

Determinants of Career Choice, Job Satisfaction and Retention of Academic Staff in Three Private Universities in Ghana

By

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A thesis submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science and Technology in partial fulfillment of the requirement for the degree of

**A COMMONWEALTH EXECUTIVE MASTERS OF BUSINESS
ADMINISTRATION**

SEPTEMBER, 2012

DECLARATION

I hereby declare that this submission is my own work towards the award of Commonwealth Executive Master of Business Administration (CEMBA) and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

I dedicate this work to my sweet son Nahil Abonwa Okwan. It is because of him that I took this course, to give him a better life. Also to my dear husband Mr. Ibrahim Okwan and my parents Mr. Wahab Danquah Yeboah and Madam Fatimah Twumasi Danquah as well as my brother and sisters. These are the most important people in my life and I will never forget your love, support and encouragement. I love you all so much.

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ACKNOWLEDGEMENT

I am grateful to Almighty God for his protection, mercies and precious love that saw me through this course. I also recognize the intellectual guidance of my supervisor Dr. Seth Agyemang who steered me at every stage of the study. Thanks for your understanding and scrutiny of this thesis. Your commitment made this whole study not only intellectually rewarding but also enjoyable. Sincere appreciation goes to Hannah of the Guidance and Counseling Department of Maranatha University College, Mrs. Georgina Sarpong of the School of Administration & Economics, Regent University College of Science and Technology as well as my colleague and friend, Mr. Akwasi Annor-Asante who works at Pentecost University College for helping me with the distribution and collection of my questionnaires at the various Universities. I also wish to thank all the respondents from the three universities for providing information upon which this study is based. I am grateful to my study group members namely Akwasi Annor-Asante, Augustina Ayerakwa, Prince Addo Sarpong, Isaac Kartey, Anthony Boateng Asante, Amos Tetteh and Eric Dankwa for the peer support and advice extended to me during our two years of study. Group Mother says it was nice knowing and studying with you guys. I also express my warmest thanks to my parents especially for allowing their house and dinning table to be used for our study group discussions and also my siblings for tolerating our noise sometimes. I re-assure you most sincerely that I appreciate your patience and support especially my Mum, who never ceased to encourage me. My gratitude is also owed to a personal friend and colleague Alberta Sarpong-Nyavor for your friendship, motivation, advice and assistance in various ways. May the Almighty Father Himself reward you all accordingly.

ABSTRACT

Career selection is one of the many important choices people make in determining future plans. Choosing a career as an academic staff in private universities is very critical in Ghana today due to the growing demand for higher learning in Ghana. For choosing this career, academic staff must derive some source of satisfaction and be motivated enough to consider retaining their jobs for a long time in order for their role to be successful. This research examines the determinants of career choice, job satisfaction and retention of academic staff in three private institutions in Ghana namely; Pentecost University College, Regent University College of Science and Technology and Maranatha University College. A total of 96 respondents made up of 93 academic staff conveniently selected and 3 randomly selected management staff were used for the research. The main method of data collection was questionnaire. The data was analysed using SPSS and descriptive statistics such as percentages, tables and frequencies were used to present the data. The study showed that most academic staff private in universities chose their career due to their passion for the job as well as good working environment and their need to be autonomous. The study further revealed that although the lecturers are satisfied about their jobs and their working environments, the larger proportion are unhappy with their salaries. The greatest challenge they face in their work is inadequate facilities followed by delay in their salary payment. Retention is poor in private universities because most academic staff said they would leave to work in public universities if they had the chance. Recommendations to motivate and retain academic staff include putting in place concrete career development programs as well as retention policies in other to develop and retain them in their various universities.

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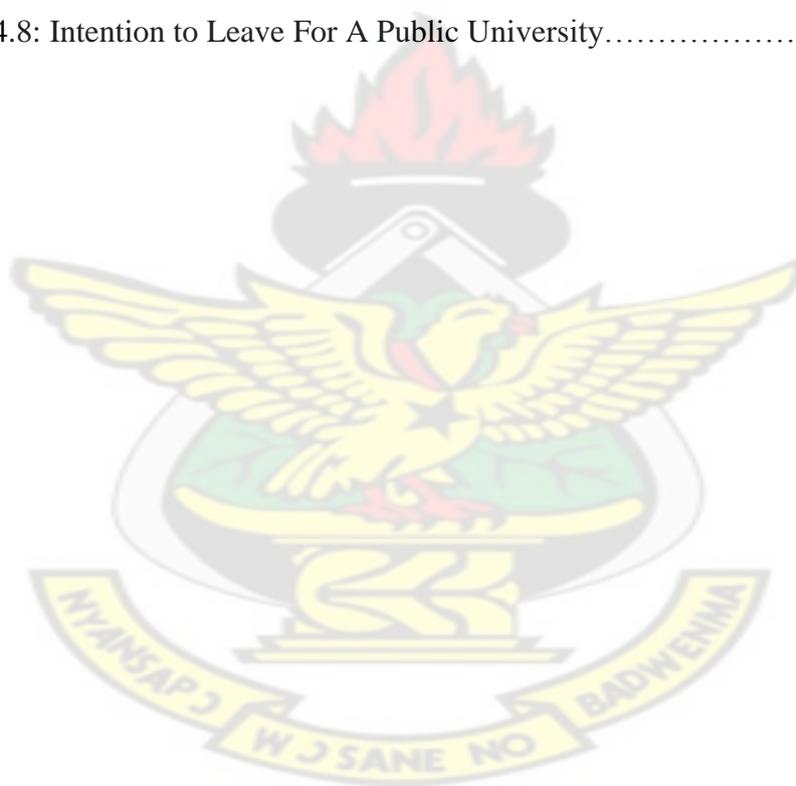
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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The need to provide quality tertiary education to the teeming mass of Ghanaians as well as foreign students, has led to the establishment of several private tertiary institutions made up of universities and university colleges, to complement government efforts in this direction. Belfield and Lerin (2003) define private universities as non-public independent universities which do not receive government support and are usually administered by denominations or secular boards. Olaniyan (2001) also sees it as those universities that are solely owned, financed and managed by private individuals with intention to recover cost in a short time and make profit.

University education has become very urgent and a much-sought-after goal. Tertiary educational institutions have become very fundamental for the 21st century by contributing to human capacity building and knowledge creation for development. The Report of the Task Force on Higher Education and Society (2000) shows that tertiary education's contributions encompass a broad range of benefits that are manifested in public goods such as entrepreneurship, leadership, good governance, healthy communities, and the development, management and participation in democratic institutions. All these benefits contribute significantly towards reducing poverty and building stable, less dependent and self-sustaining societies. Higher education thus has a tremendous role to play in the attainment of the Millennium Development Goals (MDGs) in Ghana and the world as a whole.

Career selection is one of many important choices people make in determining future plans. The decision to take a career as an academic staff can depend on so many

factors which can impact on them throughout their lives. The essence of who the person is and what he/she want in life will revolve around what the person wants to do with their life-long work. Every person carries the unique history of their past and this determines how they view the world. That history created, in part by the person's environment, personality, and opportunity, will determine how people make career choices. It then follows that how the person perceives their environment, personality, and opportunity will also determine the career choices they make and also whether they will be satisfied with that career as well as whether they will want to retain or stay in that career for a long time.

Currently, several private universities and university colleges have sprang up in Ghana and are making inroads in equipping students with skills and knowledge for sustainable economic development. The National Accreditation Board (NAB) estimated in 2011 that there were a total of fifty-seven private tertiary institutions that are at various stages in the accreditation process, in addition to the already existing six public universities (National Accreditation Board, Ghana Roadmap to Accreditation, April 2010) These universities employ over ten thousand teaching and non-teaching staffs (NSS, 2010).

In Nigeria, it is held that the need for private universities has been enhanced by a number of factors such as a burgeoning demand from students for access to tertiary education and the inability of the public universities to satisfy this growing social demand; the declining capacity of public universities; the retrenchment of public servants, the demand for particular courses and subjects of study; pressure by external agencies to cut public services, and the growing emphasis on and need for a highly skilled labour force (Putting Nigeria to work, The World Bank 2010).These

private institutions have had to rely on their own resources to finance themselves and to be able to deliver quality education to the expectation of students and stakeholders. Consequently they are faced with a lot of challenges. However, one of the major issues that private universities in Ghana have had to grapple with is the satisfaction and retention of high quality academic staff in the form of lecturers to teach students. Due to shortages of highly qualified academic staff, higher educational institutions both public and private are competing with each other, and with organisations outside the educational sector, when it comes to the choice, satisfaction and retention of academic staff. In this case the public universities are better off, as due to their relatively long period of establishment and backed by government support, they are able to attract competent academic staff to deliver and keep the system running.

This research therefore examines the determinants of career choice of the academic staff (lecturers) who teach in private universities in Ghana, their satisfaction and perceptions about their service conditions, the challenges they encounter in their service delivery, and their long term plans as far as their retention in the private universities is concerned.

1.2 PROBLEM STATEMENT

There has been a proliferation of private universities in Ghana in the recent past with increased demand for higher education. This has brought a lot of competition among both the private and the public universities. However, not much is known about the career choice, satisfaction of these staff, the challenges they face in these private universities as well as their retention or long term plans.

Compared to the public universities, many of the private university colleges in Ghana are relatively new and are therefore confronted with a myriad of teething problems. Not least among these are the determinants of their career choice, job satisfaction and retention of highly quality academic staff. Already, many of these private institutions operate with a limited number of academic and other support staff. In a study by Varghese (2004) it was found out that reliance on part-time academic staff is a common feature of private universities irrespective of their location and orientation. It was also revealed that there are occasions where private universities operate without any regular staff. Most of the senior academic staff used for accreditation purposes are either on sabbatical or on part-time appointment because they are fully employed by public universities which have better conditions of service for them. Those on regular appointment are young graduates who are not PhD holders as prescribed by National Universities Commission to be the minimum appointment in the public university where they will equally enjoy better conditions of service. The problem of academic staff is not as acute in the public universities as it is in the private ones. In a study of academic staff recruitment and development in private universities in Vietnam, Diem (2009) found that although institutions of both the public and private sectors were facing issues in recruiting and developing their academic staff, however, with financial support from government, public universities were more advantageous than private universities in recruiting, satisfying and retaining their academic staff.

In the case of Ghana, it would be of interest both practically and theoretically to understand the career choice of academic staff in the private universities, what attracts them to work in private universities, their satisfaction with working conditions, the challenges they encounter in their service delivery at their places of

work, and perception about their long term plans as far as their stay at the private universities are concerned.

1.3 RESEARCH OBJECTIVES

Based on the problem stated above, the general objectives of the study is to find out the determinants of career choice, satisfaction with working conditions, challenges and retention of academic staff in private universities. However, the specific objectives are to:

1. Find out the determinants of career choices of academic staff working in private universities.
2. Examine the level of satisfaction with working conditions and environment of academic staff in private universities and their perceptions towards these.
3. Assess the challenges that academic staff (lecturers) face in private universities.
4. Ascertain their long term plans concerning their retention or stay in these private universities.

1.4 RESEARCH QUESTIONS

The research seeks to answer the following questions:

1. What are the determinants of career choices of academic staff who are employed in private universities in Ghana?
2. What is the level of satisfaction with working conditions and the working environment of academic staff in private universities in Ghana?
3. What challenges do academic staff in private universities face?

4. What is the retention or long term plans of these academic staff concerning their stay in the private universities?

1.5 SIGNIFICANCE OF THE STUDY

The success of every institution depends on the satisfaction and commitment of its human resources. In order to remain competitive an organization has to recruit competent staff who can deliver quality services to expectation. This study will help fill a critical gap in knowledge regarding the career choice, satisfaction and retention of academic staff in private tertiary institutions in Ghana. It is held that Africa is losing in significant numbers, a fundamental resource in socio-economic and political development - its intellectual capital. A well developed human capacity base is not only an asset that enables countries to promote forward-looking ideas, initiate and guide action, and build on successes; it also makes those countries attractive destinations for investment and intellectual collaboration, both of which, if managed appropriately, will lead to positive returns (Tettey, 2006).

1.6 ORGANIZATION OF THE STUDY

The research was organized into five chapters. Chapter one gave a brief description of the research through the background of study. It also highlighted the problem to be investigated, the research objectives and questions as well as the relevance of the research. Chapter two is the literature review which situated the work in the context of other studies already done. The third chapter outlined the research methodology adopted for this study. It looked at the type of research, sources of data, sampling procedures and data collection methods. This is followed by chapter four which featured the analysis and interpretation of the field data, while the last chapter,

chapter five, focused on the summary, conclusion and recommendations, including areas for further research.

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CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews some of the leading works that have been done in the field of academic staff pertaining to career choice, job satisfaction and retention. Academic employment is defined as jobs in higher education institutions (Universities and Colleges of Higher Education) whose main function was academic teaching or academic research, irrespective of the contractual terms of the job holder. Thus lecturing (Professors and Lecturers) and research staff (Research Assistants, post-docs and Senior Research Fellows) are included, but academic-related staffs (e.g. Technicians) are not. Full-time, part-time, permanent and temporary staffs within these groups are all included (Metcalf et al 2005).

2.2 DEFINITION OF CAREER

According to Business Dictionary.Com, career can be defined as the progress and actions taken by a person throughout a lifetime, especially those related to that person's occupations. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position. While employees in some cultures and economies stay with one job during their career, there is an increasing trend for employees changing jobs more frequently.

2.2.1 WHAT IS CAREER CHOICE?

Career choice refers to the broad opportunities that exist for life long vocations. These vocations are set out in a framework of strategies moving toward personal goals. Fields of vocational, academic, and sociological endeavors are explored for the purpose of satisfying personal, economic, and intellectual goals. The study of careers is an interdisciplinary subject comprising research from multiple areas (Hackett, et al., 1991). Technological advancements and general changes in the global market are changing our perspectives of boundaries of work and therefore affecting our career decisions (Barker & Kellen, 1998). As Roberts (2006) puts it, rapid changes in the labour market have increased uncertainty and instability in people's careers. Therefore the career decisions that the youth of today have to make are far different from those that our forefathers or those in the 1960's and 1970's made. Also the access to higher education has also expanded ambitions that people have which in turn has led to changes in the employment patterns of people as well as their expectations and capabilities compared to several years ago (Woodd, 2000).

2.2.2 CAREER DECISION MAKING

The career decision-making process is a social process. Thus, the social context and, in particular, the people who provide the decision-maker with advice during the job search process can affect the likelihood of career change (Higgins, 2001). Higgins stated that for individuals operating in this new employment context, change in one's career can be experienced in multiple ways; it may yield a sense of renewal and personal growth or, alternatively, a sense of inconsistency and even confusion regarding one's own goals and work values.

According to Gati (1998), career decisions are among the most important decisions an individual must make. Gati explored the notion of career-related aspects as a potential framework for career decision-making and for assessing person-environment fit. He stated that the career decision-making process can be divided into two main stages. The first stage is termed “prescreening,” which is the search for a small set of promising alternatives when individuals are expected to clarify their vocational preferences. The second stage is the “in-depth exploration” of the promising alternatives, which involves comparing these alternatives and evaluating their relative merits. Gati (1998) suggested using vocational interests to assess person-environment fit.

“According to his approach, congruence is inversely related to the distance between individuals’ vocational interests and the characteristics of their work environment” (Gati, 1998, p. 344). Gati’s (1998) study concluded that the vocational interests are useful but only a partial view of the individual’s occupational preferences. He claimed that the aspects-based approach provides a general framework that may be in various types of career decisions, including the search for occupations, jobs, and even leisure activities. A thoughtfully constructed career choice process will provide a meaningful, productive, satisfying quality of career choices. A career choice process or outline might provide better answers than making life decisions based upon 18 years of experience.

2.2.3 IMPORTANCE OF INFORMED CAREER DECISION-MAKING

Many people are uncertain about what career opportunities are available to them. Informed career decision-making influence recruitment, lower attrition rates and help retain the workforce. Career development is a lifelong process, which incorporates education, occupational training, and work, as well as one's social and leisure life (Zunker, 1998). Today, the changes in the world of work and new definitions of what a career is are challenging us to make sense of our careers and re-assess their meaning in our lives. Traditional job definitions are vaporizing, and it is never too early to begin preparing for a life-long career (Worklife Career Development, 2001; Alaniz, 2000b). Cunanan and Maddy-Bernstein, (1994) maintain that counseling is one process of the guidance program and refers to the interaction between a professional counselor and an individual or a small group; however, students must have the responsibility of all decisions. Students need to be aware of and understand all of their options if they are to make an informed career decision (Ettinger, Lambert, and Rudolf, 1994).

Developing accurate perceptions about the career in which an individual is interested is key to informed career decision-making. Individuals can begin with formulating career goals and looking to mentors as role models in careers they identify with. "Eyes to the Future" is an online multi-age magazine targeting middle school girls interested in math and science. It reaches them at an age when they are thinking about which career path they might take for the future. It also links middle school girls with high school girls interested in math and sciences who can be mentors and help the former make wise career choices (Little, 2000).

2.2.4 CONCEPTUAL FRAMEWORK ON THE THEORY AND BEHAVIOUR OF THE CAREER DECISION MAKING PROCESS

A conceptual framework builds a structure or “concept” of what has been learned in a particular area of study (Ary, Jacobs & Razavieh, 1996). “The purpose of a concept is to simplify thinking by including a number of events under one general heading” (Ary et al., 1996, p. 27). The conceptual framework in this study was in the literature available on the theory and behaviour of the career decision making process and was reviewed in an attempt to provide some insight into the factors that influenced career choices and career change of Academic Staff in Private Universities.

Krumboltz Social Learning Framework assumed past experiences through both direct and observational stimulus can strengthen individual behaviour (Seda, 1996). According to Krumboltz (1979), people are assumed to be intelligent, problem-solving individuals who strive to understand the positive and negative reinforcement that surrounds them and then attempt to control their environment to suit their own purposes and needs. In Krumboltz’s (1979) framework, he considered the effect of both internal and external factors and their interactions. It addressed the question of why individuals enter particular occupations and why they may express various preferences for different occupational activities at selected points in their life. In the theory, however, Krumboltz does not provide conclusive evidence of internal and external factors individuals perceive as having influenced an actual decision to enter into a specific occupation at selected points in his or her life (Brown & Brooks, 1990).

2.2.5 CAREER MANAGEMENT: DEVELOPING TALENTS OVER TIME

2.2.5.1 THE ROLE OF HUMAN RESOURCE (HR)

According to Belcourt, Bohlander and Snell (2008), decision about talent, regardless of whether they pertain to recruitment, transferring, promoting, developing or deploying people need to be considered within the context of long term priorities of the business and the employees. To them, integrating career development with other HR programs create synergies in which all aspects of HR reinforce each other. Here, the goal is firstly, to match individual and organisational needs. Secondly, career opportunities and requirements must be identified. Thirdly, employee potential must be gauged and finally career development initiatives must be instituted.

2.2.5.2 THE ROLE OF EMPLOYEES IN DEVELOPING THEIR CAREER

Although some firms play a role in planning of their employees' careers, ultimately employees are responsible for initiating and managing their own career planning. It is up to each individual to identify his or her own knowledge, skills, abilities, interests and values and seek out information about career options in order to set goals and develop career plans (Belcourt et al).

2.2.6 STAGES OF CAREER DEVELOPMENT

Knowledge, skills, abilities and attitudes as well as career aspirations change as one matures. While the work that individuals in different occupations perform can vary significantly, the challenges and frustrations that they face at the same stage in their careers are remarkably similar.

In general the stages involved in career development are as follows:

STAGE 1: Preparation for Work (ages 0-18): Here the individual develops occupational self-image, assess alternative occupations, develop initial occupational choice and pursue necessary education.

STAGE 2: Organisational Entry (ages 18-25): At this stage the individual obtains job offer(s) from desired organisation(s), select appropriate job based on complete and accurate information.

STAGE 3: Early Career (ages 25-40): At this stage the individual learns job the, learn organisational rules and norms, fit into chosen occupation and organisation, increase competence and pursue goals.

STAGE 4: Midcareer (ages 40-55): At this stage the individual then reappraises early career and early adulthood goals, reaffirm or modify goals, make choices appropriate to middle adult years and remain productive.

STAGE 5: Late Career (ages 55- retirement): At the 5th and final stage of career development, the individual remain productive in work, maintain self-esteem and prepare for effective retirement. (Belcourt et al, 2008)

2.2.7 GENERAL CAREER CHOICE FACTORS

2.2.7.1 ENVIRONMENT – This refers to the complex physical factors that make up our surroundings (Britannica, 2002), and in turn act upon us. The environment includes the forces of family, political, social, and economic issues that both typical and non-typical individuals may deal with on a day-to-day basis. It is an undeniable fact that the environment in which one is brought up determines his career choice. If you grow up near the sea, it is most likely that you will become a fisherman and one who grew up in the hinterlands or farm will most likely become a hunter or farmer.

2.2.7.2 PERSONALITY – This refers to a characteristic way of thinking, feeling and behaving (Britannica, 2002). The personality is the collection of impressions in the appearance of the individual and the impressions believed to have been made on others, good or bad. One’s personality may embrace attitudes and opinions that affect the way we deal with interactions of people and, in particular to this study, the situations of choosing a career. How individuals have seen themselves in a role in which personality is a determining factor may influence a chosen career. Some careers demand that you have the personality to match the qualities of the occupation. For example, sales people have to be outgoing. To Splaver (1977), personality plays an important role in the choosing of the right career. A student’s personality must be a self-motivated type, so as to investigate career possibilities from early on in their lives, and not the procrastinating type who wait until they are compelled to decide. Students must therefore take seriously the role grades play in limiting opportunities in the future. Splaver went on to say, “It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans” (Splaver, 1977, p.12).

2.2.7.3 OPPORTUNITY – This refers to those choices in one’s life which are exposed either in a subtle or obvious manner. These choices or paths may lead to few or more outcomes. The outcomes of one’s choosing may or may not exceed one’s present abilities. Opportunity may influence how people have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role in the opportunities available to all. The income level of high school families may determine what career a student

chooses during a specific time in the student's life; choices that will determine a large part of that student's future.

2.2.7.4 EXTRACURRICULAR ACTIVITIES - In a Cheek and McGhee (1990) study, graduates' perceptions of student organizations were evaluated and then used to determine if there were any benefits of being involved in extracurricular organizations. Cheek and McGhee (1990) concluded that 36.1 percent of graduates at the University of Florida were involved in organizations as students and their participation and involvement helped them to work well with people after graduation and entering the workforce.

2.2.7.5 MOTIVATION – This refers to forces acting on or within a person causing an initiation of behaviour (Britannica 2002) or what it is that moves us. We all have an inner force that propels us in making career choices, although in different ways. What interest me may not interest you and what motivates one may not motivate another since we all have different motivators.

2.2.7.6 MENTORING- Students in many cases will need the proper mentoring opportunities to succeed. These support groups will be another opportunity that if properly implemented, can help a student in the career choice process. The support system must have been in place and readily available for the student to utilize. The creation of support groups will have to be in place to sustain the student through times of financial, emotional, and educational need.

2.2.7.7 CURRICULUM -In an era of a changing global marketplace, the vocational structure and diversity of curriculum are necessary to produce graduates that are prepared for the workplace (Sprecker & Rudd, 1997). The school curriculum must be shaped in such a way as to fit graduates straight into the work place. To help individuals with a fruitful career choice, the curricula must be shaped as such.

2.2.7.8 QUALITY OF LIFE – This implies the depth in the content of richness and fullness in our day- to-day existence. This includes observed and unobserved criteria that contribute to the fulfillment with our expectations and aspirations. This study has explored how and when input into the career decision process could make a positive impact.

2.2.8 CAREER DEVELOPMENT THEORIES

The study of careers is an interdisciplinary subject comprising research from multiple areas, including psychology (Betz, et al., 1989), sociology (Barley, 1989), labour economics (Brecker, 1975) and organizational behaviour (Hackett, et al., 1991). There are different approaches to studying careers within these areas.

Career development theories are also derived from the disciplines of organizational behaviour and cognitive psychology. Developmental career theories focus on human development across an entire life. Theorists in this category recognize changes that people go through as they grow up. People seek career satisfaction through work roles in which they can express themselves and can implement and develop their self-concept. As career scholars have suggested, having attractive alternatives increases the desire or intention to change careers, and hence, the probability of doing so (Neapolitan, 1980). The more confident an individual is in his or her

abilities, the more psychologically ready he or she is to take on challenging work (Bandura, 1997), such as changing careers (Higgins,2001).

Super (1981) summarized the career development theories derived from psychology as follows: Differential psychologists are concerned with occupational choice, matching and selecting theories ranging from those which focus on aptitudes and interests that make for differential choice of and success in occupations, through personality theories that view infant and child development as the key determinants, to situational or social-structural theories that tend to treat social class and the opportunity structure as the principal or even sufficient determinants of occupational choice or assignment. These approaches merge, in varying degrees, in what might be called “socialized-individual” approaches which themselves vary from treating the individual as the organizer of his experiences to viewing him as one who is socialized to become what society wants him/her to be.

Developmental psychologists, while not rejecting the differential theories, treat them as an insufficient basis for career guidance. This is because studies of the life span and life space have made it clear that occupational choice or assignment is not something that happens once in a lifetime on leaving school. These theories hold that people and situation develop, and that a career decision tends to be a series of mini-decisions of varying degrees of importance. They hold that these mini-decisions add up to a series of occupational choices, which represent flexible maxi-decisions.

Subsequently, cognitive psychologists are concerned with the processes in which the mini- and maxi-career decisions are made. Constructed first as a theory of

differential determinants and then as a theory of developmental stages at which determinants must be considered, career decision making (CDM) theory has broadened to include decision processes, both descriptive and prescriptive. The CDM theories discuss the dynamic interaction of individual and environmental influences on the career decisions made throughout an individual's life span. (p. 38-39)

Developmental career theories focus on human development across an entire life. Theorists in this category recognize changes that people go through as they grow up. People seek career satisfaction through work roles in which they can express themselves and can implement and develop their self-concept. A number of key structural theories will be examined briefly in chronological order in the following section: The Trait and Factor theory (1909); Donald Super's theory (1957) modified in 1990; Tiedeman and O'Hara theory (1963); Eli Ginzberg's theory (1972); and Holland's theory (1985).

The Trait and Factor Theory began with Parsons (1909), who proposes that a choice of a vocation depends upon three factors. The first factor is to have an accurate knowledge of one's self. This includes having a clear understanding of one's aptitudes, abilities, interests, ambitions, resources, and limitations. The second factor is to have a thorough knowledge of job specifications. The final factor is the ability to make a proper match between the two. There are two major assumptions of trait and factor theory. The first assumption is that individuals and job traits can be matched. The second assumption is that close matches of these traits are positively correlated with job success and satisfaction.

The underlying factor of Super's (1957) theory is self-concept; people are happiest when their relations with other people are satisfying. "It includes three major needs for which satisfaction is sought in work: human relations, work, and livelihood" (Super, 1957, p. 3). Tiedeman and O'Hara's (1963) theory states that career development is a process of organizing an identification of work through the interaction of the individual's personality with society. Like Super (1957), Tiedeman and O'Hara (1963) believe career development spans a person's lifetime. Tiedeman and O'Hara's (1963) theory is comprised of two main periods: anticipation and implementation. During the anticipation period, individuals progress through four stages: exploration, crystallization, choice, and specification. The first stage is exploration, and it is a time when one probes into a number of alternatives or goals and then examines himself in relation to these possible choices. Crystallization takes place when choices become clearer, understood and evaluated. After this, an individual makes a choice and begins to act on it. Tiedeman and O'Hara (1963) suggest that the higher the certainty of the choice, the greater the effect on one's actions.

Holland's (1985) theory developed an extensively used career development theory that focuses on a person's personality type and the work environments that allow the person to fully express his or her personality. The theory classifies the personality types and work environments into six types: realistic, investigative, artistic, social, enterprising, and conventional. All of these types are part of a person, but one type is usually the strongest. It is possible that a person might have up to three dominant types. Holland's (1985) theory organizes data about people in different jobs and the data about different working environments to suggest how people make career choices and to that people find job satisfaction in work environments that are

compatible with their personalities and contends that people tend to choose a career that is reflective of their personality; therefore, the job environment reflects the person's personality.

Similar to Trait and Factor theory, Holland's (1985) theory places an emphasis on accurate self-knowledge and career information to make positive career decisions. Holland (1985) explained both personality and environment are expressed in 3-letter codes. This 3-letter code is formed by selecting from Holland's six types the three types that most closely characterize the person or his or her work-school environment. The 3-letter code provides a brief summary of what a person is like by showing the degree of resemblance to three occupational groups. Individuals are assumed to be most satisfied, successful, and stable in work environments that are congruent with their personality types. Two of Holland's basic assumptions are that (a) individuals in the same vocation have similar personalities, and (b) persons tend to choose actual occupational environments (or college majors) that are consistent with their personality orientation.

2.2.9 CAREER PATTERNS

Career patterns originated in the field of sociology and are considered "the study of social mobility by means of occupational mobility" (Super, 1957, p. 71). Super stated that the life stages of the career patterns consisted of infancy, childhood, adolescence, adulthood, and old age. These five stages were explained further by Super (1957): the growth stage extends from conception to age fourteen; the second stage is the exploratory stage, which includes from about age fifteen to about twenty-five; the establishment stage is third and includes ages twenty-five to forty-five; the

fourth stage is the maintenance stage, which includes from age forty-five to about sixty-five; and the final stage is that of decline, beginning at age sixty-five.

Super (1957) explained four career patterns reflecting the influence of self-concept and completion of appropriate exploratory tasks. These patterns are as follows: stable, choosing and entering a career both early and permanently; conventional, involving experimentation with more than one choice before selecting a permanent one; unstable, involving a series of trial career choices with no ideas of permanency; and multiple-trial, which involves moving from one stable career path to another. Super (1990) has modified his theory through the years and added that people cycle and recycle throughout the life span as they adapt to changes in themselves, as well as to the trends in the work place. As a result of the theory modification, stages bear no invariant relationship to chronological age and the psychological changes achieved at a given stage are not necessarily permanent (Smart & Peterson, 1997).

A study by Smart and Peterson (1997) looked at Super's (1990) concept of recycling through the stages of adult career development. Smart and Peterson's (1997) study concluded that Super's concept of career recycling predicts that individuals who change careers part way through occupational life will pass through the full set of career stages for a second time, successively expressing concern that each of the developmental tasks in a single-career life cycle arise only once and take roughly a decade to work through.

Holland (1996) suggested that most persons have a personal career theory (PCT) about careers or work, which can range from weak and invalid to strong and valid.

Holland (1996) explained a PCT as the collection of beliefs, ideas, assumptions, and knowledge that guides individuals as they choose occupations on fields of study, explains why they persist in them, and is used by people as they go about making career decisions.

Holland (1996) noted that career choice problems might stem from any one or more of three components of the PCT: (1) personal characteristics, (2) occupational knowledge, or (3) translation units. From his perspective, the PCT is fundamentally a matching system, probably developed informally throughout a lifetime. Holland's (1996) explain how job satisfaction and vocational achievement occur. Holland (1985) suggests theoretical formulation defines vocational identity as "the possession of a clear and stable picture of one's goals, interests, and talents" (p. 399).

The social learning theory of career decision-making (Krumboltz, 1979) provided a comprehensive theoretical formulation to explain how people come to be employed in a variety of occupations and to suggest possible interventions that might help people make satisfactory career decisions.

A study by Gianakos (1999) looked at patterns of career choices and career decision-making. Gianakos (1999) added people whose career choice development was stable or multiple trial patterns reported significantly greater levels of career decision making self-efficacy than people did whose career choice development was conventional or unstable. "Persons in the stable group were significantly more likely to recommend professionals in their chosen fields as important career role models than were persons with conventional and unstable career patterns" (Gianakos, 1999, p. 244).

2.3 DEFINITION AND OVERVIEW OF JOB SATISFACTION

Job satisfaction according to Robbins and Judge (2011) is a positive feeling about one's job resulting from an evaluation of its characteristics. Job satisfaction is one of the most researched areas of organizational behaviour and education. It is perceived as an attitudinal variable measuring the degree to which employees like their jobs and the various aspects of their jobs (Spector, 1996; Stamps, 1997). Locke (cited in Sempane et al., 2002, p. 23) defines job satisfaction as "a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience." Balzer, (1997, p. 10) define job satisfaction as "... the feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives." This is an important area of research because job satisfaction is correlated to enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Begley & Czajka, 1993; Chiu, 2000; Tharenou, 1993).

The way each employee responds towards their work is an indication of the commitment towards their employers. Many employees are of the opinion that downsizing; rightsizing and reengineering give employers an opportunity to dispose of those workers who are a liability to the organization.

2.3.1 THEORIES OF JOB SATISFACTION

In order to understand job satisfaction, it is important to understand what motivates people at work. Campbell, Dunnette, Lawler and Weik (1970 cited in Smucker & Kent, 2004) categorized job satisfaction theories into either content theories or process theories. Content theories are based on various factors which influence job satisfaction. Process theories, in contrast, take into account the process by which

variables such as expectations, needs and values, and comparisons interact with the job to produce job satisfaction.

In terms of content theorists, there is an emphasis on the type of goals and incentives that people endeavour to achieve in order to be satisfied and succeed on the job. Scientific management believed at first that money was the only incentive; later other incentives also became prevalent for example; working conditions, security and a more democratic style of supervision. Maslow, Herzberg, Alderfer and McClelland focused on the needs of employees with respect to job satisfaction and performance (Luthans 1998; Robbins, Odendaal & Roodt, 2003; Smith & Cronje, 1992).

2.3.2 MASLOW'S HIERARCHY OF NEEDS THEORY

Maslow believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's theory is based on two assumptions; that is: people always want more and people arrange their needs in order of importance (Smith & Cronje, 1992). Maslow (1970) and Schultz, Bagraim, Potgieter, Viedge and Werner (2003) summarised these needs as:

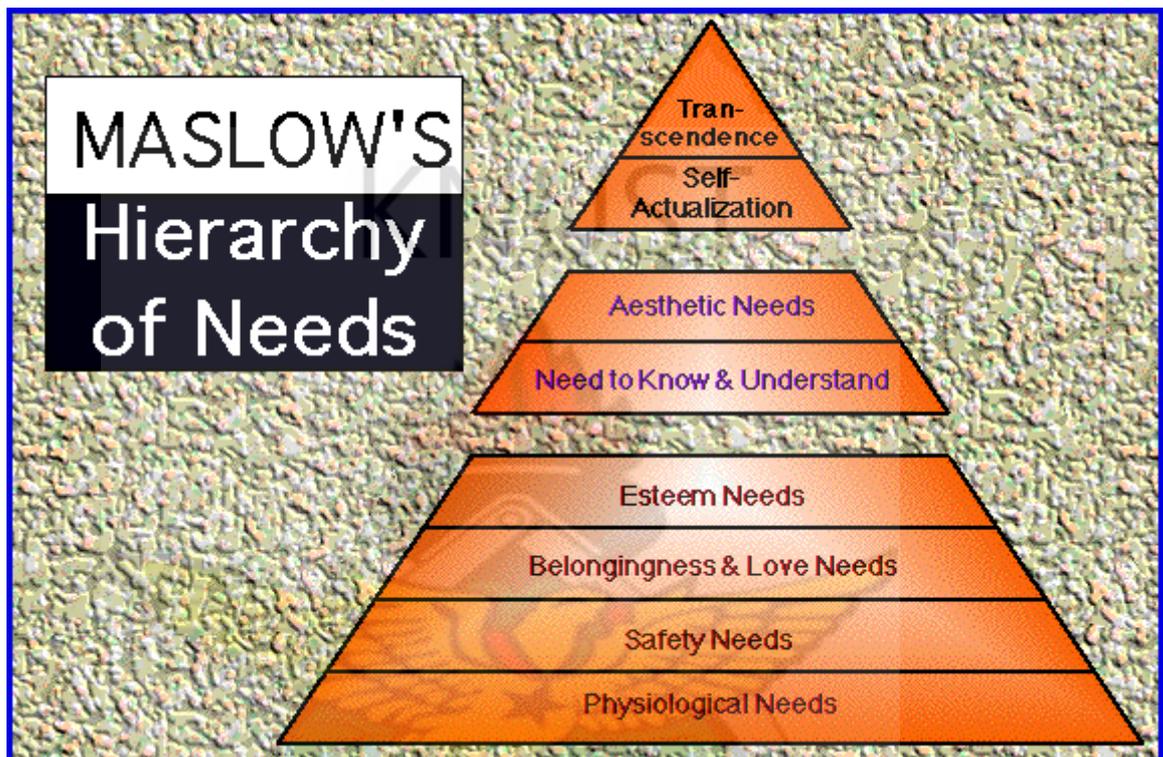
- ✚ Physiological needs. This is the basic need known as the biological needs such as the need for water, food, rest, exercise and sex. Once these needs are met they no longer influence behaviour. An example of this would be trade unions ensuring that their member's basic needs are met because they negotiate for better wages for their members (Smith & Cronje, 1992).

- ✚ Safety needs. Once the first need is satisfied then the security needs assume precedence. These include the need for job security, insurance and medical aid and the need to feel protected against physical and emotional harm (Smith & Cronje, 1992).
- ✚ Social needs. This third level of needs is activated once the second level of needs has been adequately met. People have a need for love, friendship, acceptance and understanding from other people. Employees have a tendency to join groups that fulfill their social needs. Managers can play an important part by encouraging people to interact with one another and make sure that the social needs of subordinates are met (Smith & Cronje, 1992).
- ✚ Ego and esteem needs. The fourth level of needs is the need for self-respect, recognition by others, confidence and achievement. Supervisors can play an active role in satisfying the needs of their employees by recognizing and rewarding high achievers for good performance (Smith & Cronje, 1992).
- ✚ Self-actualization needs. This is the highest level of Maslow's hierarchy of needs, and leads to the full development of a person's potential. It is a need where individuals reach full potential and what they want to be become, to utilize all talents well, and to be creative (Glueck,1974).

Practicing managers have given Maslow's need theory a wide recognition, which they ascribe to the theory's intuitive logic and ease of understanding. However, some researchers like Robbins et al. (2003), argue that research does not validate the theory, since Maslow does not provide any empirical substantiation, and a number of

studies that were seeking validation for the theories have similarly not found support for it.

Figure 2.1 Maslow's Hierarchy of Needs.



Source: A.H. Maslow, *Motivation and Personality*, 3rd ed.(as cited by Robbins & Judge 2011, p239)

2.3.3 HERZBERG'S TWO-FACTOR THEORY

One psychologist Friedrich Herzberg proposed the Two-Factor or motivation-hygiene theory which according to him are factors that make employees feel good about their work but are different from factors that make them feel bad about their work. To him, individual's relationship to work is basic and that attitude towards work can determine success or failure. According to Herzberg (as cited in Schulz et al., 2003), employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their behaviour to external factors.

Factors that play a role in contributing to the satisfaction of employees are called motivators, while hygiene factors contribute to job dissatisfaction. These two factors are also called the intrinsic (internal) and extrinsic (external) factors.

2.4 DIMENSIONS OF JOB SATISFACTION

Locke (1976, cited in Sempane et al., 2002) has presented a summary of job dimensions that have been recognized as contributing significantly to employees' job satisfaction. The particular dimensions represent characteristics associated with job satisfaction. These dimensions are the work itself, pay, promotions, recognition, working conditions, benefits, supervision and the relationship existing between co-workers. This is postulated to influence employees' opinion of "how interesting the work is, how routine, how well they are doing, and, in general, how much they enjoy doing it" (McCormick & Ilgen, 1985, p. 309).

2.4.1 THE WORK ITSELF

The nature of work performed by employees has a significant impact on their level of job satisfaction (Landy, 1989; Larwood, 1984; Luthans, 1992; Moorhead & Griffen, 1992). According to Luthans (1992), employees derive satisfaction from work that is interesting, challenging, and provides them with status.

Landy (1989) advocates that work that is personally interesting to employees is likely to contribute to job satisfaction. Similarly, research suggests that task variety may facilitate job satisfaction (Eby, Freeman, Rush & Lance, 1999). This is based on the view that skill variety has strong effects on job satisfaction, implying that the greater the variety of skills that employees are able to utilize in their jobs, the higher their level of satisfaction (Ting, 1997).

Sharma and Bhaskar (1991) postulate that the single most important influence on a person's job satisfaction experience comes from the nature of the work assigned to him or her by the organization. They purport that if the job entails adequate variety, challenge, discretion and scope for using one's own abilities and skills, the employee doing the job is likely to experience job satisfaction. Khaleque and Choudhary (1984) found in their study of Indian managers, that the nature of work was the most important factor in determining job satisfaction for top managers, and job security as the most important factor in job satisfaction for lower level managers.

Similarly, Liden, Wayne and Sparrowe's (2000) research involving 337 employees and their supervisors found that desirable job characteristics increased work satisfaction.

Using a sample of medical technologists, Blau (1999) concluded that increased task responsibilities are related to overall job satisfaction. Similarly, Culpin and Wright (2002) found in their study of job satisfaction amongst expatriate women managers, that they enjoyed the expansion of their job responsibilities. These women's job satisfaction increased as they saw the significant impact of their job on their employees. Reskin and Padavic (1994, p. 95) claim that "workers value authority in its own right and having authority increases workers' job satisfaction".

According to Aamodt (1999), job satisfaction is influenced by opportunities for challenge and growth as well as by the opportunity to accept responsibility. Mentally challenging work that the individual can successfully accomplish is satisfying and that employees prefer jobs that provide them with opportunities to use their skills and abilities that offer a variety of tasks, freedom, and feedback regarding performance, is valued by most employees (Larwood, 1984; Luthans, 1992; Robbins, 1998, Tziner

& Latham, 1989). Accordingly, Robbins (1998, p. 152) argues that “under conditions of moderate challenge, most employees will experience pleasure and satisfaction.”

2.4.2 PAY

Pay refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. According to Luthans (1998), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people.

Previous research (Voydanoff, 1980) has shown that monetary compensation is one of the most significant variables in explaining job satisfaction. In their study of public sector managers, Taylor and West (1992) found that pay levels affect job satisfaction, reporting that those public employees that compared their salaries with those of private sector employees experienced lower levels of job satisfaction.

2.4.3 SUPERVISION

Research indicates that the quality of the supervisor-subordinate relationship will have a significant, positive influence on the employee’s overall level of job satisfaction (Aamodt, 1999; Kinicki & Vecchio, 1994).

Most research indicates that individuals are likely to have high levels of job satisfaction if supervisors provide them with support and co-operation in completing their tasks (Ting, 1997). Similar results were reported by Billingsley and Cross (1992) as well as Cramer (1993). These researchers generally hold that dissatisfaction with management supervision is a significant predictor of job dissatisfaction. The above findings are corroborated by Staudt’s (1997) research based on social workers in which it was found that respondents who reported satisfaction with supervision, were also more likely to be satisfied with their jobs in

general. Chieffo (1991) maintains that supervisors who allow their employees to participate in decisions that affect their own jobs will, in doing so, stimulate higher levels of employee satisfaction.

2.4.4 PROMOTION

An employee's opportunities for promotion are also likely to exert an influence on job satisfaction (Landy, 1989; Larwood, 1984; Moorhead & Griffen, 1992; Vecchio, 1988). Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status.

2.4.5 WORK GROUP RELATIONS

There is empirical evidence that co-worker relations are an antecedent of job satisfaction (Morrison, 2004). Research (Mowday & Sutton, 1993), suggests that job satisfaction is related to employees' opportunities for interaction with others on the job. An individual's level of job satisfaction might be a function of personal characteristics and the characteristics of the group to which he or she belongs. The social context of work is also likely to have a significant impact on a worker's attitude and behaviour (Marks, 1994). Relationships with both co-workers and supervisors are important. Some studies have shown that the better the relationship, the greater the level of job satisfaction (Wharton & Baron, 1991).

These findings strengthen the argument that organizations should engage in the integration of employees so as to create group cohesion among employees and departments within the organization (Lambert et al., 2001).

2.4.6 WORKING CONDITIONS

Working conditions is another factor that have a moderate impact on the employee's job satisfaction (Luthans, 1992; Moorhead & Griffen, 1992). According to Luthans (1998), if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks.

Vorster (1992) maintains that working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely good or extremely poor. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems (Luthans, 1992; Visser, 1990; Vorster, 1992).

2.5. FACTORS OF JOB SATISFACTION

According to Cherrington (1994), research on job satisfaction has identified two aspects to understanding the concept of job satisfaction, namely, the facet satisfaction and overall satisfaction. These two concepts are explained as follows:

2.5.1 FACET SATISFACTION

Facet satisfaction refers to the tendency for an employee to be more or less satisfied with various facets or aspects of the job (Johns, 1988). Cherrington (1994) refers to the various aspects or facets of the job as the individual's attitude about their pay, the work itself - whether it is challenging, stimulating and attractive, and the supervisors - whether they possess the softer managerial skills as well as being competent in their jobs.

2.5.2 OVERALL SATISFACTION

Overall satisfaction focuses on the general internal state of satisfaction or dissatisfaction within the individual. Positive experiences in terms of friendly colleagues, good remuneration, compassionate supervisors and attractive jobs create a positive internal state. Negative experiences emanating from low pay, less than stimulating jobs and criticism create a negative internal state. Therefore, the feeling of overall satisfaction or dissatisfaction is a holistic feeling that is dependent on the intensity and frequency of positive and negative experiences (Cherrington, 1994).

It is believed that academics experience substantial intrinsic job satisfaction (Oshagbemi, 1996; Ward and Sloane, 2000). According to Metcalf (2005), academic work in higher educational sector is made up of a blend of three elements: teaching, research and administrative/management. While some academics may not have to undertake all of these responsibilities, most to a greater or lesser extent, do. The balance of these three elements is important to the satisfaction of the workforce and hence turnover (Court, 1999).

Oshagbemi (1996) found widespread satisfaction among UK academics with the teaching elements of their job (80% satisfied and only 13 percent dissatisfied). The factors contributing to the satisfaction included course content, whereas class size and teaching load could detract from this satisfaction. He further found that about two-thirds of UK university academics were satisfied with the research aspect of their job (65% satisfied, 27% dissatisfied). Gray et al. (2001) examined the satisfaction of industry-university research centres in the US and found that members satisfaction with the relevance of research is positively relate to staff retention.

La Ville (2000) found that although men and women are equally successful in obtaining research grants, women are less likely to apply, more probably due to their under-representation at the top of the academic career ladder and over-representation in part-time and fixed term contracts.

2.5.3 PROMOTION

In a study of Nigerian higher educational institutions, Mallam (1994) found that the second highest most influential factor on voluntary turnover was the opportunity for promotion. Also, poor promotion opportunities for academics were mentioned as a reason for staff leaving institutions in the survey of HR departments in UCEA (2002).

Court (1999) found widespread dissatisfaction with promotion prospects amongst university academics, with two-thirds of respondents in a survey of teaching staff disagreeing with the statement “I have satisfaction with promotion prospects at my current institution”. Oshagbemi (1996) also found substantial dissatisfaction amongst UK university teachers with promotion (50% dissatisfied and 26% satisfied).

2.5.4 PROMOTION CRITERIA

It is not merely the lack of promotions themselves which are seen as a problem by academics, but the criteria on which they are based. There is a widespread perception that research is weighted too heavily as a criterion by which promotion is awarded. While not discounting the relevance of research for promotion, many also believe that concentrating too much on research as a criterion may dissuade individuals who do not wish to pursue a research-led career, or who miss out on research opportunities because they are working part-time. Oshagbemi (1996) has noted that the reason respondents were dissatisfied with promotions policy were the

bias in favour of quantity instead of quality of publications, the relative neglect of teaching and administrative responsibilities, the lack of vacancies at professional level and the lack of clearly stated promotions policies.

In his study of the views of UK academics on their career opportunities, Court (1999) found that over half of the respondents believed that promotion at their institutions places too much emphasis on research, and that the emphasis on research excellence caused dissatisfaction amongst a substantial percentage of the teaching staff.

2.5.5 WORKLOAD AND HOURS OF WORK

It is estimated that workload causes greater stress among academics than amongst people in a range of other public sectors (University of Plymouth, 2003). The Hay study reported in Bett (1999) found that, on the average, academic staff spent 47-48 hours a week working, more than the national average of 40.5 hours a week (p. F80, Bett, 1999).

It is held that the workload of academic staff has been increasing, while certain stress levels do appear to have risen between 1998 and 2004 (Kinman, 1998; Kinman and Jones, 2004), and this links up with an increase from 44% in 1998 to 47% in 2004 of the staff who had considered leaving higher education.

The pattern of hours varies by activity. Those with teaching and research responsibilities had the longest hours, averaging 49.9 hours, whereas those with teaching only or research only averaged 45.3 hours and 44.4 hours (Bryson and Barnes, 2000a). Academics in new universities worked on average two hours fewer than those in old universities, in teaching and teaching and research posts, although slightly more in research only posts.

2.5.6 STAFF-STUDENT RATIO

The increasing student-staff ratios, present a daunting challenge to the professoriate as a whole, but particularly so for those in the early stages of their career. The workload that accompanies responsibility for large student numbers imposes significant career-stalling burdens on young scholars. The anxiety that comes with such a burden, in a context that demands high standards of research productivity, can discourage potential academics.

2.6 EMPLOYEE RETENTION

Retention is a complex concept and there is no single recipe for keeping employees with a company. Many companies have discovered, however, that one of the factors that helps retain employees is the opportunity to learn and try new things (Logan, 2000). Jennifer Potter-Brotman, CEO of Forum Corporation – a firm out of Boston that helps Fortune 500 companies develop learning systems – also claims that there is strong evidence indicating a link between strong learning programs and employee retention (Rosenwald, 2000). The Gallup Organization also supports this contention, as they found “the opportunity to learn and grow” as one of the critical factors for employee retention (Logan, 2000). It is important for companies to recognize that competent employees are one of their greatest assets and they need to face the challenge of retaining them (Garger, 1999). Flora Bacco, director of organizational policy and programs at UNUM America, has found that organizational culture is as important or more important to employees than money (Logan, 2000). Therefore, companies must create an environment that is supportive of their learning and growth, and not just a place where they do their jobs (Callahan, 2000). Companies

can either nurture their employees and keep talented workers, or they can let those employees go find such opportunities elsewhere (Petrecca, 2000).

Companies that offer employee development programs are finding success with retaining workers. Sears has found that in locations where managers work to help their employees grow professionally turnover is 40 to 50 percent less than in stores where that relationship does not exist (Logan, 2000). The average monthly turnover at Unitel, a firm that helps companies with customer relations out of McLean, Virginia, has dropped from 12 percent to 6 percent since they began Unitel University in 1998 (Fenn, 2000). I-Cube believes that their I-Altitude program has made a significant difference in their recruitment and retention efforts (Fenn, 2000). Although many people involved with employee development programs are not sure of a direct correlation between the programs and employee retention (Rosenwald, 2000), some business managers find that a positive learning environment leads to higher retention rates (Dillich, 2000).

2.6.1 IMPORTANCE OF RETENTION

When members of an organization leave the organization voluntarily, we refer to their departure as turnover. Layoffs, dismissals, retirements, and deaths are excluded because they are forms of involuntary leaving. Additionally, transfers and promotions, because they take place within organizational boundaries, are not included under the term turnover. Organizational behavior researchers have extensively investigated turnover. They felt there was an inverse relationship between turnover and organizational effectiveness due to the costs associated with getting new people to the same level as employees who leave. Although Mitchel noted that the positive effects of turnover among marginally effective personnel can

outweigh the costs, the overwhelming amount of turnover literature sought to determine its root causes so that action can be taken to reduce and control it.

2.6.2 SOME VARIABLES THAT AFFECT RETENTION

Some of the variables that consistently affect retention include five dimensions of job satisfaction which are work, pay, promotion, supervision, and co-workers)

Porter and Steers states that, "In general, lack of retention has been found to be positively related to dissatisfaction with the content of the job among both blue- and white-collar workers." More recent research continued to demonstrate the strong relationship between dissatisfaction with work and turnover experience. Two independent studies conducted in the latter half of the 1970s, used the JDI and found that Age/Tenure, Job Satisfaction and Probability of finding an acceptable alternative has significant statistical relationship with turnover.

2.6.3 THE NEED FOR EMPLOYEE RETENTION

Odums (2007: 12) in a survey completed by more than 100 executives, when asked, "What keeps you up at night?" stated: cost to produce, customer retention, the economy, growing market share, and securing and retaining the right people. In addition to these being the single most important reasons to address retention strategy according to Odums (2007, 12), she also provides more tangible reasons:

First: Reducing the cost of doing business. Approximately 50% of a company's revenue is allocated to its people;

Second: Retaining valuable customers. It costs five times more to secure a new customer versus retaining an existing customer; and

Third: Courting new customers. 68% of customers leave organisations because they had an attitude of indifference by a member of staff.

The public at large may be forgiven for thinking that a Revenue and Customs organisation's cost of doing business and customer base is the last of its worries (i.e. because there is no opposition). The reality of the matter is that those customers who are currently in the "tax net", cost money and good service to retain. Those outside of the "tax net", are said to be part of the "tax gap", estimated at between twenty and thirty billion rand (SARS Strategic Business Plan, 2001-2002), more than thirty billion rand (according to the Dispatch, 2002), or at an estimated 10% of annual revenue collections (according to Planting, 2004). Attracting and retaining customers is key to fulfilling an organisations obligation.

2.6.4 LEADERSHIP AND SUCCESSION PLANNING

The importance of retaining skills in the organisation is important for the purpose of leadership development and succession planning, which, should take place from within. The absence of this is felt at all levels of the organisation, especially in grades 5 (grades 5A and 5B who are the senior operational staff – most likely to be poached by the opposition) and going onto grade 6 (specialist and management/ leadership roles). An emphasis should be placed on the future management includes leadership and the talent pool in an organisation. Groves (2007: 2) states that research evidence suggests that many highly successful companies overcome challenges by marrying the leadership development and succession planning processes. This improves identification, development, and placement of leadership talent. According to Groves

(2007), best practice leadership development methods include feedback, executive coaching, mentoring, networking, job assignments, and action learning.

Groves (2007) also points out that growing leadership talent should be done from within an organisation, advising that limited use of consultants should be made. This confirms the correctness of the statement made earlier in this study that to have “readily available” stars, stars must be developed from within the organisation. No consultant knows the culture of an organisations’ employees, the delicate intricacies involving employee work conditions and the path to satisfactory working conditions, like the employees themselves.

An organisation wishing to engage in such a succession plan must be willing to fully support it by developing a learning and a mentoring culture through teaching, using its own management and management expertise. This again emphasis the need for the development and implementation of a retention strategy model.

2.6.5 STRATEGIES FOR EMPLOYEE RETENTION

Lynch (2000) and Swanepoel, et al. (2003), Hitt, et al. (2004) definition of retention strategies is, “to exploit core competencies and gain a competitive advantage”. The goal of their study is to determine how to retain skilled employees by becoming an employer of choice in the now globally competitive environment in this regard, i.e. strategies to retain skilled employees.

2.6.5.1 TACTICAL PLANS

Among the many of articles published in research databases which offer advice on motivational aspects that impact on employee retention, few offer advice on strategic

plans. Those that do, make mere reference to tactical plans used in the work place by managers and senior executives of organisations.

Shulte (2006: 1) a Los Angeles-based accounting firm offers advice on how to create a family atmosphere in the organisation. Shulte (2006), a managing partner of the firm plans for heavy workloads well in advance by communicating directly to the employees' family of additional work pressures, providing them with household assistance (e.g. laundry services) and sponsored recreational activities (e.g. movie passes). Employees at work receive extra attention during these times (e.g. massage therapy and manicure treatments) while the firm picks up the bill. While the tactics employed by Shulte (2006) are stated to be successful for retaining skilled employees, the purpose of the study is to research high level strategic plans that encompass all aspects of employee retention, and for narrowing the skills gap.

2.6.5.2 ODUMS: A COMPREHENSIVE RETENTION STRATEGY

Odums (2007: 14) goes further to examine seven components of a comprehensive retention strategy:

One: The Retention Team. The team must be diverse and offer cross-disciplinary representation of directors, managers, supervisors and front-line employees;

Two: Talent Visionary Team. They are accountable for identifying the knowledge, skills and abilities that employees must possess in order to execute top strategic imperatives;

Three: 30-90-120-180 Day New Employee System. New employee follow up and evaluation is important to counter early resignation;

Four: Existing Employee Follow Up. This is where on-going mentoring and coaching is required;

Five: Employee Development. Odums states that the Gallup Organisation identifies “opportunity for advancement” as the greatest employee satisfier;

Six: Satisfaction and Engagement. A satisfaction survey using Frederick Herzberg’s Hygiene Factors as a basis for the survey; and

Seven: Reward and Recognition System. The identification of a system that identifies employees who perform above and beyond the job description.

Odums (2007: 17) further advises that in order to implement such a retention strategy, one must complete a SWOT analysis, conduct diversity strategic planning, and create leadership accountability.

2.6.5.3 CLARKE’S SAFETY IN NUMBERS STRATEGY

Clarke (2007: 44) tells of the dilemma that the National Audit Office (NAO) had shortly after the completion of every accountant’s course; that recruiters were on the phone luring the newly qualified accountants away with attractive packages. The NAO decided to implement a retention strategy. Firstly, they called upon the expertise of the Centre for High Performance Development (CHPD) where a leadership model was devised. It defined twelve competencies in four clusters of leadership issues that would typically be faced by the NAO.

Next, twelve applicants were sent on a two day diagnostic programme with the CHPD to pin down their strengths and weakness. Then, two day residential workshops were held with the successful applicants, after which each was given an internal senior mentor and could choose from a number of internal development opportunities, further education opportunities and secondments. The programme was a major success. It has created a structure to ensure future leaders are given opportunities for development. Reward packages were also introduced to ensure that

salaries were commensurate with private sector organisations. The talent management programme is now also being used by the NAOs HR team for recruitment, promotion and appraisals, thereby creating a broader benefit to the organisation. This also affected their cultural change programme positively.

2.6.5.4 DOVE: THE BENEFITS OF COACHING

Edwards (2003: 299) as cited by Dove (2006: 13) points out the difference between mentoring and coaching; that a mentor (an expert in the field) gives advice and teaches, while a coach aids in the learning process. Dove (2006: 14) cites Parker (2006: 1) as saying that coaching is beneficial to the employee and the organisation. It allows the employee to learn how to manage time, to further their leadership position, provide self-motivation, career planning and decision-making. For the employer, coaching benefits are inter alia, reduced organisation costs and reduced turnover.

2.6.4.5 POISAT: ON ENGAGEMENT STRATEGIES

According to Poisat (2006: iii), four interrelated categories that all contributed toward enhancing employee engagement were organisational leadership, organisational culture, organisational strategies and the manager's role. Poisat (2006: iii) further states that of all the categories researched, the manager had the most significant impact on employee engagement.

2.6.5 BEST PRACTICES FOR RETAINING TALENTED EMPLOYEES AND ENGAGING THEM

2.6.5.1 GLANZ: HANDLE WITH ‘CARE’

Glanz (2002: 27) provides a practical strategy on how organisations can motivate and retain employees. He provides details of a vast array of methods that can be used; an agglomeration of tactical methods for managers and supervisors on how to fully engage with employees. Under the banner of the acronym “CARE”, Glanz (2002) strategy is explained in the paragraphs that follow. Two models are used as the foundation for all her work says Glanz (2002: 26), namely: 1) The Human-Business Model where, in addition to business, one is required to have a relationship with an employee on a human level, and; 2) the Choice Model, where it is important to understand interactions. In the Choice Model, interactions can result in three choices: 1) one can discount individuals; 2) one can take care of business needs only; or 3) one can connect on a human level.

According to Glanz (2002: 30), the acronym “CARE”, together with the “how to” improve on each of these aspects is as follows:

C = Creative Communication: Talk the language of the troops in the trenches;

Be clear and consistent; and Don't rely only on one avenue of communication.

A = Atmosphere: Encourage fun in the workplace; Create

a good physical place to work; Establish a mentoring programme; Actively promote positive relations among co-workers; Support frequent contests, celebrations, and team-building; Build an atmosphere of trust and fairness; and Make employees an essential part of the company's community.

A = Application for All:

Get to know each employee as an individual; Find out what is satisfying and dissatisfying to each employee; Make rewards and recognition constantly changing; and Make appreciation a part of the daily management routine.

R = Respect: Foster flexibility in every area – hours, benefits, and tasks; On-going training and personal development growth opportunities; Organisation of a wide code of ethics and process down to team members; Give freedom to employees to choose projects; Provide internal promotion and transfer opportunities; and Focus on giving up power, not accumulating it.

R = Reason for Being: Emphasise the broader purpose of each person's work; Engender pride and commitment through the organisation's culture and brand; Help employees to understand the organisation's mission statement, vision, and values; Support character development and integrity training; and Promote a spirit of family in the organisation.

E = Empathy: Support work-life programmes; Foster understanding of personal concerns/problems/needs; Encourage job shadowing and exchanges; and Provide monthly and yearly social welfare opportunities.

E = Enthusiasm: Celebrate what is going right on a frequent basis; Hold "guerilla" or spontaneous celebrations often; and Encourage positive work relations through team-building and training.

2.6.6 ACADEMIC EMPLOYEES' RETENTION IN PRIVATE INSTITUTES OF HIGHER LEARNING

It is becoming common for staff members, who go on other kinds of leave (not just study leave), not to return to their posts or delay doing so for as long as they want.

The University of Ghana's Acting Director of Human Resources revealed the extent of this phenomenon in the following words:

'Leave of Absence,' 'Study Leave' and 'Sabbatical Leave' have become the exit routes for many of the lecturers. The school's records show that there are currently, 59 senior lecturers either on leave of absence or sabbatical, while 69 are on study leave ranging from two to five years. This brings the total to 128 lecturers absent from the classrooms. University sources told Public Agenda that, study leave or sabbatical leave has become the best excuse for lecturers quitting the classrooms for good. The sources say evidence of lecturers returning from leave of absence is nothing to write home about (Ghana web, 2005)''.

The human resource problems of African universities are made worse by the fact that the existing complement of academic staff is overwhelmed by the huge expansion in student enrolments that has occurred over the last few years.

According to Shan (1998), teachers job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and in turn a contributor to school effectiveness. Kim and Loadman (1994) list seven predictors of job satisfaction, namely: interaction with students, interaction with colleagues, professional challenges, and professional autonomy, working conditions, salary and opportunity for advancement. However, there are also other factors that need to be considered, for example, class sizes, workload of teachers, changes in the school curriculum and labour policies which teachers have little or no control over.

In a study that examined the work life of faculty in one university, Johnsrud and Heck (1998) emphasized three variables that shape the lives of academics, and subsequently compel them to leave their institutions. These are: attacks on their professional priorities; lack of confidence that their institutions will support and defend their personal and professional interests; and deterioration in their quality of life. Accordingly, it is important to use these variables as a basis for assessing, and

following trends in employee work life, if the right environment is to be created for academics to function.

In another study, Johnsrud and Rosser (2002) focused on the relationship between faculty members' perceptions of their work life and retention, and concluded that those perceptions affect morale which, in turn, had an impact on the decision to quit either their careers or institutions. Drawing from Johnsrud and Rosser's framework, Rosser (2004) explored the link between perceptions of work life and satisfaction, and its effect on intentions to leave. In her submission, she operationalized work life to include issues such as professional development, administrative support, committee and service work, and technical support.

Vanderberg and Nelson (1999) suggest that most turnovers in organizations emanate from a lack of satisfaction. Dissatisfaction could be due to a lack of psychological fulfillment in the job, perceptions and realities of non-commensurate remuneration, and an unwelcoming climate within the organization. This dissatisfaction, and the resulting decision to leave, can come at a significant cost to the organization, which includes the loss of skilled individuals and their expertise, disruption in the operations of the organization until appropriate replacements can be found, and difficulty in attracting new employees if the reasons for the departure of former employees are such as make others unwilling to work for the organization (Murray and Murray, 1998). Retention issues are also influenced by pull-factors which derive from the larger environment within which the current organization operates. These factors can take a variety of forms, including offers of better remuneration and working conditions from similar organizations or others which need the skills of the individuals concerned.

2.6.7 JOB MOTIVATION AND LEVEL OF SATISFACTION IN PRIVATE UNIVERSITIES

Studies on job satisfaction have been one of the most popular fields of organizational behaviour because job satisfaction has been closely linked with many organizational phenomena such as motivation, performance, leadership, morale etc. In spite of the extensive researches and studies conducted on the topic of job satisfaction in the past, that on private college academics seems to be rather inadequate (Ch'ng et al 2010).

Some studies found that higher position or rank made possible through promotion influence the job satisfaction in the academic environment. Oshagbemi (1999) investigated the job satisfaction of university academics and their managers and examined if those academics in higher managerial positions are more satisfied with their jobs than academics that do not hold similar administrative posts. Using a statistical test of differences, it was found that academics and their managers differed significantly on their levels of job satisfaction. Thus the management position characterized by seniority in age, rank and length of service, affected the job satisfaction level of the university teachers positively.

Metcalf et al (2005) in a study to identify the factors that led to individuals entering and leaving academic employment in the English higher education sector found that academic pay is low relative to that in other highly qualified jobs in the UK, and that this is likely to reduce entry to the sector. According to (Metcalf, et, al, 2005) most analyses of job satisfaction are based either explicitly or implicitly on the job descriptive index first devised in the 1960s and updated in Belzar et al (1977). This measures job satisfaction using five indices: work in present job, present pay, opportunities for promotion, supervision and co-workers. It is known that research is

a major source of satisfaction for academics and many academic staff would prefer to spend more of their time on research. It is basically on account of that too that they earn their promotions. Hours spent on research therefore increased staff satisfaction with the actual work itself. While teaching is not the most important reason for becoming an academic, most would prefer a job that involves teaching. The Metcalf study (2005) revealed that teaching bright students and seeing their students develop are the positive aspects of teaching, while the negative aspects relate to assessment. Administrative tasks and organisational change tend to be viewed as negative aspects of the job by most academics.

Pay is a greater cause of stress among academics (Kinman, 1988; Kinman and Jones (2004). Oshagbemi (1996) identified strong dissatisfaction among UK university teachers with pay, with 54% dissatisfied with their work and 30% satisfied.

Using data from the British Household Panel Survey, Clark and Oswald (1996) found that workers' reported satisfaction levels are inversely related to their comparison wage rates. Satisfaction with salary was strongly negatively related to perceptions of what staff felt they could earn elsewhere.

The Association of Commonwealth Universities has undertaken a number of surveys of academic staff within universities. Provan (2001) compared activities and benefits in commonwealth universities to benefits in commonwealth on ad hoc basis comparing purchasing power disparities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the methodological procedure for the study, as well as the profiles of the three private universities used for the research. The first part is presented under the following headings: the study area, population and sampling techniques, data collection procedure, research instruments, research design and data analysis. The second part takes a detailed look at the background of the three private universities.

3.2 THE STUDY AREA

The study covered three private universities namely, Pentecost University College, Regent University College of Science and Technology and Maranatha University College. The study examined the career choice, job satisfaction and retention of their academic staff in these three universities.

3.3 POPULATION AND SAMPLING TECHNIQUES

The population for the research was made up of the all academic staff and management of the three private universities used for the study. The academic staff were made up of lecturers of various categories. For the purpose of this research, a sample size of ninety-three (**93**) Academic Staff and **3** Management Staff was obtained.

The details of the population and sample size used for the research were as follows:

Table 3.1 The population and sample size used for the research.

University	No. of academic staff	Sub-sample selected	Management
Pentecost University College	74	33	1
Regent University College of Science and Technology	90	32	1
Maranatha University College	50	28	1
Total	214	93	3

Source, Author's field work May, 2012

One management staff from each of the Universities was also interviewed about career growth and retention policies they have in place for their academics Staff. Therefore in all **96** respondents were used for the research. The sampling technique adopted for the academic staff was Convenience Sampling. This type of sampling technique was preferred since data collection was based on the willingness of the respondents to involve in and provide the information needed for the study. The three management staff from the three universities were randomly selected.

3.4 DATA COLLECTION PROCEDURE

Data was collected using structured self-administered questionnaire. The questionnaire was administered to lecturers in the institutions involved based on their willingness and was anonymously completed. In addition to the primary data, the study also analyzed secondary data that were relevant to the study from text books, online journals, brochures, websites of the various universities used for the research. Again, related online works were used as a benchmark to confirm or refute findings of the research.

3.5 RESEARCH INSTRUMENTS

The instrument used for the research was survey based questionnaire. The questionnaire contained both open and close ended questions, and were formulated under the following major headings: Demographic Background Characteristics, Reasons for your Present Career Choice; Level of Satisfaction; Challenges Faced at Work and Retention/Plans for the Future.

3.6 RESEARCH DESIGN

The research was a quantitative research involving the case study approach. A case study research is a research method in which focus is placed on understanding a problem in detail in a particular local organization or entity. The purpose of a case study is to identify and understand how a research problem is associated with the particular population concerned.

3.7 DATA ANALYSIS

Descriptive statistics were used in the analysis of the field data. For the purpose of determining the distribution of the respondents and describing them, frequencies, percentages, tables and charts were used to analyze the data in line with the objectives of the research work. The data collected were analyzed using the Statistical Package for Solution Services (SPSS).

3.8 PROFILE OF THE UNIVERSITIES

Academic staff from three private universities was used for the study, and general information about them is given as follows:

3.8.1 PENTECOST UNIVERSITY COLLEGE

Pentecost University College is a Mission University established by the Church of Pentecost. It evolved from the Pentecost Bible College which initially trained Lay Leaders and full time Ministers for the Church. The Pentecost University College Council was inducted on May 6, 2004 at the 10th Session of the Extraordinary Council meeting held at the College campus, Sowutuom.

The university is accredited by the National Accreditation Board (NAB); and is affiliated to the University of Ghana, Legon. The first batch of students were enrolled in February, 2005.

The vision of the College is to empower students to serve their own generation and posterity with integrity and the fear of God. Its mission is to be on the cutting-edge of the dissemination of knowledge, quality education, research and training for the purpose of producing an excellent human resource base to meet the demands of Ghana's development.

The school began with a pioneering number of 171 students in 2005; but as at 19th December, 2011 it had a student population of 3,874. The International Community is fairly represented, with a current International student population of 136-mostly from sister African nations such as Botswana, Burkina Faso, Chad, Congo, Cote d'Ivoire, Equatorial Guinea, Gabon, Lesotho, Madagascar, Nigeria, Togo, Seychelles, Sierra Leone and Zambia.

3.8.2 REGENT UNIVERSITY COLLEGE OF SCIENCE AND TECHNOLOGY

Regent University College of Science and Technology is located in Accra, Ghana. It was registered in September 2003 as a company limited by guarantee. It received accreditation to operate as a tertiary institution in 2004, and in January 2005 started its maiden lectures with about 30 pioneer students at its maiden campus, the Trinity Campus, at Mataheko, near Accra. It currently has three other satellite campuses at Dansoman, Lartebiorkoshie, and on Graphic Road, Fadama, all in Accra. Regent-Ghana has four Schools, namely, Regent School of Business and Economics (SBE), Regent School of Informatics and Engineering (SIE), Regent School of Theology, Ministry and Human Development, and the Institute of Languages and General Studies. There is also the Language Centre and a newly-established Centre for Academic Writing. A number of interdisciplinary programmes cross the boundaries between schools and disciplines.

Locally, Regent-Ghana is affiliated to the Kwame Nkrumah University of Science and Technology in Kumasi and the Trinity Theological Seminary at Legon, Accra. Its international partners are Deggendorf University of Applied Sciences, (Germany), Lulea University of Technology (Sweden), Acadia University (Canada), Wheelock College (USA), and University of Applied Sciences, Umwelt Campus, Birkenfeld, Germany. The University is also a member of the Conference of Heads of Private Universities, Ghana.

The mission of Regent-Ghana is to produce purpose-driven human resource committed to socio-economic and spiritual renewal, with science and technology expertise in a competitive global environment. The university community shares in

the vision of the Founder and President, Prof. E. Kingsley Larbi, to establish and maintain one of the leading and finest institutions in the world.

It is dedicated to ensuring that every member of faculty, staff, and alumni of the University is committed to socio-economic and spiritual renewal. Motivated by a dedicated and visionary leadership, ICT-driven curricula, and Christian ethical values, the College aims at having students fully prepared to effectively spearhead national and industrial development anywhere in the global community.

3.8.3 MARANATHA UNIVERSITY COLLEGE

Maranatha University College, which until August 2006 was known as Maranatha Bible College, is a private university college in Ghana located at Sowutuom. The school runs programmes in B.S. in Administration and B.A. in Guidance and Counseling, in addition to several Theological courses. Its aim is to equip Christian leaders to serve in the market place.

As a faith-based institution of higher learning, the teachings of the Bible and the guiding principles of Integrity, Scholarship and Competence help to shape the curriculum of the school. It seeks to shape a Christian perspective on running businesses, managing resources and leading people.

Maranatha University College has been training Christian Leaders for over thirty-five (35) years in Ghana, and all its programmes are accredited by the National Accreditation Board (NAB) and it is affiliated with the University of Cape Coast.

The Vision of Maranatha University College “the education and development of men and women that they may competently and effectively integrate biblical principles in whatever capacity they serve so as to transform society.” Its mission is to be an institution of excellence in innovative tertiary education with a Christian worldview.

The philosophy of education of the College is characterized by Integrity, Scholarship and Competence with the Bible serving as the central integrating factor of the total curriculum.

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CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This section deals with analysis and interpretation of the data collected from respondents. Specifically, it examines the determinants of career choice, job satisfaction and retention of academic staff in the three selected private universities namely, Pentecost University College, Regent University College of Science and Technology and Maranatha University College. The findings based on each objective are discussed in this chapter.

4.2 DEMOGRAPHIC BACKGROUND OF ACADEMIC STAFF

This section presents the demographic background of the academic staff used in the research.

Table 4.1: Distribution of Respondents by Institution.

Institution	Frequency	Percent
Valid Pentecost University College	33	35.5
Maranatha University College	28	30.1
Regent University College	32	34.4
Total	93	100.0

Source: Author's field work, May 2012.

From Table 4.1, it can be inferred that the sample is fairly distributed among the three case studies although Pentecost University College slightly dominates with 35.5% of the respondents, followed by 34.4% of the respondents from Regent University College of Science and Technology and finally 30.1% of the respondents from Maranatha University College.

4.2.1 GENDER

Table 4.2. Gender Distribution of Respondents

Gender		Frequency	Percent
Valid	MALE	62	66.7
	FEMALE	31	33.3
	Total	93	100.0

Source: Author's field work, 2012.

Table 4.2 shows the gender distribution of the respondents. It could be seen that the greater proportion of the sample of 93 respondents were males (66.7%), while females formed 33.3%. From this it can be generally inferred that the larger majority of academic staff in private universities in Ghana are males, and this situation also seems to be true for public universities as well. Being in academia requires advanced educational qualifications, and with all the socio-cultural problems that impede female access to formal education in Ghana, this turnout is not surprising.

4.2.2 AGE OF RESPONDENTS

Table 4.3 Age Distribution of Respondents

		Frequency	Percent
Valid	20-30 years	16	17.2
	31-40 years	45	48.4
	41-50 years	25	26.9
	51-60 years	6	6.5
	61+ years	1	1.1
	Total	93	100.0

Source: Author's field work, May 2012.

Table 4.3 shows the age distribution of the respondents. The age categories range from 20 years to 61 years and above. The data reveals that the majority of the respondents fall within the age group of 31-40 years (48.4%). This is followed by those aged between 41-50 years who also constitute 26.3% of the total sample. The third largest group are those aged 20-30 years with 16.8%. Only one respondent was found aged 60 years and above. This goes to indicate the youthful nature of academic staff from private universities in Ghana.

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4.2.3 HIGHEST QUALIFICATION OF RESPONDENTS

Table 4.4 Highest academic qualification of respondents

QUALIFICATION	FREQUENCY	PERCENT
MA	21	22.6
MPHIL	31	33.3
PHD	9	9.7
First degree	4	4.3
ACCA	2	2.2
B.SC	2	2.2
CEMPA	1	1.1
EMBA FINANCE	2	2.2
LAW	8	8.6
MBA	10	10.8
Med	1	1.1
MTH	2	2.2
TOTAL	93	100.0

Source: Author's field work, May 2012.

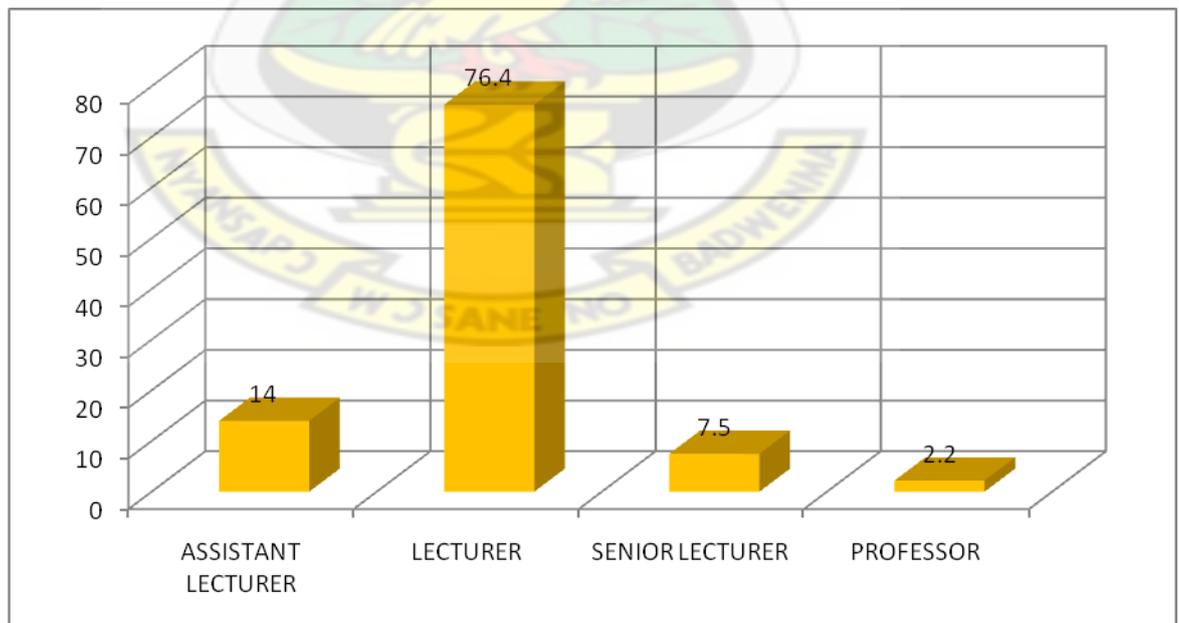
As part of the examination of the background characteristics of academic staff, their educational qualifications were sought (Table 4.4). The result shows that

22.6% of the respondents have Master of Arts (MA), 33.3% have Master of Philosophy (MPhil), and 9.7% have doctorate degrees (PhD).

4.2.4 JOB TITLE

With respect to job description, the survey revealed that the majority of the respondents are lecturers (76.4%), with 14% being Assistant lecturers. Meanwhile, 7.5% are Senior Lecturers while only 2.2% constitute Professors. The structure thus represents the situation where at the base there are numerous lecturers, but as one moves up to senior lecturers and professors, the numbers sharply decrease. This also resembles what pertains in the public universities currently. These findings are presented in figure 4.1.

Figure 4.1: Job title of respondents

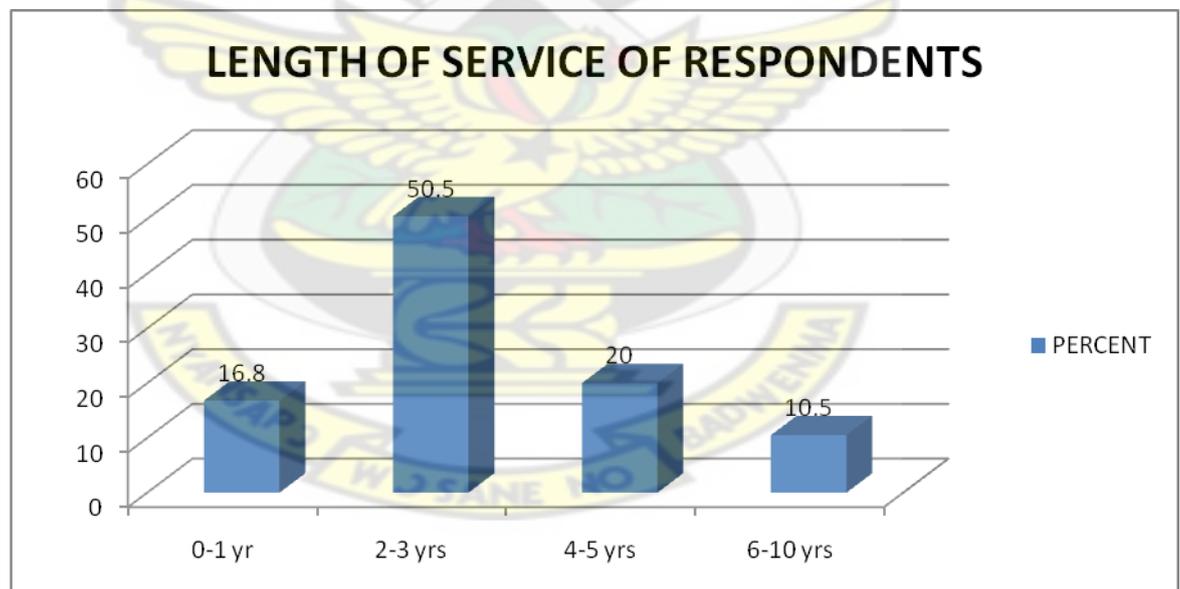


Source: Author's field work, May 2012.

4.2.5 LENGTH OF SERVICE

The length of service of academic staff was also sought. It is shown on the graph (figure 4.2) that the majority of the respondents (50.5%) have worked with their various institutions for a period of between 2 to 3 years while 20% have worked with their institutions for 4-5 years. 16.8% of the respondents have been at their present places of work for not more than a year while 10.5% have been with their institutions for between 6-10 years. The overall picture is therefore a situation in which the majority of academic staff were relatively recently employed. These findings are presented below in figure 4.2.

Figure 4.2: Tenure of Respondents

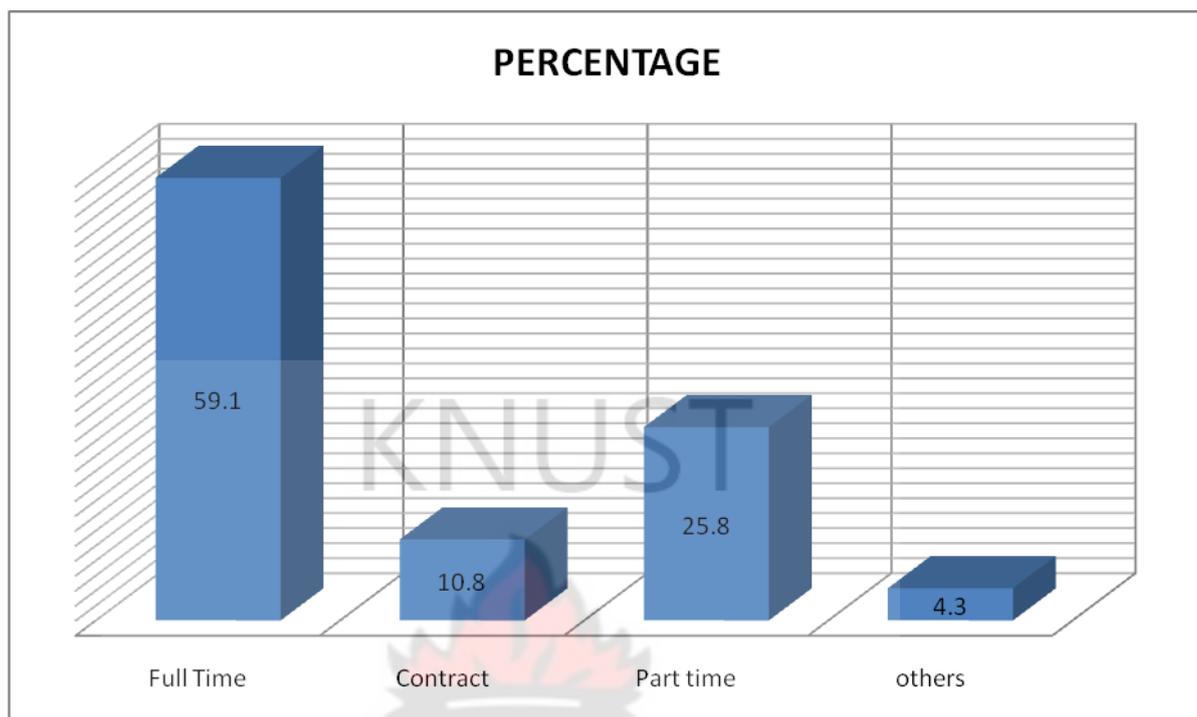


Source: Author's field work, May 2012.

4.2.6 NATURE OF EMPLOYMENT

The next characteristic addressed is the type of employment contract these respondents have with their institutions. This is shown in Figure 4.3.

Figure 4.3 Nature of Employment



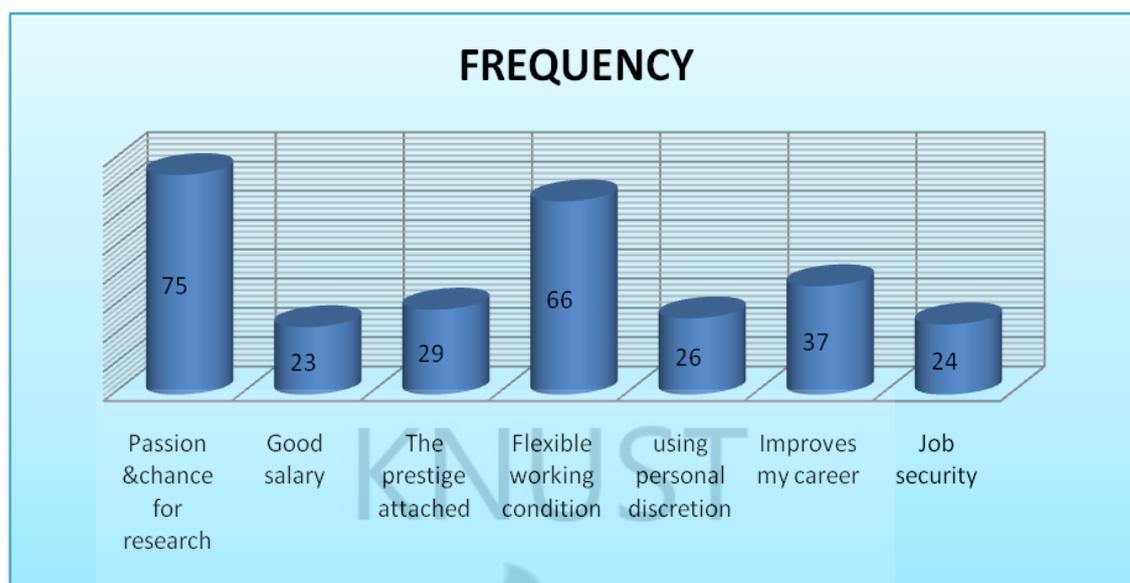
Source: Author's field work, May 2012.

From the figure it is realized that most of the academic staff are full time employees. They carry 59.1% (55) of the total sample size. 25.8% (24) are employed on part time basis, 10.8% (10) are on contract employment, while 4.3% is made up of others such as visiting lecturers and teaching assistants.

4.3 REASONS FOR PRESENT CAREER CHOICE

The first objective of the study looked at the factors or reasons why Academic Staff chose to be in their present career.

Figure 4.4 Reasons for joining the Academia



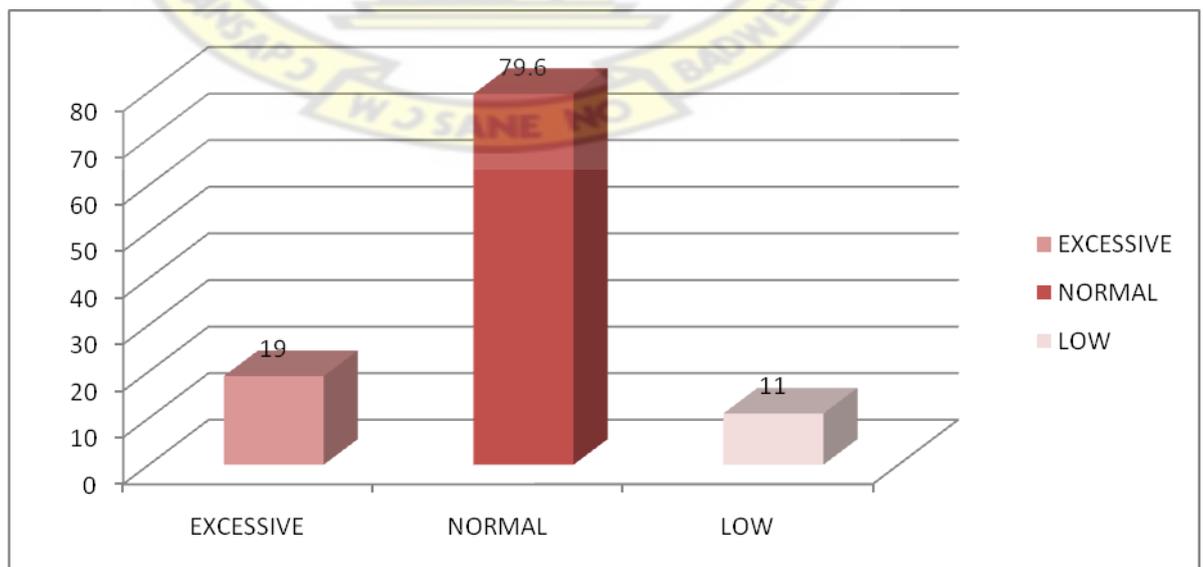
Source: Author's Field work. May 2012

From Figure 4.4, the main reason why most of the respondents entered the academia is their passion and opportunity to teach and have time to conduct further research. As many as 78.9% out of the 93 respondents mentioned this as their main reason. The second most important reason why people go into private teaching at the tertiary level is the flexible working conditions (69.5%). Perhaps there is the belief that the activities of lecturers, which revolve the three key requirements of teaching, research and service to the community, is such that they can have ample time to attend to other businesses. Other important concerns are the opportunity to grow in one's career, the prestige attached to lecturing, and job security. Surprisingly, good salary was not a major preoccupation in the minds of the respondents in their decision to work in the private tertiary institution. This finding is a bit surprising and unexpected, and might have appeared so because respondents did not want to appear as too greedy for money. This is more so against the background that the majority of the respondents had expressed dissatisfaction with their salaries and other fringe benefits. Studies in other countries suggest almost similar trends for the factors

determining career choice of lecturers. A research in Canada (Ball & Stenlund, 1990) reveals that teachers indicate that success in their work was a major reason for being satisfied in their choice of profession. Canadian teachers also expressed satisfaction with their salaries, colleagues who were said to be helpful and cooperative, and the respect accorded to them as teachers. Among Albanian teachers, job satisfaction was associated with job security and again, the respect accorded teachers (Kloep & Tarifa, 1994). Again, some other researchers have also conceded that the nature of the work performed by employees has a significant impact on their level of job satisfaction (Landy, 1989; Larwood, 1984; Luthans, 1992; Moorhead & Griffen, 1992).

The second part of this objective looks at the perception or attitudes of employees concerning their work schedules. Overall, 79.6% consider their workload as normal and within their abilities, given the time and resources at their disposal; whereas 19.4% consider their workload to be rather excessive.

Figure 4.5: Employees perception about their workload



Source: Author's field work, May 2012

4.4 LEVEL OF SATISFACTION OF RESPONDENTS AND THEIR ATTITUDES AND PERCEPTIONS ABOUT WORKING CONDITIONS.

Table 4.5 Lecturers' satisfaction with aspects of work

Variables	Strongly satisfied	%	Satis-fied	%	Dissatis-fied	%	Strongly dissatisfied	%	Undecided	%
Employees Job	15	15.8	70	73.7	4	4.2	2	2.1	3	3.2
Working environment	15	15.8	70	73.7	6	6.3	1	1.1	0	0
Salary	2	2.1	28	29.5	49	51.6	12	12.6	1	1.1
Other fringe benefits	2	2.1	34	35.8	27	28.4	26	27.4	3	3.2
Promotion	2	2.1	29	30.5	34	35.8	6	6.3	21	22.1
Performance Appraisal	4	4.2	41	43.2	24	25.3	15	15.8	8	8.4
Career progression	5	5.3	28	29.5	34	35.8	14	14.7	10	10.5

Source: Author's field work, May 2012.

The second objective of this study was to assess the level of job satisfaction of academic staff and their attitudes and perceptions about aspects of their environments. The findings are summarized in Table 4.5.

4.4.1 SATISFACTION WITH ASPECTS OF JOB

Job satisfaction is a person's attitude regarding his or her job and work content. It is a collection of attitudes about different aspects of the job and its context. Research indicates that employees' satisfaction levels vary a lot depending on the facet of job being considered (Robbins and Judge, 2011).

4.4.1.1 SATISFACTION WITH JOB

The responses as per Table 4.5 indicate that most of the respondents are satisfied with their jobs. Indeed, 15.8% of the respondents are very satisfied while 73.7% are satisfied with their jobs. Only around 6% are dissatisfied. Meanwhile Chucks Williams in his book "effective Management" spelt out instances where employees could be satisfied with their job. In this book (page 272), Chucks mentioned that, averagely, there is a 69 percent chance that employees would be more satisfied with their jobs when those jobs have task significance. Thus when those jobs have a substantial impact on others than when they do not.

Again, Evans (1998b) also mentioned that factors such as teachers' low salaries and low status, growing class sizes and changes in the education system have all contributed as causes of what has been interpreted as endemic of dissatisfaction within the profession. From research undertaken by Duke (1988), Richford and Fortune (1984) and Mercer and Evans (1991), there is a worldwide tendency towards job dissatisfaction in education.

4.4.2 SATISFACTION WITH WORKING ENVIRONMENT

From Table 4.5 it is evident that respondents are not only satisfied with their jobs but also the working environments. The working environment mentioned in this study refers to the conditions of work. This could be the office spaces available,

their relationship with co-workers and supervisors and the flexibility of work rules. In this aspect too, 15.8% are very satisfied while 73.7% are satisfied. Only an insignificant proportion of (7.4%) are dissatisfied with their working environments. This indicates an overwhelming endorsement of the nature of the environments in which lecturers in the private universities in Ghana work.

4.4.3 SATISFACTION WITH SALARY

The finding from Table 4.5 shows that respondents' level of satisfaction with their salaries is rather on the low side, contrary to the two earlier findings. The results show that more than half of the 93 academic staff interviewed (51.6%) are dissatisfied with their salaries, while 12.6% are very dissatisfied. Only 2.1% are very satisfied with their salaries. According to Luthans (1998), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people.

Previous research (Voydanoff, 1980) has shown that monetary compensation is one of the most significant variables in explaining job satisfaction. In their study of public sector managers, Taylor and West (1992) found that pay levels affect job satisfaction, reporting that those public employees that compared their salaries with those of private sector employees experienced lower levels of job satisfaction.

Similarly, the extent of satisfaction with other fringe benefits which are the additional benefits provided to employees such as a company car, health insurance and children's school fees payment policies is not encouraging. Only 2.1% are very satisfied while the larger majority (55.8%), express dissatisfaction with these conditions. Together, these results show a situation where the staff likes their jobs

very much but are quite unhappy about their rewards in terms of salaries and other fringe benefits.

4.4.4 SATISFACTION WITH PROMOTION CRITERIA

In terms of promotion and promotion criteria, the largest proportion of the respondents (35.8%) indicates dissatisfaction with the manner of promotion in the private universities. Here too, only 2.1% are very satisfied with promotion. It is also instructive to note that as high as 22.1% remain undecided about their level of satisfaction with promotion criteria. Further research needs to be conducted to find out why this is so. These could as well be relatively new staff who have not yet had any experience with promotion and therefore are unable to give a comment on it.

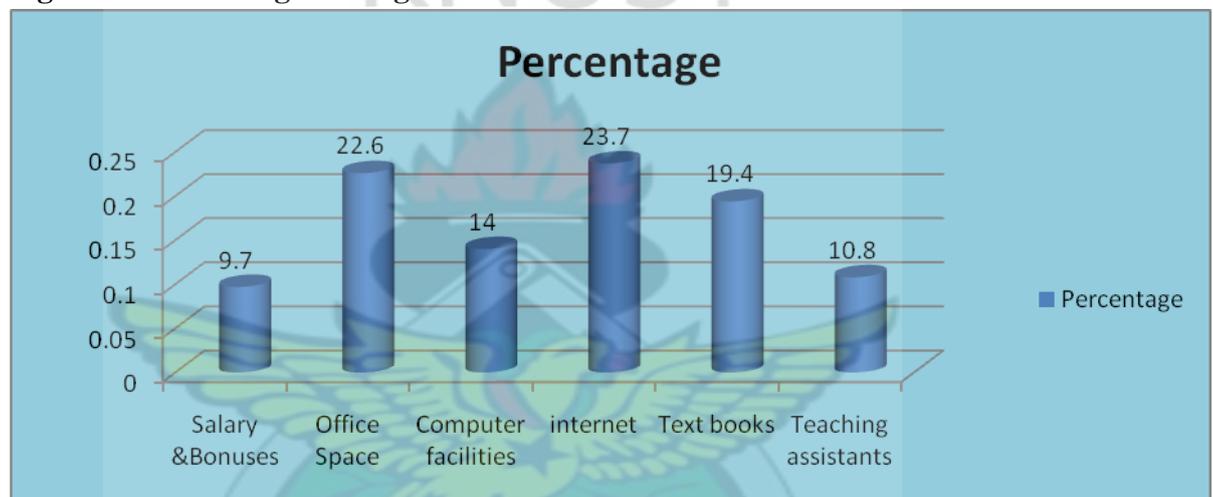
4.4.5 SATISFACTION WITH PERFORMANCE APPRAISAL

Every goal-oriented organization regularly conducts performance appraisal in order to measure performance against set targets. This provides a good feedback to the employees on how well they are on track to meeting the corporate objectives of that entity. With regards to private tertiary institutions, the study revealed that, as high as 43.2% of the respondents admit satisfaction with the performance appraisal processes at their respective universities. But again, most of them (50.5%) disagreed with the rate at which these institutions recognized or give them the opportunity to grow their careers. This figure (50.5) is actually the sum of respondents who disagree (35.8%) and strongly disagree (14.7%) with the fact that their institutions care about their career progression.

4.5. CHALLENGES FACING ACADEMIC STAFF

The third objective of the study is to assess the challenges that staff encounter in their day to day activities as lecturers. This section therefore looks at the challenges that might affect the lecturers in their bid to give off their best to students. Some of those who indicated dissatisfaction with their jobs attributed it to the fact that systems and structures are dysfunctional; and that there has been inadequate availability of teaching and learning materials needed for their work.

Figure 4.6: Challenges facing Lecturers



Source: Author's field work, May 2012.

From figure 4.6, the greatest challenge that lecturers face is inadequacy of facilities needed for work. These facilities include office space, computers, textbooks, internet facilities, among others. Problems of internet facilities (23.7) and office space (22.6) came out as the greatest challenges facing the lecturers in their work. Other important challenges are textbooks (19.4%), computers, and teaching assistants with 14.0% and 10.8% respectively. Research reveals inadequacies in working conditions, resources and support, limited decision-making latitude and restricted opportunities, require improvement in the teaching profession (Carnegie Forum, 1986; Darling-Hammond, 1984; Rosenholtz, 1989; Sergiovanni & Moore, 1989).

Besides, studies have shown some instances where teachers did not mind working effectively amidst challenges. A typical situation is in both Albania and South Africa where teachers experience job satisfaction despite some of the unfavorable working conditions that prevail, such as shortage of learning resources. Sim (1990) reports that teacher-pupil relations served as a source of job satisfaction among teachers in Singapore.

South African research (Ngidi & Sibaya, 2002) indicates that conditions under which Black teachers work are demoralizing, as the Black teacher in particular has to cope with poor physical conditions such as overcrowding, inadequate equipment and lack of adequate facilities.

4.6 RETENTION/ LONG TERM PLANS FOR THE FUTURE

The final objective as far as this study is concerned is to ascertain the long term plans of the lecturers concerning their stay or retention in their present places of work, that is in private tertiary institution.

Table 4.6 Intention to remain in Academia

		Frequency	Percent
Valid	STRONGLY AGREE	27	29.0
	AGREE	41	44.1
	DISAGREE	8	8.6
	STRONGLY DISAGREE	3	3.2
	UNDECIDED	14	15.1
	Total	93	100
Total		93	100,0

Source: Author's field work, May 2012.

Table 4.6 depicts the statistics on lecturers' future intentions in academia. The trend of the data shows that the overwhelming majority of the respondents intend to stay in academia for a long time. This is because 44.1% agree while 29% also strongly agree that they intend remaining in academia for a long time. Retaining staff in their jobs is essential for any organization (Burke et al, 2002) since the most valuable asset in an organization is its staff (Harting, 2010). When employees leave their jobs, it is often the first sign that something is going wrong. Harting (2010) explains that poor job retention among employees is not just the associated cost of recruitment, but also training new starters and the additional burden on remaining staff while the new team members get up to speed which further strains daily activity. He goes on to emphasise that undesirable employee turnover is costly and disruptive, drains resources and can cause inefficiency.

Table: 4.7: Intention of respondents to remain in academia by age group.

Age group	Intention to remain in academia					Total
	Strongly agree	Agree	Disagree	Strongly disagree	Undecided	
20-30 years	4 (14.8%)	12 (30%)	0 (0%)	0 (0%)	0 (0%)	16 (17.4%)
31-40 years	14 (51.9%)	21(52.5%)	1 (12.5%)	1(33.3%)	8(57.1%)	45(48.9%)
41-50 years	4(14.8%)	8(19.5%)	7(87.5%)	0 (0%)	6 (42.9%)	25 (26.9%)
51-60 years	4 (14.8%)	0 (0%)	0 (0%)	2 (66.7%)	0 (0%)	6 (6.5%)
61 yrs and above	1(3.7%)	0(0%)	0(0%)	0 (0%)	0 (0%)	1(1.1%)
Total	27(100%)	41(100%)	8(100%)	3(100%)	14(100%)	93(100%)

Source: Author's field work, May 2012.

Next, the responses were cross-tabulated with age in order to ascertain whether the age of respondents affect their intention to stay (see Table 4.7). From this table, at least 51.9% of the respondents between the ages of 31-40 years strongly agree that they intend to remain in academia. Again, about 14.8% of those between 41-50 years also strongly agreed to same. There is only 1 person (3.7%) from the 61 year group who also admitted this. The results show a positive scenario when the chunk of the young lecturers would want to remain in their fields, reducing the negative effects of high labour turnover.

According to Neuman, Reichel and Saad (1988), job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job.

Table 4.8: Intention to leave for a Public University

	Frequency	Percent
Valid Strongly agree	11	11.8
Agree	41	44.1
Disagree	10	10.8
Strongly disagree	17	18.3
Undecided	14	15.0
Total	93	100

Source: Author's field work, May 2012.

From Table 4.8, it is realized that the number of employees who would leave their current private institutions for a public university constitute a larger portion of the total sample size, being 55.9%. Those who would want to remain in private sector

teaching form a comparatively lower 29.1%. Satisfaction within teaching is associated with teacher effectiveness, which ultimately affects student achievement (Ashton & Webb, 1986; Carnegie Forum, 1986). Aside this, Shan (1998) also posits similar view by saying that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and in turn a contributor to school effectiveness.

The authorities of the three surveyed institutions, namely, Pentecost University College, Maranatha University College and Regent University College, indicated that the most important factors that people consider in selecting private university teaching are the love/passion they have for teaching, the relatively good salary conditions, flexible working conditions, autonomy, job security, and the prestige associated with lectureship. For the three case studies, lecturers are hired on a long term basis. The survey further revealed that the factors that the three institutions have put in place to ensure retention of academic staff and reduce turnover are the good salary conditions, the provision of facilities to enhance teaching and research in an academic environment, and promotion, among others. Other policies are the implementation of good staff development policies.

It was also discovered that Pentecost University and Regent University in particular have in place a Staff Development Program that is further meant to enhance the capacity of staff and achieve further commitment and retention. motivate staff to develop themselves. Periodically, one academic staff is selected and sponsored to do their Masters or PhD abroad. Apart from motivating staff to develop themselves, this policy is a form of retention because it makes staff stay and be committed to their

jobs, in the hope that they would be the one to be nominated to go for the study leave.

4.7 DISCUSSION OF FINDINGS

The results so far indicates that full- time employees form as large as 57.9% of the employees in the universities covered in this study. This seems to deviate from what other studies have found earlier. This is because according to a study carried out by Varghese (2004), it was found out that reliance on part-time academic staff is a common feature of private universities irrespective of their location and orientation. It was also revealed that there are occasions where private universities operate without any regular staff as most of the senior academic staff used for accreditation purposes are either on sabbatical or on part-time appointment because they are fully employed by public universities which have better conditions of service for them. This deviation or change could be attributed to the fact that recruitment and selection has become very costly and as a result, these private universities have chosen to learn from the existing fact and play contrary to the normal game plan.

The study also revealed that the majority of respondents are satisfied with both their jobs and the working environments. However, it also came out that respondents' level of satisfaction with their salaries is at a low ebb. This by implication means that most of the employees are still working for their institutions because of some level of internal motivation.

In terms of the challenges faced, the study revealed that the greatest challenge that lecturers face is the inadequate facilities to work with. Other challenges have been salary problems which is not different from other schools. This has been the

problem for a number of universities because pay is a greater cause of stress among academics (Kinman, 1988; Kinman and Jones (2004). In a study of the factors influencing faculty turnover at ten (10) Nigerian University colleges, Mallam found that the most influential factors on voluntary turnover was dissatisfaction with pay. Oshagbemi (1996) identified strong dissatisfaction among UK university teachers with pay, with 54% dissatisfied with their work and 30% satisfied with salary.

Concerning the retention of employees and their future career plans, it was found that the number of employees who would leave their current institution for a public university constitute a larger portion of the total sample size. The statistics show that these are employees who are between the ages of 31-40 years. This is followed by those in between 41-50 years. From the statistics, none of those who are more than fifty (51) years intend to leave.

Meanwhile in another study, Johnsrud and Rosser (2002) focused on the relationship between faculty members' perceptions of their work life and retention, and concluded that those perceptions affect morale which, in turn, had an impact on the decision to quit their careers or institutions. Drawing from Johnsrud and Rosser's framework, Rosser (2004) also explored the link between perceptions of work life and satisfaction, and its effect on intentions to leave. She operationalized work life to include issues such as professional development, administrative support, committee and service work, and technical support.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

Compared to the public universities, many of the private university colleges in Ghana are relatively new and are therefore confronted with a myriad of teething problems. Not least among these is the attraction and retention of highly quality academic staff. Already, many of these private institutions operate with a limited number of academic and other staff. Specifically, this study related to issues of the career choice, satisfaction and attitudes towards working conditions of work, the challenges, and the retention factors of academic staff in private universities in Ghana.

A descriptive survey, specifically the field survey was used to carry out the study. The target population was made up of three selected private university colleges in Accra namely Pentecost University College, Maranatha University College and the Regent University of Science and Technology. The selection of these institutions was based on their proximity to the researcher.

A total sample of 93 academic staff was used for the study. This was made up 33 respondents from Pentecost University, 28 and 32 from Maranatha and Regent University College of Science and Technology respectively. In addition, 3 Management Staff were also interviewed on the career development and retention plans they have in place for their staff. This selection of Academic Staff was based on Convenience Sampling whereas that of Management staff was based on random sampling technique.

The questionnaire was the main instrument of data collection. The data was analyzed with the help of software packages like the Statistical Package for Solution and

Services (SPSS). Descriptive statistics such as frequencies, tables, and percentages were also to present the data.

The results showed that the main reason why people enter the academia is the passion they have for teaching and also in order to conduct more research (78.9%) and contribute toward knowledge impartation. Other factors of importance were job security, autonomy, salary, flexible working environment and the prestige attached to teaching at the university level. Although the lecturers are generally satisfied with their jobs and work environments, they are quite dissatisfied about their salaries. For example, as much as 51.6% of the respondents indicated that they are not satisfied with their salaries compared to the 2.1% who indicated that they are strongly satisfied.

The study revealed that most of the respondents derive their job satisfaction from the passion they have towards teaching. Some have also indicated that their relationship with co-workers and opportunity to interact with other people are the factors that give them satisfaction towards their work.

The topmost problem facing the academic staff as revealed by the analysis was inadequate facilities to enhance teaching. Those with this view represent 31.6%. This was followed by delays in payments of salaries. This indicates that not only are the salaries meagre but also delays in being paid, thereby compounding the problems of the staff.

The study again showed that even though most of the respondents do not want to exit the academia, their commitment to their institutions was very lean. It was found that the number of employees who would leave their current institution for a public university constitute a larger portion of the total sample size.

5.2 CONCLUSION

It can be deduced from the results and findings of the study that good remuneration, pleasant co-worker relationship coupled with good working condition play an important role in gaining lecturers' job satisfaction which directly reflects in their intention to remain committed in an institution. By these findings, it is unbiased to conclude that job satisfaction has a relationship with lecturers' commitment both to their career and the institution they work for. However, this can be achieved if there is transparency in the reward system and if the rewards or compensation meets the aspirations of the beneficiaries.

5.3 RECOMMENDATIONS

One major lesson drawn from the study is that lecturers in private tertiary teaching would be more committed to their institutions when they are given commensurate reward. Based on this, it is recommended that measures have to be put in place not just to increase their salaries but also pay all their emoluments promptly. Hamermesh (2001) found that changes in compensation packages (increases or decreases) have concomitant impact on job satisfaction levels of employees.

Again, private institutions should devise ways of obtaining adequate facilities to enhance effective teaching and learning experience.

Moreover, it was deduced from this research that academic staff are dominated strongly by males. The figures clearly showed that of the number of academic lecturers 66.7% are male compared to 33.3% females which means the number of males are twice that of female which can probably be due to social-cultural problems that impede female access to education in Ghana. These problems must therefore be

sternly looked at and more females encouraged to take enter into lecturing in other for the equation to balance.

Furthermore, it came out from this research that the length of service of academic staff is between two to three years which means these private university lectures do not stay long enough to gain the necessary experience needed to enhance their work. More private lectures must be encouraged to stay longer in their chosen fields.

Nonetheless, the universities must have concrete career development structures as well as retention policies for their academic staff in other to develop and retain them in their various universities.

Last but not least, it came to light from this research that most private lecturers are dissatisfied with the promotion and promotion criteria in their various universities. Only 2.1% indicated they are very satisfied whereas as much as 35.8% of the respondents indicated being dissatisfied. The promotion and promotion criteria in private universities need to be taken a second looked at in other to boost the morale of academic staff in private universities to put in their best to help in the intellectual development of our country, Ghana.

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APPENDIX A: QUESTIONNAIRE FOR DATA COLLECTION

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,
KUMASI

COMMONWEALTH EXECUTIVE MASTERS IN BUSINESS ADMINISTRATION (CEMBA)

QUESTIONNAIRE FOR DATA COLLECTION

TOPIC: DETERMINANTS OF CAREER CHOICE, JOB SATISFACTION AND RETENTION OF ACADEMIC STAFF IN THREE PRIVATE UNIVERSITIES IN GHANA

AIM: The primary objective of this study is to examine the factors that affect the career choice, job satisfaction and retention of academic staff in Private Universities in Ghana. Information given will be solely used for academic purposes. You are also assured of full confidentiality, privacy and anonymity of all the information that will be given to ensure the success of the research. It is to enable the candidate write her thesis in partial fulfillment for Commonwealth Executive Masters in Business Administration.

Your assistance in answering the questions honestly and promptly would be greatly appreciated. Thank you for your cooperation.

Please tick or write out your responses where appropriate

A. DEMOGRAPHIC BACKGROUND CHARACTERISTICS

- 1) Sex: 1. Male [] 2. Female []
- 2) Age: 1. 20-30 yrs [] 2. 31-40yrs [] 3. 41-50yrs [] 4. 51-60 [] 5. Above 60 yrs []
- 3) Name of University: 1. Pentecost University College [] 2. Maranatha University College []
3. Regent University College []
- 4) Are you currently teaching on: 1. Full time [] 2. Contract [] 3. Part time []
4. Other (please specify)
- 5) Highest qualification: 1. MA [] 2. MPhil [] 3. PhD [] 4. Associate Professor []
5. Professor [] 6. Other (please specify).....
- 6) Position /Designation:
1. Assistant lecturer []
2. Lecturer []
3. Senior Lecturer []

4. Professor []

7) Number of years teaching at current institution:

1.0-1 year [] 2. 2-3years [] 3. 4-5years [] 4. 6-10 [] 5. Above 10years []

B). REASONS FOR YOUR PRESENT CAREER CHOICE

8) Reasons for entering academia - Tick as many as apply

1. Love of teaching/research []
2. Good salary []
3. Prestige []
4. Good/flexible working environment []
5. Freedom to use initiative and seeing tangible outcomes from job []
6. Being in academia offers the attributes I want from a career
7. Job security []
8. Autonomy []
9. Other (please specify).....

9) What was the most important reason that influenced your decision to work in a private university?

1. Love of teaching / research []
2. Good salary []
3. Prestige []
4. Good/flexible working environment []
5. Freedom to use initiative and seeing tangible outcomes from job []
6. Being in academia offers the attributes I want from a career
7. Job security []
8. Autonomy []
9. Other (please specify).....

10). Which of these was the least important factor in your decision to work in a private academic institution?

1. Love of teaching / research []
2. Good salary []
3. Prestige []
4. Good/flexible working environment []
5. Freedom to use initiative and seeing tangible outcomes from job []
6. Being in academia offers the attributes I want from a career
7. Job security []
8. Other (please specify).....

11) How would you rate your teaching/work load:

1. Excessive [] 2. Normal [] 3. Low [] 4. Very low []

C. LEVEL OF SATISFACTION

12). How satisfied are you at your job?

1. Very satisfied [] 2. Satisfied [] 3. Dissatisfied [] 4. Very dissatisfied []

5. Undecided

13). What are the reasons for your answer to Question (19) above?

.....

14). What would you rate as the single most important factor that gives you satisfaction with your present work?

.....

Please indicate your level of satisfaction with each of the under listed areas on a scale of 1-5 interpreted as follows: **1-Strongly Satisfied (SS), 2-Satisfied (S), 3-Dissatisfied, (D) 4- Strongly Dissatisfied (SD), 5-Undecided (UN)**

No.	Item	Level of satisfaction				
		1(SS)	2(S)	3(D)	4(SD)	5(UN)
15	Level of satisfaction with working environment					
16	Level of satisfaction with salary					
17	Level of satisfaction with other fringe benefits					
18	Level of satisfaction with promotion criteria					
19	Level of satisfaction with assessment/ performance appraisal criteria					
20	Satisfaction with career progression					

D. CHALLENGES FACED AT WORK

21) Do you as an academic staff face any challenges? 1.YES [] 2.NO []

22) If YES, what are they?

.....

.....

22) What measures do you take to ensure that these challenges do not affect your work?

.....

.....

24). What would you say is the most urgent challenge you encounter with regard to your work that affect your level of satisfaction?

.....

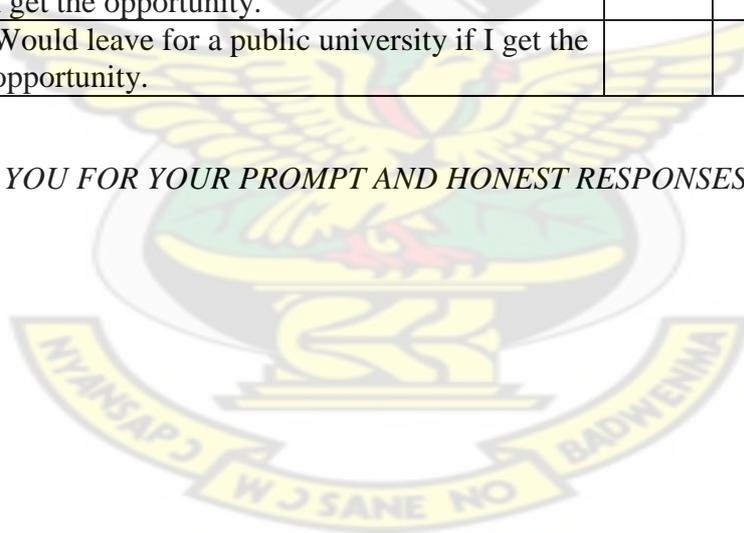
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E. RETENTION/PLANS FOR THE FUTURE

Please rate your level of agreement with your plans for the future from the under-listed areas on a scale of **1-5** interpreted as follows: **1-Strongly Agree (SA), 2-Agree (A), 3 Disagree (D), 4-Strongly Disagree and 5-Undecided (UN)**

No	Item	Level of agreement				
		1(SA)	2(A)	3(D)	4(SD)	5(U)
25	Intend to remain in academia for a long time					
26	Wish to remain in this institution for a long time.					
27	Intend to leave academia for another sector if I get the opportunity.					
28	Would leave for a public university if I get the opportunity.					

THANK YOU FOR YOUR PROMPT AND HONEST RESPONSES



APPENDIX B: QUESTIONNAIRE TO THE UNIVERSITY MANAGEMENT

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,
KUMASI**

***COMMONWEALTH EXECUTIVE MASTERS IN BUSINESS
ADMINISTRATION (CEMBA)***

**TOPIC: DETERMINANTS OF CAREER CHOICE, JOB SATISFACTION AND
RETENTION OF ACADEMIC STAFF IN THREE PRIVATE UNIVERSITIES IN
GHANA**

QUESTIONNAIRE TO THE UNIVERSITY MANAGEMENT

Introduction: The primary objective of this study is to examine the factors that affect the career choice, job satisfaction and retention of academic staff in Private Universities in Ghana. Information given will be solely used for academic purposes. You are also assured of full confidentiality, privacy and anonymity of all the information that will be given to ensure the success of the research. It is to enable the candidate write her thesis in partial fulfillment for Commonwealth Executive Masters in Business Administration.

Your assistance in answering the questions honestly and promptly would be greatly appreciated. Thank you for your co-operation.

SECTION A: Personal information

1. Name of respondent (Optional).....
2. Name of University:
 1. Pentecost University College []
 2. Maranatha University College []
 3. Regent University College of Science and Technology []
3. Position held in institution.....

SECTION B: Academic staff and retention policies

4. What is the total number of academic staff in this university?.....
5. What factors do you think people consider before coming to teach in this university?
 1. Love for teaching/research []
 2. Good salary []
 3. Prestige []
 4. Good/flexible working environment []
 5. Freedom to use initiative and seeing tangible outcomes from job []
 6. Being in academia offers the attributes I want from a career
 7. Job security []
 8. Autonomy []
 9. Other (please specify).....

6. For how long do you engage lecturers who teach in the university?

7. What are some of the policies and programmes put in place to ensure retention of staff in the university?

- 1. Good salary []
- 2. Good/flexible working environment []
- 3. Provision of facilities to enhance teaching []
- 4. Good retirement package []
- 5. Promotion []
- 6. Job security []
- 7. Autonomy []
- 8. Other (please specify)

.....

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8. Which of these options do you consider very effective and why?

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9. What else do you think could be done to enhance retention of academic staff in this university?

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