect of faculty members' professional development and the overall effectiveness of higher education institutions. However, despite established promotion criteria and professional development opportunities, some faculty members experience delays or limited advancement in their academic careers. Academic ego may be one of the behavioral factors contributing to these challenges, as it can manifest in resistance to collaboration, disregard for feedback, inflexibility, resistance to change, limited mentorship and hierarchical attitudes. These behaviors may hinder professional relationships, knowledge sharing and opportunities for research collaboration, teaching improvement and leadership.

In Pakistan, competitive academic environments, resource constraints and hierarchical structures may further influence faculty members' career progression. However, limited empirical evidence is available regarding the role of academic ego in the professional advancement of faculty members in higher education. Therefore, this study investigated the level of academic ego and examined its effect on faculty members' career progression in selected public and private universities in Islamabad. The findings may contribute to a better understanding of behavioral barriers and inform strategies for faculty development and professional advancement.

Objectives of the Study

1. To investigate the level of academic ego among the faculty members.
2. To identify the level of career progression among the faculty members.
3. To examine the effect of academic ego as barrier to career progression among the faculty members in higher education.

Research Questions

1. What is the level of academic ego among the faculty members?
2. To what extent the level of career progression among the faculty members?
3. What is the effect of academic ego as barrier to career progression among the faculty members in higher education?

Research Hypothesis

1. H01: There is no significant effect of academic ego as barrier to career progression among the faculty members in higher education.

Significance of the Study

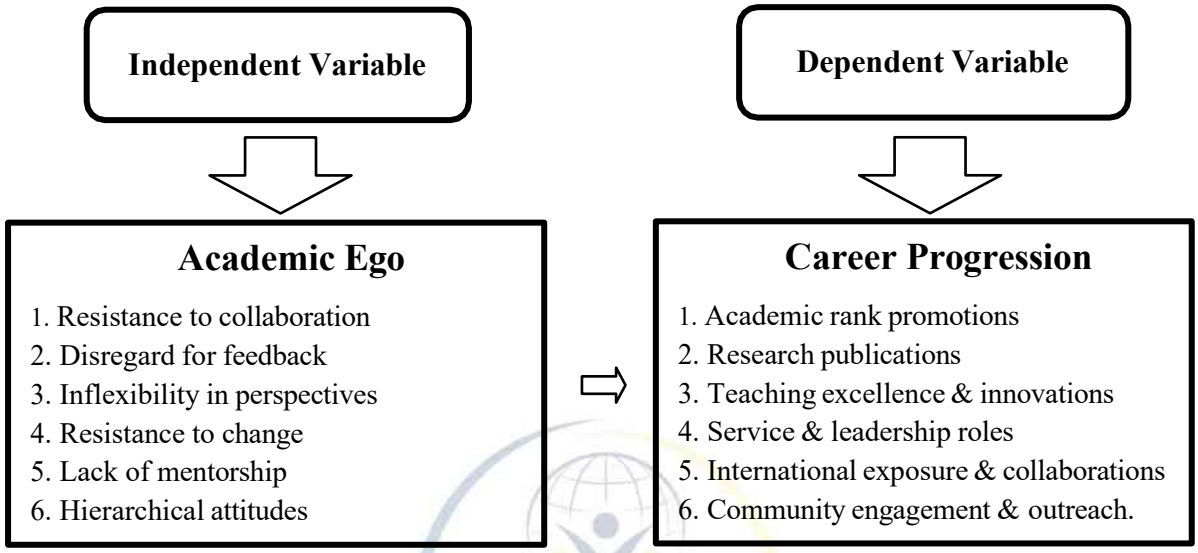
The study is significant because it examines academic ego as a potential barrier to career progression among faculty members in higher education. Academic advancement is generally associated with research productivity, teaching performance and professional qualifications, behavioral factors such as resistance to collaboration, disregard for feedback, inflexibility and hierarchical attitudes may influence professional growth. The study provides insight into how academic ego relates to faculty members' career progression in selected public and private universities in Islamabad.

The findings may benefit university administrators, academic leaders, policymakers and faculty members by identifying behavioral barriers that may restrict professional advancement. They may inform faculty development programmed, mentoring practices, collaborative initiatives and fair performance evaluation mechanisms. Furthermore, the study may encourage faculty members to reflect on their professional attitudes, accept constructive feedback and

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

strengthen collegial relationships. Ultimately, the findings may support institutional policies that promote professional development, merit-based advancement and a collaborative academic environment.

Conceptual Framework of the Study
Figure 1



LITERATURE REVIEW

Academic Ego in Higher Education

Academic ego is an emerging issue in higher education because faculty members work in an environment where knowledge, expertise, professional status, publications and academic recognition are highly valued. Academic ego can be understood as an excessive belief in one's own academic knowledge, ability, status and importance. Although confidence and self-belief can support academic performance, excessive self-focus may create difficulties when it reduces a person's willingness to accept feedback, cooperate with colleagues, learn from others or adapt to new academic practices (Ching, 2021). Academic identity is closely connected with how faculty members understand their professional roles and position within the university, while self-focused characteristics can influence interpersonal functioning and workplace relationships (Xu et al., 2022). Moreover, individuals may resist feedback when it threatens their existing self-view, which can reduce opportunities for learning and improvement (Fulham et al., 2022).

The concept of academic ego is closely related to the broader psychological literature on narcissism, self-enhancement and inflated self-perceptions. Narcissism includes characteristics such as an exaggerated sense of importance, a strong need for recognition and sensitivity to threats to one's self-image. Recent research indicates that narcissism is a multidimensional construct and that its different dimensions can have different consequences for interpersonal and professional outcomes (Leckelt et al., 2022). In particular, vulnerable forms of narcissism are associated with insecurity, sensitivity to negative evaluation and difficulties in maintaining a positive self-view, which may create challenges in professional settings (Miller et al., 2021). These findings are relevant to higher education because faculty members operate in highly evaluative environments in which publications, professional recognition, peer evaluation and career advancement are important. Thus, excessive self-focus or vulnerable self-perceptions may influence how faculty members respond to evaluation and may potentially affect their career development (Oflu et al., 2022).

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

Academic Ego and Resistance to Collaboration

Collaboration is an important part of modern academic work. Faculty members commonly collaborate in research, publications, teaching, supervision, academic committees, conferences and institutional projects. Collaborative academic work allows faculty members to exchange ideas, develop professional networks, obtain new knowledge and produce research with colleagues from different disciplines and institutions (Kwiek, 2021).

Academic ego may negatively influence collaboration when faculty members consider their own knowledge or ideas superior to those of others. Such faculty members may prefer to work independently, may be reluctant to share credit, or may find it difficult to accept alternative viewpoints. Research on academic collaboration suggested that interpersonal relationships, trustand openness to different perspectives are important for successful collaborative work (Sonnenwald, 2020). When faculty members are strongly focused on protecting their status or demonstrating their individual superiority, they may become less behaviours can reduce opportunities for developing professional relationships and research networks.

The importance of academic productivity and collaboration is also connected with career progression. Research on academic careers indicates that research productivity, collaboration and professional networks can contribute to scholarly visibility and career development (Horta et al., 2022). Therefore, if academic ego limits collaboration and reduces opportunities for joint research, it may indirectly affect career advancement. Faculty members who avoid collaborative activities may have fewer opportunities to develop research partnerships, share expertise and increase their academic visibility.

Academic Ego and Disregard for Feedback

Feedback is an important source of professional learning. Faculty members receive feedback from students, colleagues, academic leaders, research supervisors, reviewers and other professional groups. Constructive feedback can help academics identify weaknesses and improve their teaching, research, communication and leadership practices. Feedback is particularly important in higher education because continuous reflection and professional learning are necessary for maintaining and improving academic practice (Carless & Winstone, 2020).

However, excessive academic ego may make faculty members less receptive to feedback. When individuals have a strong belief in their own academic ability, they may interpret criticism as a threat to their professional identity. Instead of using feedback for improvement, they may reject it or become defensive. Receptive feedback is influenced by how individuals perceive feedback and whether it challenges their existing self-view (Fulham et al., 2022). Such reactions can reduce opportunities for reflection, learning and continuous professional development.

The academic environment contains many formal feedback processes, including peer review, research evaluation, teaching evaluation, promotion reviews and academic performance assessments. Academic careers are therefore strongly connected with repeated forms of evaluation and external recognition. Research on academic careers indicated that professional recognition, research performance scholarly visibility can influence academics' career experiences and advancement (Teelken et al., 2021). When faculty members become overly dependent on positive recognition or respond negatively to critical evaluation, they may find it more difficult to identify areas requiring improvement. Consequently, excessive academic ego and poor feedback receptivity may become barriers to professional learning and career progression.

Academic Ego and Inflexibility

Inflexibility refers to difficulty accepting different opinions, approaches, or ways of working. In higher education, flexibility is important because academic knowledge and professional practices are constantly changing. Faculty members are expected to respond to developments in teaching methods, research approaches, technology, artificial intelligence,

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

online learning and institutional requirements. The increasing use of digital technologies and artificial intelligence has created new expectations for academics to update their knowledge and teaching practices (Tlili et al., 2023).

Academic ego may create inflexibility when faculty members believe that their existing knowledge and methods are already sufficient. They may consider alternative approaches unnecessary and may believe that newer faculty members have little to teach them. Such attitudes can reduce opportunities for professional learning and adaptation. Research on academic development suggested that academics' beliefs, professional identities and perceptions of change can influence their willingness to adopt new approaches and participate in professional learning (Watermeyer et al., 2021).

Research on academic staff development also shows that resistance to change can emerge when faculty members experience uncertainty about new technologies, changing professional expectations or the relevance of new approaches to their established practices. Crompton and Burke (2023) highlight the growing importance of artificial intelligence in higher education and the need for educators to adapt their practices accordingly. Therefore, when academic ego encourages faculty members to rely excessively on existing knowledge and resist alternative approaches, it may limit professional learning, innovation and career progression.

Academic Ego and Resistance to Change

Higher education is experiencing rapid changes in technology, teaching, research and institutional expectations. Online education, digital learning platforms, artificial intelligence, new research methods and changing approaches to assessment have created new demands for faculty members. Successful academics therefore need to update their skills and adapt to new circumstances (Bond et al., 2021).

Resistance to change can become a barrier when faculty members are strongly attached to their existing practices. Academic ego may strengthen this resistance because accepting a new method can sometimes be perceived as admitting that one's existing knowledge or skills are insufficient. For example, a senior faculty member may be reluctant to use a new digital teaching tool because they believe their traditional teaching methods are already effective. Resistance to educational technology can be influenced by academics' perceptions of their competence, institutional conditions and concerns about changing established teaching practices (Kebritchi et al., 2017).

Resistance among academic staff is not simply a matter of unwillingness; it can also be connected with individual attitudes, established practices, trust in management and perceptions of institutional change. Research on academics experiencing policy change found that dispositional resistance to change was an important factor influencing resistance behaviour (Suwatno et al., 2022). However, when resistance becomes persistent and prevents professional learning, it may limit an academic's ability to respond to changing expectations and consequently affect career development.

Academic Ego and Lack of Mentorship

Mentorship is another important component of academic career development. Experienced faculty members can provide junior academics with guidance about teaching, research, publication, supervision, networking, leadership and promotion requirements. Mentoring can also provide emotional and professional support during difficult stages of an academic career (Feldt et al., 2021).

Academic ego may reduce the willingness to seek mentorship because some individuals may consider asking for help and lack of competencies. Similarly, senior faculty members with excessive academic ego may be unwilling to mentor junior colleagues because they may not value their development and may view professional knowledge as a source of personal status. Research on academic careers indicates that access to supportive professional relationships and developmental networks can influence academics' career experiences and opportunities (Botha & May, 2021).

A lack of mentoring can restrict opportunities for learning and professional networking. This may

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

be particularly important for early-career academics who are still developing their research profiles and understanding institutional promotion system. Mentoring relationships can contribute to professional development, career satisfaction and academic success by providing access to knowledge, advice, resources and professional networks (Sambunjak et al., 2006). Therefore, academic ego can potentially affect career progression not only through direct individual behaviour but also through reduced access to professional support.

Academic Ego and Hierarchical Attitudes

Universities have formal academic hierarchies based on qualifications, academic rank, experience, administrative positions and professional achievements. Some degree of hierarchy is necessary for institutional organization. However, excessive hierarchical attitudes may create problems when academic status is used to demonstrate superiority over colleagues. Research on academic status and professional inequality suggested that hierarchical structures can influence interpersonal relationships, recognition and access to opportunities within academic institutions (Herschberg et al., 2018).

Faculty members with strong academic ego may place excessive importance on their rank, qualifications, publications and institutional position. They may be less willing to listen to junior colleagues or may consider their opinions more valuable than those of others. Such attitudes can create a non-supportive academic environment and reduce cooperation. Studies of academic workplaces indicate that status differences and unequal recognition can influence collegial relationships and participation in academic work (Bendels et al., 2018).

Research on narcissistic and self-focused characteristics also suggested that individuals who have an exaggerated sense of superiority may experience difficulties in interpersonal relationships. Such characteristics can influence how individuals respond to colleagues, perceive their own importance and interact within professional environments (Leckelt et al., 2019). Therefore, when academic ego develops into excessive status consciousness or superiority, it may weaken collegial relationships, reduce cooperation and potentially restrict opportunities for professional development and career progression.

Academic Ego and Career Progression

Career progression in higher education generally involves advancement through academic ranks and increasing professional responsibilities. Research productivity, publications, teaching, service, leadership and institutional contributions can influence promotion decisions. Andersen, (2023) revealed that publication productivity continues to play an important role in academic career development, particularly because research output is commonly used as an indicator of academic achievement.

At the same time, academic career progression may not be understood only in terms of publications or formal performance indicators. Different academic career pathways may recognize teaching, scholarship, professional practice, leadership and other forms of contribution, although the value attached to these activities can vary across institutions (Smith & Walker, 2024). Professional relationships, adaptability, collaboration, mentoring and willingness to learn may therefore also influence an academic's long-term development.

The relationship between excessive self-focus and academic career success may also be considered carefully. Research on academic careers suggested that publication expectations, competition and uncertainty can influence how academics understand and manage their professional careers. The continuing "publish or perish" culture may create pressure for academics to produce publications as a means of maintaining or advancing their careers (Knochelmann, 2024). Such pressures indicate that academic behaviour develops within a wider institutional environment rather than solely from individual characteristics.

Wu et al. (2024) examined promotion and

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

academic mobility and found that promotion was associated with changes in research productivity and impact. Similarly, Luo and Abbasi (2026) reported that strong institutional emphasis on research productivity metrics and pressure to publish can have unintended effects on academic careers, including negative effects on career progression, work-life balance and stress. These findings indicated that academic behaviour developed within a wider institutional environment. Consequently, academic ego may be studied alongside the performance expectations and competitive conditions of higher education.

RESEARCH METHODOLOGY

In the study, an explanatory sequential mixed-methods research design was used. It is a two-phase design where quantitative data were collected and analyzed first, then qualitative data were collected and analyzed based on the quantitative results. The qualitative data were used to explain the quantitative data. The study was designed to investigate the analysis of academic ego as barrier to career progression in higher education. The population (N = 576) of the study comprised all faculty members working in 23 universities (13 public and 10 private sector universities) recognized by the Higher Education Commission in Islamabad. The target population includes faculty members from six selected universities in Islamabad, comprising three public and three private sector universities. In this study, for the quantitative phase, 300 faculty members were selected using a non-proportionate stratified random sampling technique, with 50 participants from each university. For the qualitative phase, 18 faculty members were selected using a purposive sampling, with three participants from each university. Questionnaire and an interview guide were used as research instruments in this mixed-methods research study. For quantitative data, self-developed questionnaire was used. For qualitative data, semi-structured interviews were used as research instrument to collect data. The instrument's validity was evaluated through four expert teachers from three different universities in Islamabad and Rawalpindi. The reliability of the instrument was checked through Cronbach's Alpha and it was (.98). In this study, two research tools were used for the purpose of collecting quantitative data through questionnaires as well as qualitative data through an interview guide. Both quantitative and qualitative data collected through personal visit to the six selected universities of the federal territory in Islamabad. Quantitative data were analyzed using descriptive and inferential statistics, including means and linear regression analyses, while qualitative data were analyzed through thematic analysis.

DATA ANALYSIS & INTERPRETATION

Quantitative data were collected through a five-point Likert-scale questionnaire from six selected universities. A total of 300 questionnaires were distributed and 279 were returned, given a 93% response rate, while 21 (7%) were not returned. The completed questionnaires were checked, organized and prepared for statistical analysis.

A. Analysis of the Quantitative Data (Survey)

Table 1: ***Cut-off Points for the Interpretation of Mean Score Level in Variable***

Interpretation Level	Value	Mean Score Range
Low	1	1.0 - 2.4
Medium	2	2.5 - 3.4
High	3	3.5 - 5.0

Source: (Creswell, 2014)

Table 1 presented the cut-off points for interpreting the mean score of study variable. Mean scores of 1.0–2.4 indicate a low level, 2.5–3.4 a medium level and 3.5–5.0 a high level. These cut-off points provide a consistent basis for interpreting and comparing the study findings.

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

I. Analysis of Academic Ego Level

Table 2: ***Combined responses of the Academic Ego***

S. No	Dimensions	Mean	Level
1	Resistance to Collaboration	2.23	Low
2	Disregard for Feedback	2.13	Low
3	Inflexibility in Perspectives	2.40	Low
4	Resistance to Change	2.00	Low
5	Lack of Mentorship	2.33	Low
6	Hierarchical Attitudes	2.98	Medium
	Aggregative Mean	2.35	Low

The results presented in Table 2 indicate that academic ego among faculty members was generally low, with an aggregative mean of 2.35. Among the six dimensions, resistance to change had the lowest mean (M = 2.00), followed by disregard for feedback (M = 2.13), resistance to collaboration (M = 2.23), lack of mentorship (M = 2.33) and inflexibility in perspectives (M = 2.40). These findings indicate that faculty members generally reported low levels of resistance to change, disregard for feedback, reluctance to collaborate, lack of mentorship and inflexibility in their perspectives. However, hierarchical attitudes recorded a mean of 2.98, indicating a medium level. The proposed that hierarchical attitudes were comparatively more prominent than the other dimensions of academic ego. Overall, the findings showed that academic ego was low level among faculty members, although hierarchical attitudes remained a relatively noticeable aspect of their professional behaviour.

II. Analysis of Career Progression Level

Table 3: ***Combined responses of the Career Progression***

S. No	Dimensions	Mean	Level
7	Academic Rank Promotions	3.49	Medium
8	Research Publications	3.69	High
9	Teaching Excellence and Innovations	3.89	High
10	Service or Leadership Role	3.93	High
11	International Exposure and Collaboration	3.49	Medium
12	Community Engagement and Outreach	3.76	High
	Aggregative Mean	3.70	High

The results presented in Table 3 indicate that the overall level of career progression among

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

faculty members was high, with an aggregative mean of 3.70. Among the six dimensions, service or leadership roles recorded the highest mean (M = 3.93), followed by teaching excellence and innovations (M = 3.89), community engagement and outreach (M = 3.76) and research publications (M = 3.69), all indicating high levels. However, academic rank promotions and international exposure and collaboration each recorded a mean of 3.49, indicating medium levels. These findings proposed that faculty members reported relatively stronger engagement in service and leadership, teaching innovations, community outreach and research publications, while academic rank promotions and international exposure and collaboration were comparatively less prominent. Overall, the results indicate a high level of career progression, although opportunities for academic promotions and international collaboration may require further attention.

III. Analysis the Effect of Academic Ego on Career Progression

Table 4: ***Linear Regression Analysis Evaluating the Effect of Academic Ego on Career Progression***

Variable	B	Std. Error	B	T	p	Linear Regression Analysis Result
Constant	1.85	.067		27.57	<.001	Significant
AE (Mean)	0.79	.026	.88	30.47	<.001	

Note. N = 279. R = .88, R^2 = .77, F (1, 277) = 928.46, p < .001.

Note. B = Unstandardized coefficient; Std. E = Standard error; β = Standardized coefficient; t = Test statistic value; p = Probability value; AE = Academic Ego.

Table 4 showed that to evaluate the effect of academic ego on career progression, a simple linear regression analysis was conducted. The overall model was statistically significant, F (1, 277) = 928.46, p < .001, explaining 77% of the variance in career progression (R^2 = .77). The findings revealed that academic ego has a significant positive effect on career progression (B = .79, β = .88, t = 30.47, p < .001). This indicates that a one-unit increase in academic ego is associated with a .79-unit increase in career progression.

B. Analysis of the Qualitative Data (Thematic/Interviews)

This section deals with in-depth analysis and interpretation of data gathered in the qualitative research study. In this section, qualitative data were analyzed and interpreted through thematic analysis (semi-structured interview) methods.

I. Analysis of Academic Ego Level

Theme 1: Resistance to Collaboration

The theme 1 showed that academic ego, professional jealousy, lack of trust and insecurity reduced faculty collaboration. Heavy workload, weak institutional support and an unsupportive work environment further limited teamwork. Overall, promoting trust, fairness and a supportive academic environment can strengthen collaboration among faculty members.

Theme 2: Disregard for Feedback

The theme 2 showed that academic ego, seniority, insecurity and negative perceptions of feedback often led faculty members to reject constructive suggestions. This reduced openness to learning, improvement and professional growth. Overall, a supportive feedback culture can improve faculty development and professional performance.

Theme 3: Inflexibility in Perspectives

The theme 3 showed that academic ego, fear of losing status, traditional thinking and insecurity reduced faculty members' openness to criticism and new ideas. Some faculty members viewed criticism as a personal attack and preferred established teaching methods. Overall, greater openness to feedback and new perspectives is needed to support professional growth.

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

Theme 4: Resistance to Change

The theme 4 showed that comfort with traditional practices, lack of training, fear of failure, workload and limited resources reduced faculty members' willingness to adopt new teaching methods. Senior faculty members were generally more resistant, while younger faculty showed greater adaptability. Overall, training, institutional support and encouragement of innovation can help reduce resistance to change.

Theme 5: Lack of Mentorship

The theme 5 showed that effective mentorship supports faculty members' teaching, research, confidence and career development. However, weak or absent formal mentorship systems often leave faculty members dependent on their own efforts, limiting professional growth. Overall, strengthening structured mentorship programs can improve faculty development and career progression.

Theme 6: Hierarchical Attitudes

The theme 6 showed that differences in rank, experience and authority often limited communication and collaboration between senior and junior faculty. Ego, fear of losing authority and cultural norms further strengthened these hierarchical attitudes. Overall, mutual respect and a supportive work environment can reduce hierarchy-related barriers and improve teamwork and professional growth.

II. Analysis of Career Progression Level

Theme 7: Academic Rank Promotions

The theme 7 showed that academic promotions are influenced by personal qualities, professional achievements and institutional support. Participants highlighted dedication, qualifications, research, teaching performance, mentorship and a supportive academic environment as important factors, while bureaucratic delays, favoritism, limited funding and inadequate guidance may hinder career advancement.

Theme 8: Research Publications

The theme 8 showed that research publications are important for career progression, promotion and academic recognition, but faculty face challenges such as high publication costs, limited funding, heavy workload and inadequate guidance. Fake journals, lengthy review processes and limited access to quality journals may affect research quality, highlighting the need for stronger institutional support and research facilities.

Theme 9: Teaching Excellence and Innovations

The theme 9 showed that teaching excellence and innovation are strengthened through faculty collaboration, joint course planning, idea sharing, co-teaching and professional workshops. A supportive environment promotes teamwork and new teaching practices, while heavy workload, limited interest and competition can hinder collaboration and innovation.

Theme 10: Service or Leadership Role

The theme 10 showed that service and leadership roles, including program coordination, departmental management, committee work and student supervision, contribute to institutional development and career progression. Effective leadership requires teamwork, empathy, ethical behavior and balanced management of teaching, research and administrative responsibilities.

Theme 11: International Exposure and Collaboration

The theme 11 showed that international exposure and collaboration through conferences, postdoctoral studies and partnerships with foreign researchers enhance faculty members' knowledge, skills, networking and career progression. However, limited global engagement can restrict professional growth, highlighting the importance of international opportunities for individual and institutional development.

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

Theme 12: Community Engagement and Outreach

The theme 12 showed that community engagement and outreach connect universities with society through social awareness, student projects, training and community services. Despite challenges such as limited resources and safety concerns, these activities promote social responsibility, enhance student learning and support faculty professional growth.

C. Analysis of the Quantitative and Qualitative Data (Integrate)

1. Quantitative findings showed a low level of resistance to collaboration (M = 2.23). Qualitative findings identified jealousy, mistrust, workload and weak institutional support as potential barriers to teamwork. Integrated findings indicated that positive attitudes toward collaboration may not always translate into effective teamwork because of workplace constraints.
2. Quantitative findings indicated a low level of disregard for feedback (M = 2.13). Qualitative findings highlighted seniority, insecurity and negative perceptions of criticism as potential barriers to accepting constructive feedback. Integrated findings indicated that supportive feedback practices may help address these interpersonal barriers and promote professional learning.
3. Quantitative findings showed a low level of inflexibility in perspectives (M = 2.40). Qualitative findings identified traditional thinking, insecurity and concerns about professional status as barriers to accepting alternative viewpoints. Integrated findings indicated that generally flexible attitudes may coexist with contextual barriers to openness and professional learning.
4. Quantitative findings indicated a low level of resistance to change (M = 2.00). Qualitative findings identified traditional practices, fear of failure, limited training, workload and inadequate resources as barriers to adopting new teaching methods. Integrated findings indicated that faculty members' general openness to change may be constrained by institutional and practical limitations.
5. Quantitative findings showed a low level of lack of mentorship (M = 2.33). Qualitative findings emphasized that effective mentoring supports teaching, research, confidence and career development, while weak formal systems limit these benefits. Integrated findings indicated that positive perceptions of mentorship may require structured institutional support to strengthen faculty development and career progression.
6. Quantitative findings indicated a medium level of hierarchical attitudes (M = 2.98), the most prominent dimension of academic ego. Qualitative findings highlighted differences in rank, experience and authority, which could create communication difficulties between senior and junior faculty. Integrated findings indicated that hierarchical attitudes were more evident than other academic ego dimensions and could affect professional relationships.
7. Quantitative findings showed a medium level of academic rank promotions (M = 3.49). Qualitative findings identified qualifications, research, teaching and institutional support as promotion factors, while bureaucratic delays, favoritism and limited resources hindered advancement. Integrated findings indicated that career advancement depends on both individual achievements and institutional conditions.
8. Quantitative findings indicated a high level of research publications (M = 3.69). Qualitative findings confirmed their importance for promotion and recognition but identified publication costs, limited funding, heavy workloads and inadequate guidance as challenges. Integrated findings indicated that research productivity was relatively strong, although institutional support remained important for sustaining publication output.
9. Quantitative findings showed a high level of teaching excellence and innovation (M = 3.89). Qualitative findings highlighted collaboration, idea sharing and professional development as supporting factors, while workload and professional competition could restrict innovation. Integrated findings indicated that strong teaching practices could be further enhanced by supportive working conditions and professional collaboration.

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

10. Quantitative findings indicated a high level of service and leadership roles (M = 3.93). Qualitative findings emphasized the contributions of coordination, committee work, student supervision, teamwork and ethical leadership to faculty development and institutional effectiveness. Integrated findings indicated that service and leadership were strong aspects of career progression, supported by active institutional participation.
11. Quantitative findings showed a medium level of international exposure and collaboration (M = 3.49). Qualitative findings identified international conferences, postdoctoral studies and foreign research partnerships as beneficial, although limited access could restrict these opportunities. Integrated findings indicated that international engagement offered career benefits, but access constraints may limit faculty members' participation.
12. Quantitative findings indicated a high level of community engagement and outreach (M = 3.76). Qualitative findings highlighted community projects, awareness activities, training programmed and student services, while limited resources and safety concerns could restrict participation. Integrated findings indicated that community engagement was a strong dimension of career progression, although adequate resources and institutional support were needed to sustain it.
13. The findings showed that academic ego had a statistically significant positive effect on career progression, $F(1, 277) = 928.46$, $p < .001$. Academic ego explained 77% of the variance in career progression ($R^2 = .77$), with a positive coefficient ($B = .79$, $\beta = .88$, $p < .001$), indicating that higher academic ego was associated with higher career progression among faculty members.

Discussion

The quantitative findings showed that academic ego was generally low to moderate level among faculty members. Faculty members showed openness to feedback, new teaching methods, collaboration and mentorship, indicating professional adaptability. These findings were consistent with research linking lower academic ego with collegiality and professional development (Haq & Khaliq, 2020). Feedback and innovation were also associated with positive academic environments (Siddiqui & Hafeez, 2021). Moderate competition supported academic performance (Lindenberg et al., 2018). Academic ego showed a positive bivariate relationship with career progression, possibly reflecting confidence and assertiveness (Willer & Kuwabara, 2018). However, multiple regression showed a negative effect of academic ego on career progression. Overall, excessive academic ego may become a barrier to long-term career progression.

The qualitative findings showed that academic ego was reflected in resistance to collaboration, feedback, change, mentorship and differing perspectives. Academic authority, professional jealousy, fear of idea theft and insecurity reduced trust and teamwork (Muchanje, 2015). Senior faculty may be less receptive to feedback when hierarchical relationships and power differences make feedback feel threatening to professional authority or status (Liu et al., 2025). Ego-protective attitudes can reduce openness to feedback and hinder continuous learning, adaptability and professional development (Karimijavan et al., 2026). Weak mentorship systems further contributed to faculty isolation and slower career development (Nguyen, 2023). Overall, academic ego and hierarchical attitudes created significant barriers to collaboration, mentorship, professional learning and institutional effectiveness.

The integrated findings showed that academic ego was a continuing barrier to collaboration, feedback, adaptability and mentorship. Quantitative findings indicated moderate preferences for independent work and hierarchical attitudes, while qualitative findings revealed that criticism, competition, idea ownership and authority concerns continued to affect academic interactions (Bourdieu, 1988). Although resistance to feedback and change was generally low, seniority, traditional practices, workload and limited training created practical barriers (Fullan, 2016). Weak mentorship systems further limited junior faculty

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

development (Muchanje, 2015; Nguyen, 2023). Overall, academic ego and institutional hierarchies reduced effective collaboration, professional learning and sustainable faculty development.

The quantitative findings showed that faculty members generally perceived their career progression positively, particularly in relation to research productivity, teaching innovation, collaboration, leadership engagement and community involvement. High levels of participation in institutional and professional activities suggest that career progression in higher education is increasingly multidimensional, extending beyond traditional promotion criteria. These results support Lindenberg et al. (2018) and Nguyen (2023), who emphasized that modern academic careers require integration of research excellence, pedagogical innovation, leadership and social engagement. Moderate engagement in international collaborations and funding initiatives may reflect structural constraints common in developing higher education contexts (Haq & Khaliq, 2020).

The qualitative findings showed that career progression is a multidimensional process involving promotions, research, teaching, leadership, international exposure and community engagement. Advancement depended on qualifications, publications, ethical conduct, consistency and institutional support (Nguyen, 2023). Limited funding, heavy workloads, weak mentorship and journal-related challenges (Haq & Khaliq, 2020) affected research. Teaching excellence and innovation were strengthened through collaboration and shared knowledge. Leadership, international exposure and community engagement supported professional skills, networks, visibility and social relevance. Overall, career progression was shaped by individual performance and institutional conditions, highlighting the importance of supportive academic environments.

The integrated findings showed that promotion requirements, research productivity, leadership influenced career progression and teaching innovation. Publications, leadership and collaboration were important factors in academic advancement (Muchanje, 2015; Nguyen, 2023). However, bureaucratic delays, limited funding, favoritism and inadequate mentoring restricted timely progression (Bourdieu, 1988). Collaboration and leadership supported shared learning and professional development (Wenger, 1998). International collaboration enhanced research quality, confidence and innovation, while community engagement strengthened professional responsibility (Lindenberg et al., 2018; Nguyen, 2023). Overall, career progression depended on individual motivation, ethical conduct, collaboration and institutional support. Supportive academic environments are therefore important for sustainable faculty career development.

Conclusions

The researcher concluded that academic ego was generally low to medium level, but ego, mistrust, seniority, workload, traditional thinking and weak institutional support limited its practical application. Career progression was generally perceived positively through promotion, research, teaching innovation, leadership, international exposure and community engagement. However, bureaucratic delays, favoritism, limited funding, workload and inadequate guidance constrained career advancement. Academic ego had a statistically significant positive effect on career progression, with higher academic ego associated with higher career progression among faculty members.

Recommendations

Based on the findings, the researcher recommended that universities may promote collaborative academic practices, feedback systems, mentoring and professional development programs to reduce the negative effects of academic ego and hierarchical practices. Institutional policies might be ensure transparent promotion procedures, fair recognition, research funding, workload management and adequate professional guidance. Faculty members may be encouraged to develop self-awareness, accept constructive

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

feedback, support teamwork and maintain respectful professional relationships. These measures may help to create a supportive academic environment and promote sustainable career progression.

REFERENCES

Andersen, H. (2023). Publish or perish. In R. J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International encyclopedia of education* (4th ed., Vol. 8, pp. 158–166). Elsevier. https://doi.org/10.1016/B978-0-12-818630-5.02133-3

Araneda-Guirriman, C., Sepulveda-Paez, G., Penaloza-Diaz, G., Rodriguez, B., & Pastenes, G. (2026). Mid-career faculty: A systematic review of challenges in their academic careers. *Higher Education Research & Development*. https://doi.org/10.1080/07294360.2026.2670670

Bendels, M. H. K., Müller, M. J., Brueggmann, D., & Groneberg, D. A. (2018). Gender disparities in high-quality research revealed by Nature Index journals. *PLoS ONE*, 13(1), e0189136. https://doi.org/10.1371/journal.pone.0189136

Bendermacher, G. W. G., Oude Egbrink, M. G. A., Wolfhagen, I. H. A. P., & Dolmans, D. H. J. M. (2020). Unravelling the concept of a quality culture in higher education: A systematic review. *Studies in Higher Education*, 45(2), 243–257. https://doi.org/10.1080/03075079.2018.1492200

Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2021). Mapping research in student engagement and educational technology in higher education: A systematic evidence map. *International Journal of Educational Technology in Higher Education*, 18, Article 2. https://doi.org/10.1186/s41239-021-00239-8

Bond, M., Zawacki-Richter, O., & Nichols, M. (2021). Revisiting five decades of educational technology research: A content and authorship analysis of the British Journal of Educational Technology. *British Journal of Educational Technology*, 52(3), 1183–1201. https://doi.org/10.1111/bjet.13037

Botha, J., & May, M. (2021). Mentoring and professional development in higher education: A review of academic career development. *Journal of Further and Higher Education*, 45(8), 1114–1127.

Bourdieu, P. (1988). *Homo academicus* (P. Collier, Trans.). Stanford University Press. (Original work published 1984)

Brouwers, A., van den Berg, C., & Taris, T. W. (2021). Academic status and workplace relationships in higher education. *Higher Education Research & Development*, 40(6), 1214–1228.

Carless, D., & Winstone, N. (2020). Teacher feedback literacy and its interplay with student feedback literacy. *Teaching in Higher Education*, 25(7), 1–15.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education*, 20, Article 22. https://doi.org/10.1186/s41239-023-00392-8

Culver, K. C., Kezar, A., & Koren, E. R. (2026). Faculty, academic careers, and environments (FACE) framework: A guide to faculty work for research, practice, and policy. *The Journal of Higher Education*, 97(2), 398–430. https://doi.org/10.1080/00221546.2025.2466421

Feldt, R. C., Mulford, A., & Slevc, L. R. (2021). Mentoring and professional development among university faculty. *Innovative Higher Education*, 46, 1–18.

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

Fulham, N. M., Krueger, K. L., & Cohen, T. R. (2022). Honest feedback: Barriers to receptivity and discerning the truth in feedback. *Current Opinion in Psychology*, 46, 101405. https://doi.org/10.1016/j.copsyc.2022.101405

Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press. Haggard, D. L., Turban, D. B., & Katz, J. H. (2021). The role of mentoring relationships in career development: A contemporary perspective. *Career Development International*, 26(4), 485–502.

Haq, M. A., & Khaliq, A. (2020). Academic culture, professional behavior, and career progression in higher education. *Pakistan Journal of Education*, 37(1), 45–62.

Herschberg, C., Benschop, Y., & van den Brink, M. (2018). Precarious postdocs: A comparative study on recruitment and selection of early-career researchers. *International Journal of Comparative Sociology*, 59(2), 99–117. https://doi.org/10.1177/0020715218767841

Horta, H., Li, B., & Kato, M. (2022). Research productivity and career advancement in higher education: The role of collaboration and academic networks. *Higher Education*, 84, 1–19.

Karimijavan, G., Alizadeh, M., Ranjbar, F., Ghaffarifar, S., & Karimi, S. E. (2026). Determinants of effective feedback on educational performance of faculty members based on their own experiences: A content analysis study. *BMC Medical Education*, 26, Article 304. https://doi.org/10.1186/s12909-026-08601-4

Kebritchi, M., Lipschuetz, A., & Santiague, L. (2017). Issues and challenges for teaching successful online courses in higher education: A literature review. *Journal of Educational Technology Systems*, 46(1),4–29. https://doi.org/10.1177/0047239516661713

Kezar, A., & Holcombe, E. (2020). *Shared leadership in higher education: Important lessons from research and practice*. American Council on Education.

Knochelmann, M. (2024). Formal authorship in the wake of uncertain futures: The narrative of publish or perish in the humanities. *Research Evaluation*, 33, rvae044. https://doi.org/10.1093/reseval/rvae044

Kwiek, M. (2021). The prestige economy of higher education journals: A quantitative approach to academic career development. *Higher Education*, 81, 493–510.

Leckelt, M., Küfner, A. C. P., Nestler, S., & Back, M. D. (2019). Behavioral processes underlying the "above-average effect" in narcissism. *Journal of Personality and Social Psychology*, 117(3), 527–546. https://doi.org/10.1037/pspp0000199

Leckelt, M., Küfner, A. C. P., Nestler, S., & Back, M. D. (2022). Narcissism and interpersonal functioning in organizational contexts. *Current Opinion in Psychology*, 43, 1–6.

Lindenberg, S., Steg, L., Milovanovic, M., & Schipper, A. (2018). Moral hypocrisy and the hedonic shift: A goal-framing approach. *Rationality and Society*, 30(4), 393–419. https://doi.org/10.1177/1043463118795719

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

Liu, Z., Sulaiman, T., & Che Nawi, N. R. (2025). Between development and surveillance: Faculty perceptions and challenges of instructional coaching in an underdeveloped university context. *Frontiers in Education*, 10, Article 1637546. https://doi.org/10.3389/feduc.2025.1637546

Lunsford, L. G., Baker, V. L., & Pifer, M. J. (2022). Faculty mentoring and professional development in higher education. *Higher Education Research & Development*, 41(5), 1451–1465.

Luo, Z., & Abbasi, B. N. (2026). The paradox of research productivity metrics: Unintended consequences on academic careers and knowledge production in global higher education. *European Journal of Education*, 61(2), e70683. https://doi.org/10.1111/ejed.70683

Miller, J. D., Lynam, D. R., Hyatt, C. S., & Campbell, W. K. (2021). Controversies in narcissism. *Annual Review of Clinical Psychology*, 17, 291–315. https://doi.org/10.1146/annurev-clinpsy-081219-105509

Muchanje, P. N. (2015). *Determinants of career progression of tutors in public primary teachers' training colleges in Kenya* [Doctoral dissertation, University of Nairobi]. University of Nairobi Repository. https://erepository.uonbi.ac.ke/items/303d6535-5465-4cd8-83a5-b533eefa0edb

Nguyen, T. T. (2023). Professional development, ethical behavior, and career advancement in higher education. *Higher Education Research & Development*, 42(4), 765–779. https://doi.org/10.1080/07294360.2022.2081456

Oflu, C., Baluku, M. M., & Otto, K. (2022). Career success in the university setting: Examining the role of narcissism facets. *Current Psychology*, 41, 877–887. https://doi.org/10.1007/s12144-020-00614-6

O'Meara, K., Lounder, A., & Campbell, C. M. (2015). To heaven or hell: Sensemaking about why faculty leave. *The Journal of Higher Education*, 86(6), 885–914.

Sa, C., Sabzalieva, E., & Kachynska, N. (2022). International research collaboration and academic careers: The role of networks and mobility. *Higher Education*, 84, 1–18.

Sambunjak, D., Straus, S. E., & Marušić, A. (2006). Mentoring in academic medicine: A systematic review. *JAMA*, 296(9),1103–1115. https://doi.org/10.1001/jama.296.9.1103

Siddiqui, D. A., & Hafeez, M. (2021). Personality traits, academic behavior, and faculty career progression. *Journal of Educational Research and Practice*, 11(2), 120–134.

Skea, C. (2021). Emerging neoliberal academic identities: Looking beyond Homo economicus. *Studies in Philosophy and Education*, 40, 399–414. https://doi.org/10.1007/s11217-021-09768-7

Smith, S., & Walker, D. (2024). Scholarship and academic capitals: The boundaried nature of education-focused career tracks. *Teaching in Higher Education*, 29(1), 111–125.

Sonnenwald, D. H. (2020). Scientific collaboration: A synthesis of challenges and opportunities in academic research. *Journal of Documentation*, 76(4), 1–18.

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 6 • October 2026

Suwatno, S., Wibowo, A., & others. (2022). Resistance behaviour among Indonesian academics experiencing policy change on international peer-review publication. *International Journal of Educational Management*, 36(5), 729–749. https://doi.org/10.1108/IJEM-03-2021-0074

Szumowska, E., Szwed, P., Wójcik, N., & Kruglanski, A. W. (2023). The interplay of positivity and self-verification strivings: Feedback preference under increased desire for self- enhancement. *Learning and Instruction*, 83, 101715. https://doi.org/10.1016/j.learninstruc.2022.101715

Teelken, C., Ferlie, E., & Dent, M. (2021). The uneasy relationship between academic identity and performance evaluation in higher education. *Higher Education*, 82, 1–18.

Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang,

B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, 10, Article 15. https://doi.org/10.1186/s40561-023-00237-x

Turnbull, D., Chugh, R., & Luck, J. (2021). Learning management systems: An overview. *Education and Information Technologies*, 26, 2075–2090. https://doi.org/10.1007/s10639-020-10333-7

Van der Weijden, I., Belder, R., van Arensbergen, P., & van den Besselaar, P. (2016). How do young tenured professors benefit from their network? *Research Evaluation*, 24(4), 1–12.

Van Veelen, R., Derks, B., & Endedijk, M. D. (2020). Double trouble: How being outnumbered and negatively stereotyped affects professional outcomes for women in STEM. *Journal of Applied Social Psychology*, 50(2), 71–83.

Wallace, H. M., Carrillo, A., & Kelley, J. (2024). Perceptions of narcissism in college professors. *The Journal of Social Psychology*, 164(2), 169–186. https://doi.org/10.1080/00224545.2022.2050167

Watermeyer, R., Crick, T., Knight, C., & Goodall, J. (2021). COVID-19 and digital disruption in UK universities: Afflictions and affordances of emergency online migration. *Higher Education*, 81, 623–641. https://doi.org/10.1007/s10734-020-00561-y

Willer, R., Kuwabara, K., & Macy, M. W. (2009). The false enforcement of unpopular norms. *American Journal of Sociology*, 115(2), 451–490. https://doi.org/10.1086/599250

Wu, C., Yan, E., Ni, C., & He, J. (2024). To move or to be promoted: Examining the effect of promotions and academic mobility on professors' productivity and impact. *Journal of the Association for Information Science and Technology*, 75(12), 1350–1367. https://doi.org/10.1002/asi.24895

Xu, E., Huang, X., Robinson, S. L., & Ouyang, K. (2022). Loving or loathing? A power-dependency explanation for narcissists' social acceptance in the workplace. *Journal of Organizational Behavior*, 43(5), 783–800. https://doi.org/10.1002/job.2603

Zacher, H., Rudolph, C. W., Todorovic, T., & Ammann, D. (2019). Academic career development: A review and research agenda. *Journal of Vocational Behavior*, 110, 357–373. https://doi.org/10.1016/j.jvb.2018.08.006

Zhang, L., Rousseau, R., & Glänzel, W. (2021). Diversity of collaboration and research performance: A bibliometric perspective. *Journal of Informetrics*, 15(2), 101140. https://doi.org/10.1016/j.joi.2021.101140