

UNIVERSITY FOR DEVELOPMENT STUDIES

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**ATTITUDES AND PERCEPTIONS OF ADMINISTRATIVE STAFF TOWARDS
CAREER DEVELOPMENT IN UNIVERSITY FOR DEVELOPMENT STUDIES**

GLADYS DIEDONG



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CAREER DEVELOPMENT IN UNIVERSITY FOR DEVELOPMENT STUDIES**

BY

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[UDS/MSA/0107/15]**

**THESIS SUBMITTED TO THE DEPARTMENT OF
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REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY
DEGREE IN SOCIAL ADMINISTRATION**

OCTOBER, 2020



DECLARATION

Student

I hereby declare that this thesis is the result of my original work and that no part of it has been presented for another degree in this University or elsewhere:

Candidate's Signature: **Date:**

Name: GLADYS DIEDONG

Supervisor

I hereby declare that the preparation and presentation of the thesis was supervised per the guidelines on supervision of thesis laid down by the University for Development Studies.

Supervisor's Signature: **Date:**

Name: PROF. ELIASU ALHASSAN



ABSTRACT

The study was conducted at the University for Development Studies (UDS). The overall aim of this study was to examine the attitudes and perceptions of administrative staff towards their career development at the University for Development Studies of Ghana. The specific objectives are to examine the attitudes of the administrative staff of UDS towards their career development, to examine the perceptions of the administrative staff of UDS towards their career development, to find out the motivational strategies by management towards administrative staff career development, and to assess the challenges associated with administrative staff career development in UDS. A mixed-method approach and cross-sectional design were employed. Stratified, simple random, and purposive sampling techniques were used to select the respondents. The questionnaire and interview guide were the main instruments used to collect data from a sample of 124 administrative staff. The data collected were analysed with Statistical Package for Social Sciences and presented in descriptive statistical tables and graphs. The results of the study revealed the attitudes of the administration of the Institution's policy regarding staff development. Respondents were however not satisfied with the administration of the policy. Also, administrative staff perceived the conduct of training needs assessments to be non-existent. Again, career development was considered limited i.e., inadequate training opportunities, delay and lack of fairness in staff promotions, and poor monitoring and supervision of staff. Further, these challenges have unveiled a lack of regular training programmes such as refresher courses, workshops, seminars among others. Based on the above findings, the study, therefore, made the followings recommendations; the administration of the Institution's policy on staff development must be followed accordingly. Also, more capacity building and training opportunities should be made available to staff through scholarships, in-service training, and training seminars by management. Further, management must re-examine the issue of staff promotions to ensure fairness, transparency, and timeliness. In conclusion, staff career development in the Institution must be given the needed attention since career development influences staff performance.



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DEDICATION

To my husband, Dr. Adams Abdulai, and our lovely children; Abdulai Hamsuad Ajaasuma, Abdulai Hamdia Deliwine, and Abdulai Hammaad Hinane. Not forgetting my late parents Mr. and Mrs. Diedong and to the entire Diedong family for their prayers, encouragement and support.



TABLE OF CONTENTS

TITLE PAGE i
DECLARATION..... ii
ABSTRACT..... iii
ACKNOWLEDGEMENT iv
DEDICATION..... v
TABLE OF CONTENTS vi
LIST OF TABLES x
LIST OF FIGURES xi
ABBREVIATIONS/ACRONYMS xii
CHAPTER ONE 1
 1.1 Introduction 1
 1.2 Background of the Study 1
 1.3 Problem Statement 5
 1.4 Research Questions 7
 1.5 Research Objectives 8
 1.6 Significance of the Study 8
 1.7 Scope of the Study 9
 1.8 Limitations and Delimitations of the Study 10
 1.9 Organisation of the Study 11
CHAPTER TWO 12
LITERATURE REVIEW 12
 2.1 Introduction 12
 2.2 Operational Definitions of Concepts 12
 2.2.1 Career 12
 2.2.2 Career development 13
 2.2.3 Motivation 14
 2.2.4 Attitude 15
 2.2.5 Perception 16
 2.3 Theoretical and Conceptual framework 16
 2.3.1 Theoretical Framework 16





2.4 Some elements of career development from the individual’s perspective.....	20
2.5 Role of Career Development.....	22
2.6 Importance of Career and Career Development.....	22
2.7 What processes support career development?.....	25
2.8 Attitude of Administrative Staff on Academic Progression.....	26
2.9 Perceptions of Administrative Staff on Academic Progression	28
2.10 Motivation of Administrative Staff on Academic Progression.....	29
2.11 Organisational Support and Practice	31
2.12 Chapter Summary.....	32
CHAPTER THREE.....	33
RESEARCH METHODOLOGY	33
3.1 Introduction	33
3.2 Study Area.....	33
3.3 Research Design and Approach	36
3.4 Target Population	37
3.5 Sample Size Determination.....	38
3.6 Sample and Sampling Techniques	40
3.7 Data Collection Instruments.....	42
3.7.1 Questionnaire.....	43
3.7.2 Key informant Interviews.....	43
3.8 Sources of Data	44
3.8.1 Primary Source	44
3.8.2 Secondary Source	44
3.9 Data Analysis and Presentation.....	45
3.10 Reliability and Validity	46
3.11 Ethical Consideration	46
3.12 Chapter Summary.....	47
CHAPTER FOUR.....	48
ANALYSIS OF RESULTS AND DISCUSSIONS OF FINDINGS	48
4.1 Introduction	48
4.2 Characteristics of the Respondents	48



4.3 Attitude of administrative staff towards career development	52
4.3.1 Job satisfaction of administrative staff of the University for Development Studies	52
4.3.2 Training programmes on administrative staff development.....	57
4.4 Perceptions of Administrative Staff towards Career Development	61
4.5 Motivation of Administrative Staff on Career development.....	69
4.5.1 General staff motivation	69
4.5.2 Motivation in pursuit of career development of administrative staff	73
4.6 Challenges Faced by Administrative Staff of UDS in their Performance.....	80
4.7 Suggested Ways of Improving Staff Performance in the Institution	85
4.8 Future Training Needs for Staff.	87
4.9 Chapter Summary.....	90
CHAPTER FIVE	91
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	91
5.1 Introduction	91
5.2 Summary	91
5.2.1 Staff attitude towards career development	91
5.2.2 Staff perception towards career development	92
5.2.3 Motivation of staff towards career development.....	94
5.2.4 Challenges associated with staff career development	96
5.2.5 Ways of improving staff performance in the institution.....	97
5.2.6 Future training needs of staff.....	98
5.3 Conclusions	100
5.3.1 Staff attitude towards career development	100
5.3.2 Staff perception towards career development	100
5.3.3 Motivation of staff towards career development.....	101
5.3.4 Challenges associated with administrative staff career development	101
5.3.5 Ways of improving staff performance in the institution.....	102
5.3.6 Future training needs of staff.....	103
5.4 Recommendations	103
5.4.1 Staff attitude towards career development	103

5.4.2 Staff perception towards career development	104
5.4.3 Motivation of staff towards career development	104
5.4.4 Challenges associated with staff career development	105
5.4.5 Ways of improving staff performance in the Institution	106
5.4.6 Future training needs of staff.....	107
5.5 Chapter Summary.....	107
REFERENCES.....	108
APPENDICES	116
Appendix I: Questionnaire for Administrative Staff	116
Appendix II: Interview Guide for Key Informants (Head of Training & Development (1), Campus Officers (2), Faculty Officers (5), and Unions Leaders - SSA-UDS & GAUA - 2).....	123



LIST OF TABLES

Table 3.1: Sample size distribution.....	40
Table 4.1: Profile of the respondents	50
Table 4.2: Job satisfaction of administrative staff (senior staff).....	56
Table 4.3: Training programmes on administrative staff career development	60
Table 4.4: Perceptions of administrative staff on career development	64
Table 4.5: Motivation in pursuit of career development.....	79
Table 4.6: Challenges facing UDS staff in their performance	81
Table 4.7: Suggested ways to improve staff performance	85
Table 4.8: Areas of staff training needs for career development	88



LIST OF FIGURES

Figure 2.1: Career development from an individual’s perspective.....21

Figure 3.1: UDS Campuses Map35

Figure 4.1: General staff motivation.....72

UNIVERSITY FOR DEVELOPMENT STUDIES



ABBREVIATIONS/ACRONYMS

ADVANCE	Agricultural Value Chain Enhancement
CBOs	Community Based Organisations
HIL	Higher Institution of Learning
HND	Higher National Diploma
HODs	Head of Departments
HR	Human Resources
IBBUC	Ibrahim Badangida University Lapai
KWS	Key Word Signalling
LOC	Locus of Control
NGOs	Non-Governmental Organisations
SEI	Student Evaluation of Instruction
UDS	University for Development Studies
UWR	Upper West Region



CHAPTER ONE

1.1 Introduction

This study aimed to achieve the main objective of ascertaining perceptions of the administrative staff of the University for Development studies towards career development. It is presented in five chapters, comprising the introduction, literature review, methodology, results and discussion, and conclusion.

1.2 Background of the Study

Career development of administrative staff makes significant contribution to the attainment of the mandate of higher institution of learning and reinforces its place as a legitimate educational partner in the provision of higher learning (Smith, M., Brooks, S., Lichtenberg, A., Mcilveen, P. & Torjul, P., 2009). Higher Institutions of Learning (HIL), therefore, play a central role in the human capital development of every nation. A nation with a weak human resource base is unlikely to experience the fast pace of development. The quality of education delivered by higher institutions of learning, therefore, determines to a large extent the contributions to societal development and the country as a whole. Afful-Broni (2004) noted that the mandate of higher institutions of learning is to offer a high quality of learning experience to students where the staff interface with students and manage this learning experience. Hence, sharpening the career of these staff is critical in determining the quality of this interface.

Studies have shown that different factors influence the performance of staff in varied locations and settings. The performance of teaching and non-teaching staff is not only



a function of ability but also of motivation (Nnko, 2010). Mmakasa (2007) indicates that a good salary, good physical working conditions, recognition, and many other factors, if well considered, could boost one's motivation leading to higher performance. Nadeem et al. (2011) also identified duties and demands on time, low pay, lack of support from other staff, and students conduct issues as variables that affect the level of staff motivation. Therefore, a well-motivated staff with the right attitude and perceptions do not only build a national and international reputation for themselves but their institutions. This corporate reputation is vital in attracting a high caliber of students, research funds, and consultancy service contracts. However, such achievements are possible only with exceptionally high levels of commitment from the employee.

These reviews show clearly that career development influences staff performance across organisations. The factors that influence career development are dynamic in nature and local context matters. Abang, Othman, and Suleiman (2013) noted that motivation is only one tool which may be used by the effective manager, but other approaches are available. However, one of the biggest factors affecting the performance of employees in an organisation is poor motivation leading to poor performance (Gupta, 2008), and the University for Development Studies is not left out.

Meanwhile, higher institutions of learning are mandated to impart knowledge (teaching, and/or training), research and development, provision of consultancy services as well as administrative services to improve the quality of life (Afful-Broni,



2004). To effectively deliver on this mandate, qualified and competent employees are recruited to perform this task.

Hence, employees form the core of every formal and informal organisation. They are the conduit through which organisations run. To understand the importance of the employee in an organisation, it requires understanding the pivotal role the human element plays in running the organisation. Therefore, a well-managed organisation sees the average worker as the root source of quality and productivity gains. Hence, such organisations do not look up to capital investment, but to employees as the fundamental source of improvement. The world, therefore, looks up to effective and efficient performing organisations, which would provide high job satisfaction to their employees and would also cherish excellence. This is only possible when the career development of the employee is taken seriously.

Therefore, the employee reaction is determined by his/her attitude and perception developed within himself/herself over the years. Their attitudes and perceptions, therefore, have a significant impact on their performance which eventually feeds into the performance of the organisation. It is therefore important to fulfill the needs and wants of the employee which would be the outcome of his/her enthusiasm shown by him/her towards his/her work accomplishment.

Consequently, attitude, in that case, is a reflection of a person's tendency to feel, think or behave positively or negatively towards another person or an object (Robertson, 1995 as in Aduama, 2016). Attitude is classified into three dimensions; cognitive (beliefs), emotive (feelings), and behavioural (dimensions) (Piderit, 2000). Using a 5-



point Likert scale in an organisation, Lowe, Schellenberg, and Shannon (2003) rated employees' attitudes in the work environments and reported that higher job satisfaction, morale, organisational commitment, lower absenteeism, and intent to quit were issues that scored higher in terms of employees' attitudes. Similarly, Abang, Othman, and Suleiman (2013) analysed the causes of poor attitude to work in Malaysia using mixed methods. The results show that poor motivation, inadequate training and development, and job insecurity were the cause of poor attitude to work.

On the other hand, perception in the view of Schacter et al. (2011) is referred to as an interpretation of sensory information to represent and understand the environment. One's perception can be shaped by learning, memory, and expectations (Bernstein, 2010). Employees attempt to understand their work environment by making inferences from past experiences, taking cues from other employees within or without the same organisation or making projections of what they expect to be the outcome of changes in the organisation.

However, employees in the university system comprise, teaching staff and non-teaching (administrative) staff. The distinction between these two sets of employees is that the administrative staff provide the services which enable teaching to run smoothly by the teaching staff. This, therefore, calls for the development of both staff of the university and this should be seen as a shared responsibility of management and the individual employee.

Management on their part, formulate policy guidelines, provide the right resources, and a conducive environment that supports the growth and development needs of the



individual employee. In the case of the University for Development Studies, the Institution developed policy guidelines on employee development/growth. Besides, the mentoring policy of the University reiterates the need for the policy to identify, unearth and develop the potentials/capacities of all staff within the University in the area of publication, teaching, and administration to improve the quality of the staff and the overall performance of the University (UDS, 2012). But whether this has been followed to the letter remains the question unanswered. Besides, the commitment to the policy guidelines by management for employees' development particularly, administrative staff for the improvement of their knowledge, skills, and competencies as well as improving the quality of staff leaves much to be desired. It is in the wake of this that the study is being undertaken to examine the attitudes and perceptions of administrative staff towards their career development.

1.3 Problem Statement

Preliminary investigation gathered some complaints from administrative staff about the delay by the management of the University for Development Studies to permit staff to embark on further studies (develop their careers) and even those who obtained study leave to pursue further studies are either delayed in being promoted or denied promotion. This, the researcher thought could serve as a demotivation to this category of staff which could lead to employee turnover in the Institution.

A university as a higher institution of learning (HIL) trains and chains out all categories of manpower capable of taking up jobs in both formal and informal organisations. It is thus expected that employees of universities should be well trained and motivated to

be able to train the categories of students who get enrolled in the university. This category of staff that forms part of the trainers is the administrative staff of the university. The right employee training, development, education, and motivation provide big payoffs for the organisation in increasing productivity, knowledge, loyalty among others. Also, developing an employee career aids him/her to continue to make the necessary positive contribution to the success of the organisation regarding his/her performance on the job (Heathfield, 2012). Hence, the process of mentoring, grooming, and developing the employee as he/she progresses to his/her career is relevant for the organisation.

Career development of the employee is viewed as a lifelong process, with emphasis on very early development (Ginzberg, Ginsburg, Axelrad, & Herma, 1951) and hence, the progress of the employee is very critical and this could be based on either attaining a qualification(s) or perhaps on a long service basis (experience). And so, policy on employees' development set by management in an organisation should be implemented according to its Human Resource Policy (HRP) as employees' progress in their career.

The HRP structure for the employee should define the different levels of jobs or groups of jobs by referring to relative internal value as determined by job evaluation. It should provide a progression path by added skills or performance competence. For instance, the UDS policy on staff development is clear but whether it is followed and staff rewarded accordingly for added skills, qualifications attained and performance competence is a different matter altogether. In short, rewarding skills development, experiences, qualification attainment, and professional competence turn to be



problematic and sometimes very weird as staff especially, administrative staff progress in their career either by obtaining a qualification(s) or on a long service basis (experience).

This study is further informed by the fact that while there have been increasing trends to study either employees' attitudes or perceptions, much of this research has been conducted in other public organisations and on different subjects than HIL and career development where the working conditions of employees differ from other organisations. For instance, existing literature revealed that many of the studies were conducted on job satisfaction, performance management, learning and instructional effectiveness, organisational change but gave no prominence to career development (Centra, & Gaubatz, 2005; Nduro, 2012; Srivastav & Das, 2013; Matsetselane, 2015; and Aduama, 2016). There is, therefore, the need to examine the attitudes and perceptions of administrative staff towards their career development in the University for Development Studies to appreciate the concerns of the administrative staff of UDS better and hence, the study.



1.4 Research Questions

The research sought answers to the following questions: The main question of this study is, what are the attitudes and perceptions of administrative staff towards their career development at the University for Development Studies. Specifically, the study seeks to answer the following questions:

1. What are the attitudes of administrative staff towards their career development in UDS?

2. What are the perceptions of administrative staff in UDS about their career development?
3. What are the strategies of motivation by management towards administrative staff career development? and
4. What are the challenges associated with administrative staff career development in UDS?

1.5 Research Objectives

The main objective of this study is to examine the attitudes and perceptions of administrative staff towards their career development at the University for Development Studies. Specifically, the study sought to answer the following objectives:

1. To examine the attitudes of the administrative staff of UDS towards their career development;
2. To examine the perceptions of the administrative staff of UDS towards their career development;
3. To find out the motivational strategies by management towards administrative staff career development; and
4. To assess the challenges associated with administrative staff career development in UDS.

1.6 Significance of the Study

Higher institutions of learning play a central role in the human capital development of every nation. A nation with a weak human resource base is unlikely to experience the



fast pace of development. The quality of education delivered by HIL determines to a large extent the contributions to societal development and the country as a whole. Therefore, the study is relevant in many ways.

First, the outcome of this study would be relevant in support of the design of policies within the university setting and also as an encouragement for the Management of HIL to take their staff career development seriously.

Also, the study would unearth the demotivational factors hampering the full utilisation of skills by staff in the university environment for improvement. This would be useful to management and administrators in their decision-making processes, service delivery, and the reduction of staff turnover in the future.

Finally, it will reveal the real research efforts by HIL and how such research undertakings impact the community within which the institution operates. Thus, the research would add up to existing literature that may be used by future researchers.

1.7 Scope of the Study

Thematically, the study focused on the attitudes, perceptions, motivation, and challenges of the administrative staff of the UDS. Higher Institutions of Learning (HIL) play a pivotal role in modeling future leaders and having staff with the right attitudes towards career development is important in ensuring the achievement of this goal. Hence, the study considering issues of attitudes, perceptions, motivation, challenges as well as prospects of administrative staff is a call in the right direction.



Geographically, the study was limited to the University for Development Studies specifically, the Wa and Tamale Campuses. It was also limited to the administrative staff particularly, the senior staff category and some selected senior officers of the University who served as key informants.

1.8 Limitations and Delimitations of the Study

Limitations are inevitable in every research. One major limitation faced by the researcher was the difficulties in getting respondents to respond to the questionnaires. This was because; respondents were either busy in their offices or outside the office. It was quite difficult getting their attention to respond to the questionnaire. In some instances, some respondents were not just willing to complete the questionnaire for reasons best known to them.

In overcoming these challenges, the researcher made some follow-up just to get to them and those who were not willing to respond to the questionnaires were replaced with people who were willing and ready to answer the questions.

Another limitation that cannot be ignored is the time constraint. The time limit given for the submission of the final draft of this work coupled with family issues of the researcher was also a key limitation in carrying out this work. Finance was also a serious constraint on the researcher since the research required the use of some financial resources to be able to go to the two campuses to secure the necessary information. This included traveling costs, internet services, and printing of questionnaires. However, the researcher still manages to get time and finances to able to conduct the research.



Besides, because of the highly decentralised nature of universities where many autonomous individuals and departments carry out the core functions and also, considering the categories of staff work in the Institution. It was not possible covering all categories of staff and all the four campuses of the Institution due to the limited period and the financial commitment involved and hence, the study was limited to some selected staff and campuses.

These and many other obstacles limited the research in one way or the other. Despite the limitations above, the study was successfully carried out and there is no doubt about the credibility of the research.

1.9 Organisation of the Study

The study is organised into five chapters. Chapter one gives a brief introduction to the research problem and the main objectives addressed in the study. Chapter two reviews the related literature relevant to the study. This covers the theoretical framework for career development and empirical works that looked at staff attitudes, perceptions, and motivation. Chapter three focuses on the methodology employed in the study to cover the description of the study area, sources, population and sampling, data collection instruments, data analysis, and presentation. Chapter four presents and discusses the main results and findings emanating from the study covering the three main thematic areas of the study: attitude, perception, motivation, and challenges. Summary, conclusions, and recommendations are covered in chapter five.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents and discusses the relevant literature review that supports this study. The review focuses on five key areas that the objectives of the study intend to address. The chapter covered a theoretical framework for motivation and staff progression and some key concepts, literature relating to the attitude of staff towards academic progression, the literature on staff perceptions on academic progression, the literature on the motivation of staff on academic progression, and a summary of the chapter.

2.2 Operational Definitions of Concepts

2.2.1 Career

Career is a multifaceted concept. It can be about meaning, sense of purpose and direction. It also includes ideas of progression and development both at work and on a personal level. Hence, it embraces ideas about lifelong learning as well as skill development. It's concerned with people's futures – the skills they want to develop, what they want to achieve at work, and as a person – as well as their future employability in a rapidly changing labour market (Handy, 1989 as in Cedefop, 2008). Hence, the operational definition of the concept is the Handy definition. The study considers issues such as staff progression, development, achievement, and skills development at the University for Development Studies.



2.2.2 Career development

A career is defined as a sequence and variety of work roles, paid or unpaid, that a person takes on throughout his/her life. Also, it is a construct that enables individuals to make sense of valued work opportunities and how their work roles relate to their wider life roles (Career Development Institute [CDI], 2017).

Therefore, career development is a unique and lifelong process for each individual in managing learning, work, and transitions to move forward and participate effectively in work and society. Successful career development is important to individuals' personal and economic well-being, social mobility, and both economic productivity and social justice (CDI, 2017). Career development is viewed as very pivotal in the life of a person if he/she should contribute effectively to the development of society.

Hence, career development involves two facets as discussed in turn:

1. Career learning – education – consisting of planned and progressive learning experiences throughout a person's life which is often delivered in group settings. It helps to develop lifelong career management capabilities and competencies a person needs to:

- Learn about themselves and the opportunities available;
- Convert careers information into personal career understanding;
- Weigh up and consider the impact of influences from family, friends, and peers;
- Access experiences with employers and education and training providers, mentors, and work-related activities;



- Access personal career guidance/career coaching;
- Make informed decisions about learning and work options and participate effectively in work and society;
- Learn how to present themselves for employment and learning opportunities including the use of digital media.

2. Personal career guidance/career coaching provides individualised interventions that help individuals to build on their career education/learning and to decide on their career goal(s).

This is a process that enables individuals to consider their circumstances, values, and aspirations; confront any challenges; resolve any conflicts; build resilience and confidence; develop new perspectives; justify their thinking and reach a decision in the light of relevant career and labour market information.

Operationally, the researcher settled on the CDI definition. The researcher looks at unique and lifelong process learning, transitions, effective participation in work and the society, individual personal and economic well-being, social mobility both economic productivity and social justice.

2.2.3 Motivation

The concept of motivation has been variously defined. For Nelson and Quick (2003), it is the process of arousing and sustaining goal-directed behaviour. Wikipedia (2010) describes it as goal-oriented behaviour. Whilst Pinder (1998) defined it as the internal



and external forces that trigger work-related behaviour and determines its form, direction, intensity, and duration. These definitions have common implications.

- First, motivation is an inner-built in humans that need to be triggered or activated;
- Second, a motivated person at one time may be demotivated in another period, hence motivation is temporal; and
- Third, the importance of motivating an individual is to help management in aligning employee behaviours with organisational goals so that they can be accomplished. Thus, to direct the thinking and performance of employees towards an effective and efficient achievement of organisational goals.

2.2.4 Attitude

In the view of Robertson (1995) as in Aduama (2016), attitude is a reflection of a person's tendency to feel, think or behave in either a positive or negative manner towards another person or an object. Attitude can therefore be classified into three dimensions; cognitive (beliefs), emotive (feelings), and behavioural (dimensions) (Piderit, 2000). Hence, issues such as poor attitude to work, poor motivation, inadequate training, and development, and job insecurity can contribute to the negative feeling of an employee. Such feelings can be seen in an employee's commitment, frequency to work, performance, and so on. Organisations must critically consider these issues and hence, its consideration for the study.



2.2.5 Perception

On the other hand, perception in the view of Schacter et al. (2011) is referred to as an interpretation of sensory information to represent and understand the environment. As noted by Bernstein (2010), one's perception can be shaped by learning, memory, and expectations. An attempt by employees to understand their work environment by making inferences from past experiences, taking cues from other employees within or without the same organisation or making projections of what they expect to be the outcome of changes in the organisation. All these among others can influence the employee's perception of the organisation.

2.3 Theoretical and Conceptual framework

This section of the literature review looks at two key theories and concepts underpinning the study. The two theories reviewed are expectancy theory and theories of motivation. A conceptual framework has also been presented and discussed to help put the work in its right perspective. Since a social researcher needs a theory(s) that will guide him/her in the construction of his/her research and aid the analysis (Twumasi, 2001), this study adopted the expectancy theory and theories of motivation as its foundational theories.

2.3.1 Theoretical Framework

Researchers and academics have expressed differing views on what a theory is that even though these views all seem to be centered on the same thematic area. Kerlinger (1979 cited in Creswell, 2009:51) defined a theory as “a set of interrelated constructs



(variables), definitions and propositions that present a systematic view of a phenomenon by specifying relations among variables, to explain natural phenomena”.

2.3.1.1 Expectancy Theory

Several theories (models) of motivation have been proposed and discussed by literature. However, each model has its strength and weaknesses. For instance, Vroom’s expectancy theory differs from the content theories of Maslow, Alderfer, Herzberg, and McClelland in that, Vroom’s expectancy theory does not provide specific suggestions on what motivates employees of an organisation. Instead, Vroom’s theory provides a process of cognitive variables that reflects individual differences in work motivation. From a management perspective, the theory has some important implications for motivating employees. It outlines some important issues that seek to motivate employees. It alters the employee’s effort-to-performance expectancy, performance-to-reward expectancy, and reward valences.

While need theories of motivation (Alderfer, 1972; Herzberg, 1968; Maslow, 1970 & McClelland, 1976) attempt to explain what motivates people in the workplace. And so, expectancy theory is more concerned with the cognitive antecedents that go into motivation and the way they relate to each other. Thus, expectancy theory is a cognitive process theory of motivation that is based on the idea that people believe there are relationships between the efforts they make at work, the performance achieves from that effort, and the rewards received from their effort and performance.

People will therefore be motivated if they believe that strong effort will lead to good performance and good performance will lead to desired rewards. Vroom (1964) first



proposed the expectancy theory which has a direct application to work settings. It was later expatiated and returned by Porter and Lawler (1968) and Pinder (1987).

This theory is based on four assumptions:

- People join organisations with expectations about their needs, motivations, and past experiences. These influence how a person reacts to the organisation;
- One's behaviour is a result of conscious choice. That is, people are free to choose those behaviours suggested by their expectancy calculations;
- People want different things from the organisation, for example, good salary, job security, advancement, and challenge; and
- People will choose among alternatives to optimise outcomes for them.

The expectancy theory is based on these assumptions with three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he/she believes that:

- (i) an effort will lead to acceptable performance (expectancy);
- (ii) the performance will be rewarded (instrumentality), and
- (iii) the value of the rewards is highly positive (valence).

Hence, the above theories are used as foundation theories for this study and consider issues like motivation, performance, rewards, and among other things. Since the expectancy theory does not provide specific suggestions on what motivates employees of an organisation but rather focused on cognitive motivation other theories of motivation were considered to complement the expectancy theory because issues of motivation are outlined clearly by them.



2.3.1.2 Theories of motivation

The theories of motivation have been classified into two: the content motivation and process motivation theories (Anonymous, 2009). Content theories try to explain why people have been motivated and the different work settings and ways it happens. Theories that fall under this category are the need theories (Maslow, 1954 & Alderfer, 1972), and job content theory (Herzberg, 1966 and Hackman & Oldham, 1975). For instance, Herzberg proposed the Two-Factor Theory of Motivation (motivators/satisfier) and (hygiene factors).

The motivators/satisfiers include; recognition, responsibility, work itself, achievement, advancement, and growth. While the hygiene factors are; company policy and administration, working conditions, supervisor-supervisee relationship, salary, personal life, supervision, status, and security.

Hence, motivators seek to fulfill the individual needs and personal growth whilst hygiene factors look at the social aspect of the employee. Because man is a social being and should be handled as such in the view Herzberg, when the hygiene factors are not well managed or handled, they can create dissatisfaction among workers.

Empirically, Itsekor, Victoria, and James (2012) analysed the influence of digital literacy on career progression and work motivation of academic library staff in Nigeria in the face of reported challenges in upgrading their skills. Using a sample of 96 respondents across seven institutions, the study found that majority of staff had good job motivation. While 56.3% affirmed their appreciation for the support received from their supervisors and colleagues in their career development, low utilisation due to lack



of training received an impact on their job satisfaction and career progression. The results further show that 58% of staff were satisfied with progress in their careers as they witnessed pay increases over the years.

2.4 Some elements of career development from the individual's perspective

For an individual to manage his/her career over time within an employing organisation, and in the labour market more broadly, an individual will usually need to engage with five main areas of thinking and action as indicated in Figure 2.1.

The top of the model may be familiar to guidance professionals, with self-knowledge on one side and appreciation of career options on the other. In planning one's career, the individual needs to consider not just his/her interests and aspirations, but also what kind of opportunities may exist, both in and out of the current organisation. CEDEFOP (2007) indicates that career information, even inside a particular organisation, is of limited value to individuals without an understanding of how they are applied to people in the organisation, and the kind of jobs they might be considered for as credible candidates. This suggests that feedback from others is a critical input to self-knowledge.

Inside an organisation, career planning is often about using discussions and advice to inform a personal plan or sense of direction. However, further discussions and negotiation are often needed to gain support from others in the organisation who have the power to give access to work or learning opportunities (Herriot & Pemberton, 1995 as in CEDEFOP, 2007).



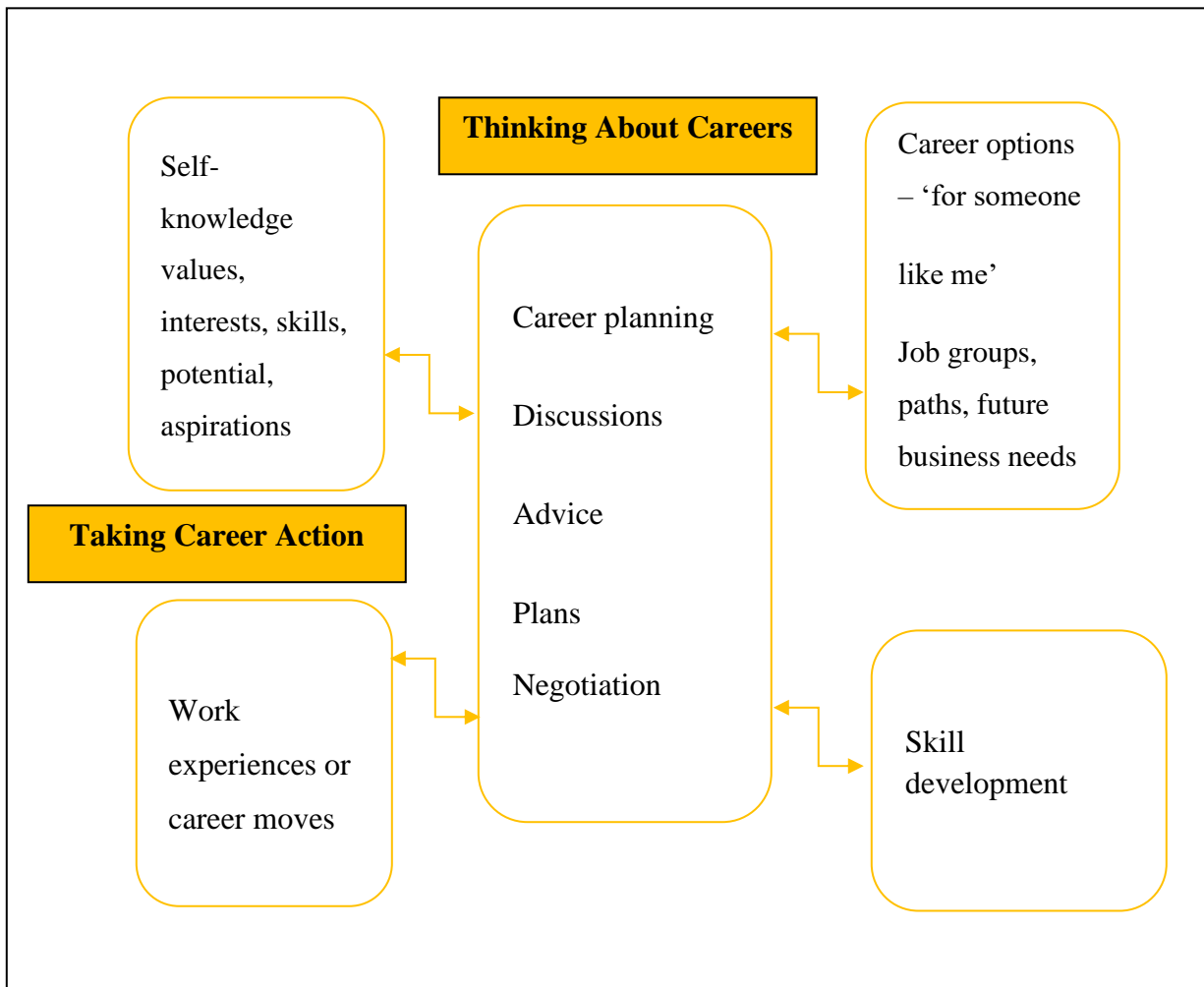


Figure 2.1: Career development from an individual’s perspective
Source: Adopted from CEDEFOP, 2007



The bottom part of Figure 2.1 links career planning to take action, both in terms of accessing work experiences, including making job moves, and accessing formal and more personalised forms of learning. Such action involves navigating a range of formal and informal processes and gaining support from a range of people. As indicated by CEDEFOP (2007), individuals need career skills to achieve such action, just as much as they do to frame their career plans or decisions.

All these areas of thinking and action can reasonably be considered to be included in ‘career development’ for individuals in employment. From the employer’s point of view, supporting career development means supporting individuals in all these aspects, not just in thinking about careers but also in taking career action. Employers will only do this if they can see career development as supporting the needs of the business, not just the desires of employees.

2.5 Role of Career Development

Hackman (1986) noted that organisations should recognise the positive career development of their workforce as a way of helping to attract and retain the best employees. Effective guidance will assist the development of the knowledge economy for the benefit of individuals, employers, and society as a whole. Therefore, it requires a cultural shift of management behaviour in organisations towards self-management and the involvement of all concerned.

Besides, understanding how to motivate employees, and knowledge workers, in particular, is a critical factor for organisational success. It is therefore important to give the needed attention to the career development of employees. This is vital not only for skill development but also to help motivate superior performance at work thus, it gives people a clearer sense of direction and purpose (European Centre for the Development of Vocational Training, 2008).

2.6 Importance of Career and Career Development

More effective guidance will assist the development of a knowledge economy and benefit individuals, employers, and society at large. Career development is therefore



considered very critical for individuals, employers, and the government. Effective career development is important not only for the individual but also for the organisation that employed him/her. Both of them contribute to achieving the goals of the organisation more effectively (Cedefop, 2008).

Changes in the structure and organisation of work as well as the growth in the knowledge-based economy called for the re-thinking of what a career means to the individuals (Arnold & Jackson, 1997). The knowledge economy is usually defined, and most easily measured, by looking at the number of people employed in high to the medium technology industry and business services (Eurostat, 2005 as in the European Centre for the Development of Vocational Training [Cedefop], 2008). In the 20th Century, the term ‘career’ was mainly used to describe the occupational choice and work history of managers and professionals. It was often linked to ideas of progression up an organisational hierarchy. While a lot of people will continue to pursue this kind of organisational career, many more will be leading very different working lives.



There are two main reasons for giving attention to career development issues of employees:

1. For people and businesses to realise their full potential;
2. To enable people and businesses to manage change in the structure of employment opportunities as well as making people aware of learning, work, civic, and leisure opportunities. It helps to build confidence and empower individuals.

CEDEFOP (2008) indicates that many organisations do not have clear processes for career development within. Even if there is, is often only targeted at key talent groups such as managers. It is assumed that other employees will get help and advice from their line managers informally. It is also assumed that normal training and job filling processes give them access and information they need about job opportunities.

In the view of the author, effective career support by employers to their employees in the workplace should meet both the business and individual needs. This can only be sustained if the mutual benefit is clear to both parties. Hence, paying attention to career development is particularly important as the workforce becomes increasingly diverse. Because the performance of all employees matters to the organisation as well as to the individuals.

Governments also play a critical role in facilitating career development, not just because of supporting the development of the knowledge economy but also avoiding the consequences of some people being left out from having careers. Recognising the fact that everyone is potentially career-oriented and that, as a consequence, everyone has career development needs, means that attention must be given.

For instance, a communiqué from the Third international symposium on career development and public policy held in Sydney in April 2006 identified that career development supports workforce development in three (3) ways:

- i. Workforce preparation: how the career development of young people is supported before they enter into the labour market;



- ii. Workforce adaptability and sustainability: how career development support is provided to employed workers; and
- iii. Workforce reintegration: how career development support is provided to adults as they move in and out of the labour market and between employers.

2.7 What processes support career development?

Career Development in the workplace involves a wide range of processes and activities. Some of the most important facilitators of career development would not generally be seen as career processes at all. For instance, job design has a key influence, both on how much development is possible within a job role, and in whether job roles are designed with progression between them in mind.

CEDEFOP (2007) indicated that filling a vacancy is critical, particularly in deciding who can apply for it; how candidates are short-listed and then selected; and whether management is willing to let the individual try a job he/she has not done before. Hence, access to training, and self-managed learning including support for gaining qualifications, could open up career pathways for existing employees to jobs that require special skills or qualifications. The performance management or appraisal process often generates information that is used in internal selection decisions, and so this also influences careers.

Besides, core human resource processes in many large organisations have more structured processes for supporting the career development of people who have the potential. For example, graduate-entry schemes, succession planning, talent pools,



development programmes at key transitions, personal mentoring, and coaching are widely used, but usually only for selected groups of employees (CEDEFOP, 2007).

According to Hirsh et al. (2001) as in CEDEFOP (2007:5), careers are influenced by informal processes through which employees receive advice from others, and those with jobs use their internal networks to gain intelligence on possible applicants. In the author's view, these informal processes are very important and should not be considered as something bad. Rather, employees should be encouraged to use more of the informal career support effectively.

Consequently, the norm is that most employees are expected to manage their careers at work, with a bit of support from their supervisors and more informal help from anyone else they can find and the norm may not be different from the UDS.

2.8 Attitude of Administrative Staff on Academic Progression

Several studies have extended the existing literature on staff attitude by exploring the relationship between training and development and its perceived impact on employee attitudes and job performance proficiencies. Truitt (2011) explored the relationship between training experiences and attitudes about perceived job proficiency using a sample of 237 full-time salaried employees from one academic institution and three businesses in the states of Maryland, Delaware, and Arizona. The author found a direct relationship between one's positive training experience and attitudes and one's proficiency. While 86.8% of those with updated training had positive attitudes toward training, 80% of those without training expressed a negative view of their attitude and proficiency.





The importance of staff development, formal and informal training, and the benefits and opportunities that come with talent development has been well documented. When talents are nurtured and fostered, competitive performance advantages would likely emerge (Bowling, 2007; Davenport, 2006). Besides, the organisational commitment of individuals depends on effective training and development programmes. According to Pool and Pool (2007: 353) ‘institutions with a keen interest in development make provisions in satisfying the training needs of the current workforce’. Adequate training produces marked improvements in employee communication and proficiency in performance and extends staff retention time on the job (Cheng & Ho, 2001). The training aimed at improving communication skills have been found to significantly increase profits, improved working relationships among staff, facilitate information gathering on important aspects (such as procedures and technologies that enhance job performance), thus, resulting in transparent and responsible leadership which improves efficiency (Adams, 1989; Gordon, 1977). Furthermore, education and training have been shown to significantly impact positively on job involvement, job satisfaction, and organisational commitment (Karia & Asaari, 2006).

Employees who are committed to learning showed a higher level of job satisfaction with positive effects on their performance (Tsai, Yen, and Huang, 2007). The most thoroughly trained employees will better satisfy the needs of their customers and employees as argued by some authors (Rowden & Shamsuddin, 2000; Rowden & Conine, 2005). In sum, the literature strongly suggests that a direct relationship between job training and employee attitude to work exists. However, empirical studies to support this especially in higher institutions of learning have remained low.

2.9 Perceptions of Administrative Staff on Academic Progression

The perception of workers has the potential to impact their career progression. Lanfranchi and Pekovic (2014) studied the perception of employees working for firms achieving registration for environmental-related standards are more likely to display positive attitudes towards their job, be actively involved in their jobs, and to donate effort. The analysis revealed that “green employees” had a significantly higher perception of usefulness and equitable recognition at work. Also, they are more likely to work uncompensated overtime hours. Furthermore, the results showed indirect impacts of job involvement through the mediation of employees reported perceptions of usefulness and equitable recognition at work.

Digital literacy skills by academic library staff have been found to enhance individual job satisfaction and career progression (Itsekor & James, 2012). For academic librarians to meet the information needs of users and their institutions, the staff must be well empowered with the necessary digital literacy skills to accomplish their mission of teaching, learning, research, and community service. Professional Librarians are involved in knowledge dissemination at the faculties to both students and staff of higher institutions of learning (HIL). Automation of libraries gives satisfaction to staff on their job performance as well as motivate them to progress in their career. Previously, Hall (2003) noted that for the staff of libraries of the 21st Century to manage and control the information-rich environment, they must have sophisticated technical skills, true personal values, and the willingness to help patrons learn how to discover relevant information from the glut available to them. Similarly, O’English (2003) notes that the new libraries of the 21st Century need to be comfortable with



change because it would likely be the environment in which workers live out their careers and could strongly influence the future of the profession.

Bird, Van de Martel, Holt, and Walo (2012) investigated academics experiences and perceptions of a continuous and collaborative curriculum review process introduced in a school of Tourism and Hospitality Management at an Australian Regional University. The authors revealed that academics valued the opportunities the process affords to improve the curriculum from a whole of programme perspective. The collaborative nature of the process, the opportunities for the scholarship of teaching outcomes, and the building of multidisciplinary relationships were seen as positive outcomes.

2.10 Motivation of Administrative Staff on Academic Progression

Motivation has been described as a goal-directed at the behaviour of individual forces (internal or external) for high-performance achievements. It can induce employees to give off their best and employers are always on the lookout for ways to recruit and maintain a motivated staff for the attainment of corporate goals.

The link between motivation and performance has been well-documented by various studies (Nelson & Quick, 2003; Geoffrey, 2010; Baibaita, 2010). Empirical evidence shows that a positive relationship exists between motivation and performance. Abejirinde (2009) studied the relationship between motivation and work performance in public and private enterprises in Nigeria. The study found that promotion (as a motivator) is positively correlated with employee performance. Baibaita (2010)



reported that motivation has positive impacts on employee performance in the Nigerian banking sector.

Devadass (2011) presented findings from an integrated literature review on employee's motivational practices in organisations covering 40 different articles. The literature reveals widespread support for motivational concepts in organisations. The author concludes that job characteristics, management practices, employee characteristics, and environmental factors influence employees' motivation in organisations.

Itsekor and James, (2012) used a social survey design with a random sampling of 96 professional and semi-professional Liberians across 6 colleges and universities in Nigeria. The majority (47.9%) of the respondents reported that they were well motivated in their job and would like to work in their libraries and Universities. This motivation they say will certainly lead to higher career progression. A total of 56.3% affirmed that they appreciate their colleagues and bosses on the job and were satisfied with progress in their career because their boss carries them along and they also had pay increases over time. About 32.3% reported that they have not received training overtime. This is likely to impact negatively their career progression and motivation in the long-run if not addressed.

Barth and Rieckmann (2012) analysed the case of the academic staff development programme which was implemented at the University of Tecnica del Norte in Ecuador and analysed the extent to which such programmes has positive effects on transformative changes towards a sustainable University. The results show that



personal competence development of the participating academic staff facilitated and changed their teaching practices as well as influenced the general organisational development of the university. The case study results highlighted the potential benefits of the educational sector developing academic staff development programme in initiating individual learning processes as well as facilitating social learning. Competence development of academic staff is an essential prerequisite for a sustainable paradigm shift in higher education. The study concludes that (i) education for sustainable development offers the opportunities to introduce new and innovative learning and teaching approaches, and (ii) academic staff development only influences the learning and teaching competencies of the staff involved but also triggers social learning in the organisation. This shows that staff development offers an opportunity for organisational change and must be embraced by academic institutions.

2.11 Organisational Support and Practice

As indicated by Chartered Institute of Personnel and Development (2011) and King (2004) as in CEDEFOP (2008), the responsibility for career management and career development rest largely with the individual, organisational support programmes which assist in satisfying personal career aspirations, and also meeting the employer's future skills and capability requirements. And so, managing change and meeting strategic objectives are viewed as the critical goals of organisational career management. Therefore, a number of organisations should get involved in the examination of how to design jobs that enable employees to enhance their capacity to access career opportunities while simultaneously allowing the organisation to upskill the talent required to meet potential priorities and challenges. This entails finding

solutions that are satisfactory for both parties so that an organisation's career management structure offers initiatives that reconcile organisational and individual perspectives. See Figure 2.1 for more details.

2.12 Chapter Summary

This chapter reviews literature relevant to the performance of university staff working conditions as they relate to attitude, perceptions, and motivation toward career progression. Both theoretical and empirical studies have been utilized. While most studies have looked at worker motivation, studies on perception and attitude remain limited especially in the context of Africa. Most of the available studies review did not specifically focus on linking these performance dimensions to academic progression. The review shows that, if administrative staff career is advanced and well-motivated it could go a long way to impacting positively on their attitude and perception thereby improving their performance. This will also help the staff of the Institution to be more committed to their work. In this case, shaping the career of the employee is like pouring petrol into a fire to propel the burning of the fire. Every organisation should endeavour to sharpen their employees' careers including the University for Development Studies to create them positive attitude and perception about the organisation.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The main areas of focus of this chapter are the study area, research design and approach, target population, sample size determination, sample and sampling techniques, data collection instruments, sources of data, data analysis and presentation, reliability and validity, ethical consideration, and summary of the chapter.

3.2 Study Area

The study was conducted at the University for Development Studies (UDS) which is Ghana's first public university in the North. The UDS was established in May 1992 by the Government of Ghana (PNDC Law 279) to blend the academic world with that of the community to provide constructive interaction between the two for the total development of Northern Ghana, in particular, and the country as a whole.

In the view of Effah (1998), UDS is borne out of the new thinking in higher education which emphasises the need for universities to play a more active role in addressing problems of the society, particularly in the rural areas.

The University by its mandate and constituency has a pro-poor focus. This is reflected in its methodology of teaching, research, and outreach services. The specific emphasis on practically-oriented, research and field-based training is aimed at contributing to poverty reduction to accelerate national development.



With five (5) schools, nine (9) faculties, and three (3) institutes and a centre, the University operates a multi-campus system (MCS): These campuses are spread across the three (3) Regions of the North. Namely; Tamale (Central Administration) and Nyankpala campuses are located in the Northern Region, Navrongo Campus situated in the Upper East Region, and Wa Campus located in the Upper West Region (UDS, 2018).

UDS currently runs both graduate and undergraduate programmes at the various campuses of the University. The University also runs community outreach activities and research programmes geared towards creating an enabling environment for sustainable community development and economic growth. This is a combination of the academic and community-based field practical work known as the Third Trimester Field Practical Programme (TTFPP) (UDS, 2018). Amidst these activities, the employee is at the centre. This implies that the employee needs to grow in whatever form to able him/her to provide the needed services as well as increased performance to enable UDS to attain its goals. The figure below shows the four campuses of the UDS.



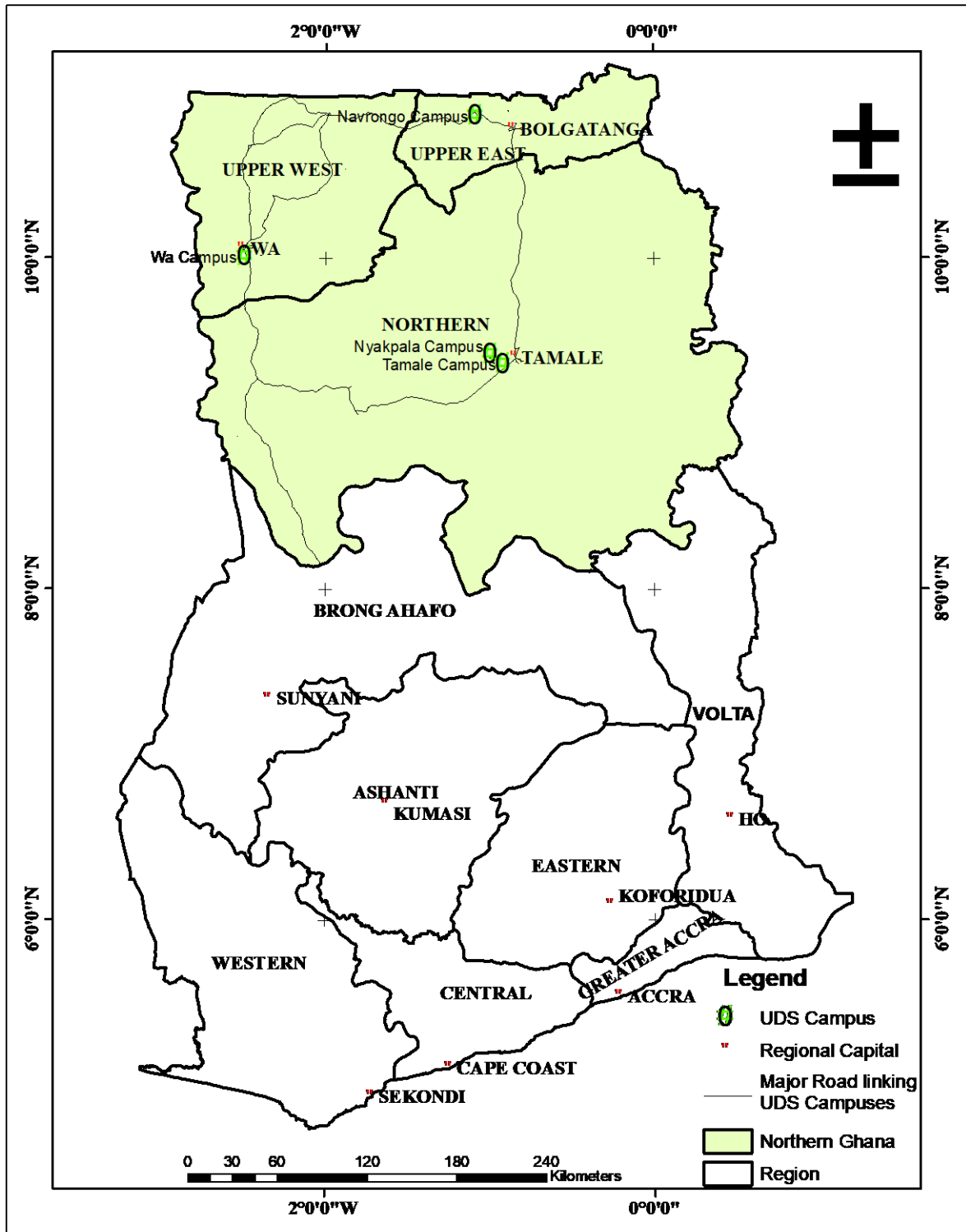


Figure 3.1: UDS Campuses Map

Source: DERS GIS, 2020

3.3 Research Design and Approach

A research design can be explained as the framework for planning research and for finding answers to the research. It is the glue that holds the research project together. It tells the researcher and readers how all the elements in the research fit together (Agyapong & Adam, 2019). A cross-sectional design was adopted in this study. This is because data was collected and analysed at one point in time by the researcher from the given sample of population elements only once. There are two types of cross-sectional design - single cross-sectional and multiple cross-sectional. In this case, the researcher employed the single cross-sectional design. The purpose was not to explore any change but rather, focus on studying and drawing inferences from the attitudes and perceptions of administrative staff on the phenomenon under study. Betensky et al. (2003) noted three distinctive characteristics of the cross-sectional design: it has no time dimension; it relies on existing differences rather than change following intervention and groups are selected based on existing differences rather than random allocation.



Also, there are different research approaches, the major approaches as is explicit in literature are quantitative and qualitative. There is however a third approach known as the mixed method approach which is the hybrid of the two approaches. The mixed-method approach is a combination of quantitative and qualitative approaches that is, the qualitative and quantitative approach is used together concurrently. The qualitative method involved the use of qualitative research approaches, in which qualitative data was collected using key informant interviews. The associated data was then presented and analysed verbally or non-numerically, through narrations, explanations, and

quotations. The quantitative method also involved the use of quantitative approaches. Here, quantitative data was obtained from respondents using questionnaires with close-ended questions. Data was presented by descriptive statistical methods such as frequency distribution tables and graphs, as well as the use of absolute numbers and percentages to interpret and analyse the data.

Considering the merits of using the mixed method approach and also taking into accounts the research objectives, both quantitative and qualitative approaches were employed. The mixed-methods created an avenue for the researcher to make use of the strengths of both the quantitative and qualitative approaches.

3.4 Target Population

The population is an important part of every research because it is based on it that data are collected and analysed. The population of the study could be the people, inanimate objects such as tables and chairs, markets. According to Agyapong and Adam (2019:149), “population refers to a collection of objects and/or individuals who have uniquely identifiable characteristics”. In their view, the population is the universal set from which research pertains and is carried out.

The target population refers to the entire group of individuals or objects to which researchers are interested in concluding. In the view of Mugenda & Mugenda (2003), the target population refers to all conceivable units of analysis with a common characteristic that conforms to a given specification. These writers are of the view that the target population could be the entire group of individuals, events, or objects possessing peculiar features that fit the inquiry.



The study thus targeted the administrative staff of the senior staff category of the University for Development Studies (UDS). The qualification for selection was based on the fact that this category of staff is middle management and might want to progress to the next level/grades (senior management level) or grow in their respective position.

The second group of respondents is the senior members (administrative) who work closely with this category of staff. These individuals also formed part of the study population because they were deemed to be people who had adequate knowledge of the subject under study.

The University was chosen because it is the only tertiary institution in the North which has campuses across the three Northern Regions - Dingu and Nyakpala Campuses in the Tamale, Navrongo Campus, Upper East Region, and Wa Campus in the Upper West Region and hence, the researcher wants to see how the various dynamics play out with regards to the subject under investigation.



3.5 Sample Size Determination

The sample size refers to the selected number of people/population/units/cases to be surveyed (Puopiel, 2014). To determine the required number of the participants to complete the questionnaire and to have a representative sample as well as avoiding bias, a mathematical formula by Miller and Brewer (2003) was used. Thus, $n = \frac{N}{1+N(\alpha)^2}$ where n = required sample size, 1 = constant, N = population, α = margin of error. Using a 95% confidence level (i.e. the margin of error of 0.05%) the total sample size for the study from the two campuses was 221.

In this regard, the total population of administrative staff for the Tamale campus was 182. The staff details were obtained from the UDS 19th Congregation Facts, Statistics & List of Graduands of 2018 and this figure represented the sampling frame for the Tamale Campus. By applying the Miller and Brewer formula,

$$n = \frac{182}{1 + 182(0.05)^2}$$

$$n = 103.007 \approx 103$$

$$n = 103$$

Using the above formula, a sample size for the remaining units of the Wa Campus were calculated and summed up with the Tamale Campus value. In total, the sample size of 142 was obtained from sampling frames of 182 and 39 of the Tamale and Wa Campuses respectively. In effect, the actual sample size for the two campuses was 142 for the administration of questionnaires.

The key informants also comprised; Head of Training and Development and two Campus Officers and five Faculty Officers who were selected purposively from the two campuses of the Institution totaling eight. See Table 3.1 below for the sample size distribution of each campus.



Table 3.1: Sample size distribution

Campus	Population	Sample
Wa Campus	39	39
Tamale Campus	182	103
Total	221	142
Key Informants: 2 Campus Officers, 5 Faculty Officers, and a Head of Training & Development		8
Grand Total		150

Source: UDS, 2019

3.6 Sample and Sampling Techniques

Sampling refers to identifying a group of units from a target population as representative of the whole population (Saunders et al., 2009). Data is collected from these sample units and it is assumed that results and conclusions drawn from this data are representative of the whole population. As such, the sample is identified because the researcher is unable to collect data from the entire population of the study.

From this understanding, sampling techniques provide a wide range of techniques that enable one to reduce the amount of data needed. A sample occurs then when several sampling units are drawn from a population and examined in detail (Saunders *et al.*, 2009). In that sense, sampling is carried out for several reasons: (i) Sampling is done because it would not be possible to study the entire population, (ii) Budget constraints prevent one from surveying the entire population and less costly to administer than a census, and (iii) Time constraints prevent one from surveying the entire population

because is less time-consuming. Sampling, therefore, saves time, when facing tight deadlines and it is more manageable as few cases are involved (Oteng-Abayie, 2011).

Following this perspective, sampling techniques are broadly categorised into two groups namely: probability (simple random sampling) and non-probability sampling (purposive sampling). Saunders *et al.* (2009) indicate that probability sampling is when each case/individual is given an equal and non-zero chance of being selected whilst the non-probability sampling technique does not give an equal chance to a case/individual to be selected.

University for Development Studies has four campuses. This means that the campuses are already classified into four clusters. Thus, the Tamale Campus, Nyankpala Campus, Navrongo Campus, and the Wa Campus. Based on this, a simple random sampling technique (lottery method) was employed to select two campuses out of the four clusters were administrative staff work. The campuses were therefore targeted to reach out to the administrative staff. Given this, a sample size of 142 for the University was divided proportionally among the two clusters. The reason being that the staff strength varied from campus to campus for the questionnaire administration. Microsoft Excel programme was used to randomly select the respondents after their details were obtained from the two clusters. The names of these respondents were first inputted into the software with their corresponding numbers to the left-hand side. Then, these numbers were highlighted which represented the respondents to the right and the software was then run to select the respondents randomly.



Purposive sampling technique was also used to select key informants for an in-depth interview. Thus, five Faculty Officers, two Campus Officers, and the Head of Training and Development of the Institution were selected purposively. This category of key informants was selected because they serve as the supervisors of the administrative staff. Normally, administrative staff who want to pursue further studies, advance their career will first have to make their intention known through these officers. Serving as administrative staff immediate supervisors, they would have heard and/or encountered situations with regards to administrative staff career progression/development and the challenges faced by this section of staff. Though this sampling technique might not ensure the representativeness of the sample selected, it was considered appropriate for this study because respondents were selected for a purpose. As indicated by Oteng-Abayie (2011), respondents are purposively selected for a purpose. In the view of the author, one uses a purposive sampling technique to select respondents who have adequate knowledge of the subject matter under investigation and can provide adequate information to address critical issues.



3.7 Data Collection Instruments

Research is meaningless if data is not collected and analysed. There are different types of data collection instruments each of which is often used based on the research condition. The types of data collection instruments include an interview guide, questionnaire, and observation guide. For this study, a questionnaire and an interview guide were employed in gathering data.

3.7.1 Questionnaire

Questionnaires are a set of questions often meant for respondents to respond base on the objectives of the study. The questionnaire was used to collect quantitative data for the study. Babie (2005) explains the questionnaire as a document containing questions and other types of items such as statements designed to solicit information on specific issues, themes, problems, or opinions to be investigated. Questionnaires may be open-ended or closed questions (Agyempong & Adam, 2015). The study employed both open-ended and closed types of questions to solicit information from the participants. Thus, questionnaires were administered to the administrative staff of the Institution. The choice of the questionnaire to collect data was informed by the research objectives.

3.7.2 Key informant Interviews

The interview can be explained as a face to face interaction between the researcher and the respondents. Specifically, a key informant interview was conducted on some selected staff of the Institution who serve as the supervisors of the administrative staff and were deemed to possess the knowledge on the topic under study. Hence, an informant is someone who possesses knowledge about the social phenomenon the researcher is interested in and is willing to tell the researcher what he or she knows about the phenomenon (Babie, 2005). Key informant interviews often demand interviewing a selected group of people who are deemed likely to elicit rich information, ideas, and insights on a particular subject (Kumar, 1989). In this study, the interview guide was designed and used by the researcher as a guide during the interview session.



3.8 Sources of Data

According to Agyapong and Adams (2015), the sources of data define the roots from which a researcher gathers his or her data. Data are the qualitative and quantitative variables, belonging to a set of items. Thus, data were collected from two sources – primary and secondary.

3.8.1 Primary Source

Primary data has been explained as the data collected from the source by the researcher. They are firsthand information generated by the researcher through direct efforts and experience to address the research problem. It is also known as the first hand or raw data (Agyapong & Adams, 2019). Primary data collection is quite expensive, as the research is conducted by the organisation or agency itself, which requires resources like investment and manpower. The data collection is under the direct control and supervision of the researcher. Some of the sources of the primary data include questionnaires, interview guides, observation guides, and experiments. In this perspective, primary data was sourced by using a questionnaire and interview guide.

3.8.2 Secondary Source

Secondary data are data that have been sourced and processed by other persons or researchers and they may be published or unpublished. They can be termed second-hand data since they have been used by others. Secondary data can be sourced from books, thesis, journals, and many more. Such data are cheaper and more quickly



obtainable than the primary data and also may be available when primary data cannot be obtained at all. Secondary data for this study was obtained from the UDS 19th Congregation Facts, Statistics & List of Graduands (2018) for the staff details, names of departments, secondary data were further obtained from published and unpublished theses.

3.9 Data Analysis and Presentation

Data collected in any scientific research will be meaningless if it is not analysed and interpreted to make the results meaningful. In the view of Creswell (2009) data analysis involves collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by participants. In this writer's view, the process of data analysis involves, preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. For this study, qualitative data was sorted and analysed based on the various themes, concepts, patterns, and categories as the objectives of the study suggested.

To analyse and present the quantitative data, the data was first edited, coded, and categorised to detect errors of incorrect answers as well as missing data. The data was then analysed using the numerical data obtained from the study. This was effectively achieved using descriptive statistics with the aid of the Statistical Package for Social Sciences (SPSS).



3.10 Reliability and Validity

Reliability refers to the “consistency” or “repeatability” of part or the whole study either on the same or different study area while validity is the degree to which the measurement process measures the variable it claims to measure (Agyapong & Adam, 2019). Kiama (2014) on the other hand is of the view that if the questionnaire can test what it is intended for, it refers to validity, whereas, reliability measures the relevance. Consequently, the questionnaires were pretested to ensure validity and reliability. To achieve this, ten (10) questionnaires were administered to staff of one of the campuses in the Institution that is part of the study but not selected.

3.11 Ethical Consideration

To win the confidence and trust of respondents, they were made to understand the purpose of the research and the reasons why they are vital to the achievement of the research objectives. Research participants were allowed to voluntarily participate or opt-out of the research. They were assured of the confidentiality of any personal information that they may willingly or involuntarily give out. The questionnaire and interview guide were designed with a cover letter explaining the aims and objectives of the study to respondents. It further assured them of their confidentiality and anonymity (Creswell, 2009). Respondents were duly informed and their permission sought before questionnaires were given to them and this was done during break hour so as not to infer with their work and also permission was obtained before their voices were recorded during interviews. This was to give the participants the confidence to give information without fear. Further, the anonymity of respondents was considered



by omitting names of respondents and their exact locations from verbatim quotations in the results. Moreover, to avoid any form of plagiarism, the researcher duly acknowledged all information taken from other sources with in-text and out-text references.

3.12 Chapter Summary

This chapter highlights the main methodologies adopted in the study. The main sources of data included primary and secondary sources. The primary data was obtained to complement the secondary data. The population and sampling techniques were discussed and presented. A questionnaire and interview guide were the instruments used in data collection. Data were analysed using Statistical Package for Social Science (SPSS). The study used thematic analysis and descriptive methods of analysis. The next chapter presents and discusses the findings.



CHAPTER FOUR

ANALYSIS OF RESULTS AND DISCUSSIONS OF FINDINGS

4.1 Introduction

This section presents and discusses findings obtained from the field. The results are presented in sub-sections. The first section covers the respondents' basic characteristics such as gender, age, education, and the like. Section two presents findings on the attitude of administrative staff towards career development. Also, section three highlights the perceptions of administrative staff on their career development. Section four covers the issues of the motivation of administrative staff on their career development. Section five looked at the challenges associated with administrative staff career development, while the last section concludes with the chapter summary.

4.2 Characteristics of the Respondents

Table 4.1 indicates the demographic profile of respondents. Classification of respondents by sex revealed that the majority of them (54.8%) are males while 45.2% are females. The dominance of the male gender cuts across every sphere of life in society and the University for Development Studies is not an exception. This finding is therefore similar to the finding of Sanwine (2020) who found out that male was the main dominant gender in the Institution.

The data analysis also revealed that a sizeable number (25.8%) of the respondents are within the age group of 35-39 years. This is closely followed by the age group of 40-44 years (21.8%). Also, 13.7% and 18.5% represent the ages of 45-49 years and 30-34



years respectively. These statistics mean that the future of the Institution in terms of human resources is brighter since the economically active are involved in the administrative services. Hence, work output is anticipated to be high. However, the findings further revealed that only a few (8.1%) are above the age of 50 years, while respondents who represent 12.1% are between the ages of 25-29 years.

Regarding the classification of respondents based on their educational level, the results revealed that the majority of the respondents (77.4%) were first degree holders. This was followed by a Diploma or Higher National Diploma (HND) holders (12.9%). Only 9.7% were master's degree holders. This shows that many of the respondents were in a position to understand issues regarding the topic. In short, they were likely to contribute meaningfully to the debate.

The marital status of respondents was investigated and the analysis showed that the majority (64.5%) were married. This was followed by single respondents (16.1%) while 8.1%, 6.5%, and 4.8% of the respondents were divorced, widowed, and separated respectively. This is anticipated looking at the fact that middle-aged men and women dominated the age category. This suggests that respondents are more likely to be responsible for life with the right patience to provide the needed services to students, staff, and the general public. Furthermore, respondents who were widowed and divorced have the same percentages of 2.4%.

The analysis was further done on the designation/title of the respondents and the results revealed that the majority of them were senior administrative assistants with a percentage of 58.9, while this was followed by principal administrative assistants of



25.0%. Chief administrative assistants had a percentage of 10.5. Considering the distributions of the percentages, it is evidenced that, almost all the respondents belong to the senior staff category and were in a better position to understand issues that relate to them regarding their attitude, perceptions, motivation, and challenges on their development.

The findings showed that the majority of the respondents (50.8%) work with the departments, while 37.1% work with registries in faculties and schools. A percentage of 12.1 of the respondents were also working with units within the Institution thus, the accounts unit, examinations unit among others. This suggests that many of the respondents were working with offices that are active and the staff there need to be abreast of the issues regarding the Institution, job among others, and one way to do that is by developing their career. See Table 4.1 for more details.

Table 4.1: Profile of the respondents

Variables	Characteristics	Senior Staff	
		N=124, %(100)	
		Freq.	Percentage
Gender	Male	68	54.8
	Female	56	45.2
Age	25 – 29	15	12.1
	30 – 34	23	18.5
	35 – 39	32	25.8
	40 – 44	27	21.8
	45 – 49	17	13.7
	55 – 59	10	8.1
Marital Status	Single	20	16.1



	Married	80	64.5
	Divorced	10	8.1
	Widowed	8	6.5
	Separated	6	4.8
Educational Level	Diploma/HND	16	12.6
	Degree	96	77.4
	Masters	12	9.7
Designation/Title	Administrative Assistant	7	5.6
	Senior Administrative Assistant	73	58.9
	Principal Administrative Assistant	31	25.0
	Chief Administrative Assistant	13	10.5
Section Work	Main Registry	46	37.1
	Unit	15	12.1
	Department	63	50.8
Years of Engagement	<1	2	1.6
	1 – 5	48	38.7
	6 – 10	50	40.3
	11 – 15	14	11.3
	16 – 20	10	8.1
Monthly Income	GHS 1,000 – GHS 1,500	7	5.6
	GHS 1,600 – GHS 2,000	73	58.9
	GHS 2,100 – GHS 3,000	31	25.0
	GHS 3,100 – GHS 4,000	13	10.5

Source: Field Data, 2019

Besides, Table 4.1 shows the experience level of respondents in the survey. The results revealed that two respondents in the survey served in the Institution for less than a period of one year representing (1.6%). At least, the majority (40.3%) had worked in the Institution for the past 1 - 5 years. This was followed by 38.7% of the respondents

who worked with the Institution between 6 – 10 years and this is relevant in understanding their attitude, perceptions, motivation, and challenges for the work that they do. Further 11.3% of the respondents had served between 11-15years, 8.1% had served between 16-20 years. This shows that the experience level of respondents to Human Resource policies and practices would likely be better and impact their work behaviour and attitude.

Results of the analysis further revealed that the majority of the respondents (58.9%) earned income between GHS1,600 – GHS2,000 per month. Respondents who earned between GHS2,100 – GHS3,000 per month constituted (25.0%) while (10.5%) earning between GHS3,000 – GHS4,000 per month. The proportion of respondents earning between GHS1,000 – GHS1,500 is (5.6%). These figures though in line with the Institution’s pay policy can be said to be low when compared to ongoing salary rates in other sectors such as the Non-Governmental Organisations (NGOs) and those working on government projects.



4.3 Attitude of administrative staff towards career development

4.3.1 Job satisfaction of administrative staff of the University for Development Studies

This section analyses attitude of administrative staff towards their career development in the Institution. Hence, their job satisfaction was analysed. This starts with the survey data and thereafter, corroborating with the qualitative data. The survey data is presented and analysed through a 5-point Likert scale such as strongly agreed, agreed, not sure, disagreed, and strongly disagreed with assigned values of 5, 4, 3, 2, and 1 respectively. These values are added and divided by 5 to obtain a discriminating mean

value or cut-off point of $\bar{X} = 3.0$. Therefore, any item among the composite items in Table 4.2 below that scores a weighted mean of 3.0 or above is considered as strong factors while those items with a weighted mean less than 3.0 are considered weak factors. Hence, frequency counts, percentages, and mean are used to analyse the data collected. The Table below, therefore, covered the analysis of the survey data on the attitude of administrative staff towards their career development in the University for Development Studies.

A strong attitude of employees means that an institution stands to benefit and a poor attitude is a reverse, which could therefore lead to high or low turnover of employees as well as low and high performance of employees in an institution. In the Table below, analysis of the data revealed that the clarity and robustness of the Institution's policy on administrative staff career development showed a mean value of $\bar{X} = 3.3$, which is considered a strong factor. This suggests that respondents agreed that the Institution's policy is clear and robust with regards to administrative staff career development. This implies that respondents are satisfied with the clarity and robustness of the policy on administrative staff development in the Institution. This calls for management to religiously follow the policy to ensure that no staff in the Institution is left out in terms of staff development.

This is what a key informant had to say:

“The Institution's policy with regards to staff career development is clear. Three years after employment one is qualified for study leave.”

Campus Officer, October 2019.



This was also followed by the administration of the Institution's policy on administrative staff career development and the statistics revealed a mean value of $\bar{X} = 2.5$, which is considered a weak factor. This means that respondents disagreed that the Institution's policy on administrative staff career development is well administered. This is because the mean value fell below the cut-off point of $\bar{X} = 3.0$. This suggests that respondents are not satisfied with the way the policy is administered in the Institution. This, therefore, serves as a wake-up call for management to act before employees begin to leave the Institution for better opportunities elsewhere.

This is what a key informant recounted:

“The policy administration is not too clear because there are periods where the administration of the policy changes regarding administrative staff career development”. Faculty Officer, October 2019.

The results further revealed that working conditions in the Institution is not hazardous, because the mean value $\bar{X} = 3.4$ is more than the discriminating mean indicated above. The analysis of the data showed that there was an improvement in respondents' lives ($\bar{X} = 3.3$) and salaries ($\bar{X} = 3.3$). Respondents further agreed that their job security was guaranteed ($\bar{X} = 3.4$). This is so because their mean values hit the strong factor level. This, therefore, suggests that respondents agreed that the composite items that are, working condition, personal life, and salaries are better. This appears to be a welcoming situation because a serene environment is good for effective service delivery. Also, the improvement of staff personal lives and salaries imply that staff

especially, those who are motivated by financial incentives will put in their best. While those who agreed that their jobs were secured would equally be motivated to give their best. Therefore, management has to reassure staff that their jobs are secured as long as they remain in the confined of the law and tenets of the Institution.

Further, respondents agreed that they have a cordial relationship with their supervisors ($\bar{X} = 3.4$). This serves as a good ground for staff to give their best because of the cordiality that exists among staff and supervisors. This could give them the peace of mind to work harder. Respondents, however, disagreed that the supervision of administrative staff was not satisfactory ($\bar{X} = 2.5$) because the mean value fell below the cut-off point of $\bar{X} = 3.0$. This suggests that the supervision of administrative staff needs to be taken seriously by their supervising officers at the workplace.

A key informant had this to say:

“Supervision of administrative staff in the Institution is not effective. It is based on the conscience and the integrity of the administrative staff.”

Campus Officer, October 2019.



Table 4.2: Job satisfaction of administrative staff (senior staff)

Statements	Strongly Agreed		Agreed		Not Sure		Disagreed		Strongly Disagreed		Mean (\bar{X})
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
The Institution's policy on career development is clear and robust	38	30.6	21	16.9	25	20.2	26	21	14	11.3	3.3
The Institution's policy on career development is well administered	15	12.1	18	14.5	22	17.7	30	24.2	39	31.5	2.5
Supervision is satisfactory	13	10.5	16	12.9	20	16.1	40	32.3	35	28.2	2.5
Relationship with supervisor is cordial	39	31.5	30	24.2	15	12.1	18	14.5	22	17.7	3.4
Working conditions is not hazardous	35	28.2	40	32.3	13	10.5	16	12.9	20	16.1	3.4
Personal life has improved	38	30.6	25	20.2	20	16.1	15	12.1	26	21	3.3
Salary has improved	30	24.2	39	31.5	15	12.1	18	14.5	22	17.7	3.3
Job security is guaranteed	29	23.4	38	30.6	26	21	16	12.9	15	12.1	3.4

N=124.

Scale: Strongly Agreed=5, Agreed=4, Not Sure=3, Disagreed=2, Strongly Disagreed=1 and a Cut-off of Point \bar{X} =3.0

Source: Field Survey, 2019

4.3.2 Training programmes on administrative staff development

Training and development have an impact on the performance of employees and job skills (Ankrah, 2017). Training means investing in people. Literature indicates that training and continuous training of personnel is very crucial (Watson, 1994 and Azameti & Adjei, 2013). Table 4.2 reports the results of the assessment of 124 administrative staff on their attitude towards career development using a 5-point Likert scale.

In evaluating Job satisfaction of administrative staff (senior staff) in the Institution, the mean value of $\bar{X} = 3.0$ was used as a benchmark to evaluate the composite items in the Table below. From the Table, the results revealed that the composite items on job satisfaction such as job training is taken seriously ($\bar{X} = 2.7$), management includes all staff in development training ($\bar{X} = 2.6$), training at all levels are organised annually ($\bar{X} = 2.4$) fell below the cut-off point or strong factor level. This suggests that respondents disagreed that management does not include all staff in development training. Also, respondents disagreed that training is organised annually at all levels. Respondents further disagreed that job training is taken seriously in the Institution.

This is what key informants recounted:

“Administrative staff training in the Institution is not clearly defined where an individual can follow. For example, one can only pursue his/her career progression through institutions like GIMPA among other institutions to develop oneself”. Campus Officer, October 2019.



“There is very little training for administrative staff in the Institution”.

Faculty Officer, October 2019.

Also, analysis of the data revealed the mean values of the following composite items: pieces of training impact positively on staff job growth ($\bar{X}= 2.5$), training influence staff career progression and advancement ($\bar{X}= 2.8$), the training is adequate ($\bar{X}= 2.4$) and staff receive updated training which is required for their positions ($\bar{X}= 2.5$). Hence, respondents disagreed that pieces of training impact positively on their job growth. Respondents also disagreed that training influences their career progression and advancement. They disagreed that training in the Institution is adequate. They further disagreed receiving updated training relevant to the positions they were holding. This suggests that respondents do not receive adequate training that impacted positively on their job growth as well as influences staff career progression and advancement. Management would have to do more in terms of organising regular training for staff in areas that they lack behind to increase their skills, knowledge, and competence for better performance in the Institution.

Besides, the results showed the following mean values of the composite items. Effective coaching that is, supervisors, conduct effective coaching sessions with staff ($\bar{X}= 2.4$), coaching is meaningful thus, coaching sessions are meaningful and motivational ($\bar{X}= 2.5$), feel valued at the job that is, supervisor solicits inputs on issues and opportunities of subordinates and staff have good mentors for their career development ($\bar{X}= 2.2$). In evaluating the data, respondents disagreed benefitting from effective and meaningful coaching support from their supervisors to help in their professional development. This requires the attention of management and the human



resource department to act. Also, respondents felt that their supervisors do not respect their views and hence, do not involve them in decision-making gear towards the development of the Institution. Besides, respondents disagreed with having good mentors to support their career development. Considering the closeness of the mean values, it should serve as a wake-up call for management to do more and initiate a good succession plan to build and sustain the human resource base of the Institution, necessary for quality education delivery.

A key informant had this to say:

“The administrative staff mentorship priority in the Institution is not clearly defined. It depends on the benevolence of the employee’s officer's understanding of leadership. Hence, mentoring in the Institution is very weak.” Campus Officer, October 2019.

The above findings are therefore contrary to the assertion by the Ethics Policy of the University for Development Studies which indicates that “The University recognises the importance of mentoring as a tool for professional and intellectual growth in an academic community. Consequently, Management and all Seniors Members shall mentor new professionals and members of the University to grow in their respective career paths. Mentoring should be considered as an integral part of the assessment of staff for promotion.” (University for Development Studies, 2010: P.9).



Table 4.3: Training programmes on administrative staff career development

Statements	Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Mean (\bar{X})
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
Job training is taken seriously	17	13.7	25	20.2	15	12.1	38	30.6	29	23.4	2.7
Management includes all staff in development trainings	14	11.3	24	19.4	13	10.5	41	33.1	32	25.8	2.6
Training at all levels are organised annually	10	8.1	21	16.9	11	8.9	43	34.7	39	31.5	2.4
Trainings impact positively on staff job growth	14	11.3	20	16.1	15	12.1	44	35.5	31	25	2.5
Trainings influence staff career progression and advancement	21	16.9	23	18.5	12	9.7	40	32.3	28	22.6	2.8
Staff receive updated training which is required for their positions	9	7.3	26	21	14	11.3	39	31.5	36	29	2.5
The training is adequate	15	12.1	19	15.3	10	8.1	42	33.9	38	30.6	2.4
Effective coaching: Supervisors conduct effective coaching sessions with staff.	12	9.7	22	17.7	14	11.3	36	29	40	32.3	2.4
Coaching is meaningful: Coaching sessions are meaningful and motivational	13	10.5	17	13.7	14	11.3	39	31.5	41	33.1	2.4
Feel valued at job: Supervisors solicits inputs on issues and opportunities of subordinates	14	11.3	22	17.7	12	9.7	44	35.5	32	25.8	2.5
Staff have good mentors for their career development.	11	8.9	13	10.5	10	8.1	46	37.1	44	35.5	2.2

N=124. Scale: Strongly Agreed=5, Agreed=4, Not Sure=3, Disagreed=2, Strongly disagreed=1 and a cut-off point of $\bar{X}=3.0$

Source: Field Data, 2019

4.4 Perceptions of Administrative Staff towards Career Development

Table 4.3 presents the expressed views and perceptions of administrative staff on career development in the Institution. Using a 5-point Likert scale, the analysis revealed a sizeable number of 35(28.2%) of the respondents were not satisfied with the fairness associated with staff accessing the institutional sponsored training and seminars. Further 29(23.4%) were very dissatisfied with the statement. While 23 (19.0%) were somewhat satisfied, 25(20.2%) were neutral on the assertion. This widely perceived dissatisfaction, suggests a demotivation for some staff which is likely to impact negatively their performance. Therefore, the necessary attention should be given to the issue of institutional sponsored training and seminars for staff. Besides, 28(22.6%) were dissatisfied with the role of communication with their supervisors in influencing their development. While a good number of the respondents 38(31.0%) expressed satisfaction with the level of communication with their supervisors and its influence on their development. Further, 17(13.7%) said they were very satisfied with the level of communication with their supervisors and its influence on their progression, while 29(23.2%) were neutral on the statement. Though the percentage of satisfaction is higher than the rest, however, it cannot say to be that impressive. Hence, supervisors and management would have to do more to encourage communication among supervisors and staff as well as management which will feed into performance.

Also, 24 (19.4%) of the respondents felt that they could not influence the day to day success of the institution. However, a good number 38 (31.0%) of them expressed satisfaction with their ability to influence the success of the Institution while



20 (16.1%) said they were very satisfied with their ability to influence the success of the Institution. Again, 30(24.2%) remained neutral. This perceived good influence suggests that staff value the inputs they were making in shaping the Institution and this could serve as a source of self-motivation.

Recognition is one of the ingredients that seeks to motivate the individual and hence, necessary for every institution to consider. A good number of 23(19.0%) of the respondents felt that their efforts in the Institution were being recognised, while 22(17.7%) said they were very satisfied with the recognition they received from their supervisors. However, 29(23.4%) indicated that they were very dissatisfied with the recognition they received from their supervisors. Again, 26(21.0%) said they were not satisfied with the recognition they received from supervisors, while 24(19.4%) were not sure with the recognition received from supervisors. This is a call for management to double their efforts in terms of recognising the efforts the individual or groups are making in the Institution. Because the saying that a country that does not reward its heroes is not worth dying for could be the order of the day in the Institution.

Showing concern and good leadership to staff can also serve as a source of motivation for staff. A good number of 38(30.6%) of the respondents expressed dissatisfaction with the interest and concern shown by their supervisors towards their career development. Also, 28(22.6%) said they were very dissatisfied with the concern expressed by their supervisors towards their career development. However, 19(15.0%) were satisfied, while 25(20.2%) were neutral on the issue.



Again, 14(11.3%) of the respondents were very satisfied with how the current performance appraisal process was managed. About 39(31.5%) of the respondents were not satisfied with how the current appraisal system was managed in the Institution, while 30(24.2%) of the respondents were very dissatisfied. Also, 18(15.0%) of the respondents were satisfied with the current performance appraisal system in the Institution. Further 15(12.1%) of the respondents were very satisfied, while 22(17.7%) remained neutral over the performance appraisal process.

This is what a key informant had to say with regards to the current performance appraisal system in the Institution:

“The current performance appraisal system is not properly administered and needs to be streamlined. The Human Resource Section is working to streamline it”. Senior Assistant Registrar, October 2019.



Table 4.4: Perceptions of administrative staff on career development

Statements	Rating Scale				
	<i>Very dissatisfied</i> N=124(%)	<i>Somewhat dissatisfied</i> N=124 (%)	<i>Neutral</i> N=124(%)	<i>Somewhat satisfied</i> N=124(%)	<i>Very satisfied</i> N=124 (%)
Access to institutional sponsored training and seminars is fair	29(23.0)	35(28.2)	25(20.2)	23(19.0)	12(9.7)
Communication with the supervisor influences my progression.	12(9.7)	28(22.6)	29(23.4)	38(31.0)	20(16.1)
I can influence the day-to-day success of the institution	12(9.7)	24(19.4)	30(24.2)	38(31.0)	20(16.1)
I am able to influence decisions that affect my career development	31(25.0)	28(22.6)	18(14.5)	26(21.0)	21(16.9)
My supervisor(s) management capabilities have positive impact on my career progression	36(29.0)	24(19.4)	28(22.6)	20(16.0)	16(12.6)
Recognition received from my supervisor is commendable	29(23.4)	26(21.0)	24(19.4)	23(19.0)	22(17.7)
My supervisor actively involved and concerned with my career development	28(22.6)	38(30.6)	25(20.2)	19(15.0)	14(11.3)
Current performance appraisal process is well managed	30(24.2)	39(31.5)	22(17.7)	18(15.0)	15(12.1)
The process of identifying candidates to fill open positions is fair	31(25.0)	35(28.2)	22(17.7)	19(15.0)	17(13.9)
Training needs assessments is conducted regularly	29(23.4)	26(21.6)	25(20.5)	23(19.0)	21(16.9)

Management support for my efforts to improve my weakness is remarkable	35(28.2)	49(39.5)	15(12.1)	14(11.0)	11(8.9)
Administrative staff are easily promoted	32(25.8)	43(34.7)	20(16.1)	15(12.0)	14(11.3)
The quality of orientation and training received for my current position is good.	34(27.4)	47(37.9)	23(18.5)	12(9.7)	8(6.5)

Source: Field Data, 2019

UNIVERSITY FOR DEVELOPMENT STUDIES



Additionally, fairness in the selection of staff to occupy higher positions when an opportunity exists is one key strategy used to motivate and retain hard-working staff. Hence, the analysis of the data revealed that an appreciable number of 35(28.2%) of the respondents were dissatisfied with the processes followed in identifying candidates to occupy certain positions. Also, 31(25.0%) of the respondents were very dissatisfied with the processes involved. This suggests the existence of unfair practices and the so-called ‘Godfather’ factor may be at play. This is a worrying situation and management need to re-examine the promotion system to ensure fairness, transparency, and timeliness. While 22(17.7%) prefer to be neutral over the issue, some 19(15.0%) expressed their satisfaction with the selection process in an attempt to fill vacant positions internally and further 17(13.7%) were very satisfied with the statement.

This is what a key informant had to say with regards to selecting staff to occupy higher positions when an opportunity exists in the Institution:

“The issue staff occupying a higher position any time the opportunity exists must be based on seniority and also counting on competence and experience. However, I am not sure whether that is the case on the ground”. Campus Officer, October 2019

Finding on the conduct of training needs assessment on regular basis further revealed that 29 (23.4%) of the respondents were very dissatisfied with the pace. About 26 (21.0%) were not satisfied, while 23 (19.0%) and 21 (16.9%) were satisfied and very satisfied respectively. About 25 (20.5%) decided to remain neutral. This might be due to the limited number of training offered for the staff or the usual ‘lack of funds’

that characterised many public institutions across the country. This calls for special attention since in the absence of training needs assessments it is unlikely that training delivered will address the critical training needs of staff for increased productivity. Since staff productivity is measured in terms of the services they provide, training would be correlated with promotions and career development.

Also, on training needs assessments of the administrative staff in the Institution, this is what a key informant had recounted:

“Usually, training is to address certain expertise gaps in staff or to equip them with new knowledge or skills in the performance of their jobs. However, this is seldom done in the Institution.”

Faculty Officer, October 2019.

The ability of a manager to identify performance weakness in staff is central in devising and giving the right support to boost performance. The results in Table 4.3 revealed that the majority of the respondents 49(39.5%) and 35(28.2%) are dissatisfied and very dissatisfied respectively with the level of support offered to them by senior officials to help address observed weaknesses on the job. Thus, efforts to help improve weaknesses are minimal. About 23(19.0%) showed some level of satisfaction and 21(16.1%) said they were very satisfied with the assertion, while 15(12.1%) remained neutral.

The statistics revealed that 15(12.0%) of the respondents were satisfied with promotions among the administrative staff in the Institution while 14 (11.3%) were very satisfied regarding promotions in the Institution. However, a good





number 43 (34.7%) of the respondents said they were dissatisfied and very dissatisfied 35 (25.8%) with administrative staff promotions in the Institution. Whilst 20 (16.1%) remained neutral to the assertion. Further investigation shows that promotion from one rank to another within junior and senior staff category was easier as compared to promoting senior staff to senior members' category over the past three to five years in the Institution. Though some senior staff obtained qualifications that could take them to the senior members' level such as captured in Table 4.1 above on the demographic characteristics of the respondents, but this is seldom done. Management therefore to institute measures to promote senior staff (administrative) waiting to be promoted to the next grade. As it stands now, some staff could leave with the vast experiences they have gathered over the years in the Institution to other organisations that are ready to give them the opportunity with those qualifications.

A key informant recounted this in connection with the promotion of administrative staff in the Institution:

“For some time now, the acquisition of certificates for the upgrading of administrative staff to other grades is done easily. However, in the past five or so, promotion of administrative staff who have the qualifications to be promoted to the senior members' level has not been that easy. This is due to the increasing number of staff on the waiting list.” Senior Assistant Registrar, October 2019.



Finally, the results revealed that 47(37.9%) of the respondents were dissatisfied with the quality of orientation and training received for their current positions. Also, 34(27.4%) of the respondents were very dissatisfied with the quality of training offered. However, 12(9.7%) and 8(6.5%) of the respondents said they were satisfied and very satisfied with assertion respectively, while 23(18.5%) of the respondents remained neutral. Hence, more needs to be done in terms of delivering quality orientation and organising a regular training session for both old and newly recruited staff to enhance their academic progression in the Institution for increased productivity.

4.5 Motivation of Administrative Staff on Career development

4.5.1 General staff motivation

Figure 4.1 outlines the results of administrative staff motivation in this subsection. The analysis revealed that a total of 25.81% of respondents agreed that their achievements on the job were satisfactory. Also, 22.58% of the respondents strongly agreed that their achievements in the job were satisfactory. Further 16.13% of the staff expressed disagreement and this was followed closely with 15.32% of the respondents who strongly disagreed with the statement. A good number (20.16%) of the respondents were undecided. Hence, the level of satisfaction expressed by respondents over their achievements suggests that intrinsic motivation could have a great potential to influence staff career development. Management needs to double up efforts in supporting staff development steadily in this regard.



There is also general indecision among respondents, 23.39% were undecided on the issue that they were given due recognition at the work. Also, 21.77% of the respondents agreed that they were given due recognition at the work and another 20.97% strongly agreed with the issue. However, 17.74% disagreed with the assertion raised, while 16.13% of the staff disagreed strongly that due recognition was given to them at work. This could be attributed to human nature as people are not the same and respond differently to situations. However, this should not go without management giving it a second look to know what causes the response of the general indecision (23.39%) on the assertion among the staff of the Institution.

Furthermore, the analysis revealed a sizeable number (29.84%) of the respondents who agreed that the work they do was in itself interesting and challenging. This was enforced by strong agreement expressed by 20.16% of the respondents. This suggests that a high level of motivation exists among the sampled staff regarding the interest level they have on the job and this must be sustained to drive the best out of the staff. Nonetheless, 17.74% could not decide on the issue, while 16.95% and 15.32% of the staff disagreed and strongly disagreed respectively with the assertion that the work is interesting and challenging.

Assigning responsibility to staff is another area that motivates people. The results showed a good number (32.26%) of the respondents who agreed that they were given due responsibilities at the workplace to execute and a further 19.35% agreed strongly with the assertion. However, while 13.71% disagreed and 11.29% strongly disagreed. Also, quite a good number (23.39%) could not decide on the issue. This implies that management would need to do more to sustain the interest of respondents.



Promotion on the job is an area that tends to motivate people to give of their best, while a good number (26.61%) of the respondents agreed further 22.58% of the respondents strongly agreed that they were satisfied with their promotions, another 16.13% expressed unhappiness with their promotions while a similar percentage (16.13%) strongly expressed their unhappiness with the issue of promotion in the Institution. Quite a sizeable number (18.55%) of the respondents could not decide on the state of their promotions. This is a worrying situation and management need to re-examine the promotion system to ensure fairness, transparency, and timeliness. See Figure 4.1 for more details.

Finally, personal growth on the job training has proven to be a strong motivator in keeping people in an organisation and enhancing their performance. The results in Figure 4.1 revealed that majority (24.19%) of the respondents agreed that they were satisfied with the training opportunities offered them to help improve their skills and support their career development. Further 20.97% of the respondents strongly agreed with the assertion raised. However, 18.55% were not satisfied while 16.13% strongly disagreed, another 20.16% could not decide with their growth prospects in the Institution. These outcomes point to the need to improve on Human Resource (HR) practices of the Institution. As suggested by Nadarajah *et al.* (2012) that Human Resource practices need to be conceptualised into job performance and career development and the findings here are in support of this proposition.

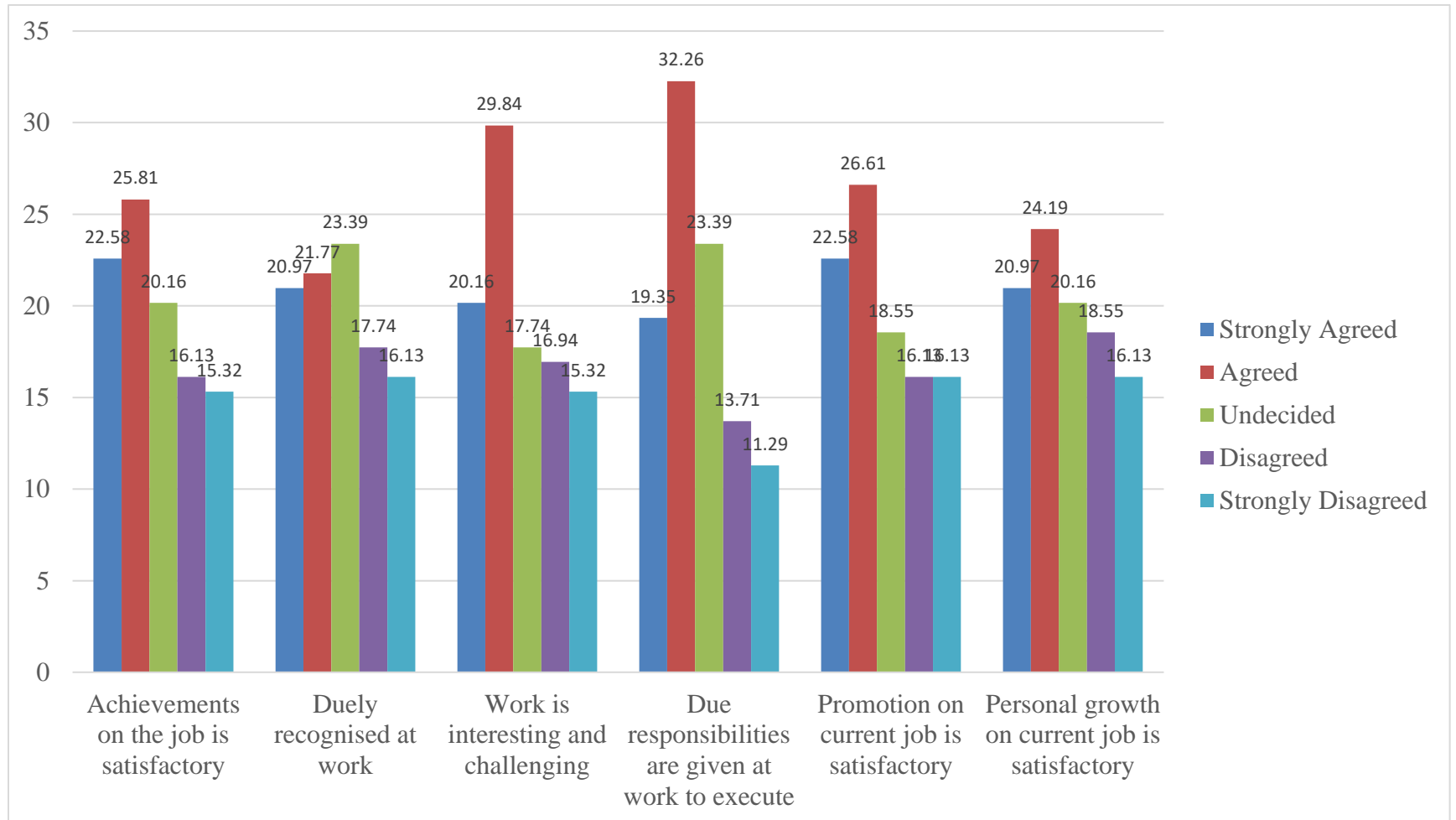


Figure 4.1: General staff motivation

Source: Field Survey, 2019

Herzberg's (1966) Two-Factor Theory considers motivation-hygiene that is, motivators/satisfiers, which include: recognition, responsibility, work itself, achievement, advancement, and growth as captured in the Figure above. Also, the hygiene factors covered issues such as institution's policy and administration, working condition, supervisor-supervisee relationship, salary, personal life, supervision, status, and security. These issues are also covered in Table 4.1 above. Hence, the study revealed that respondents were satisfied with most of the motivators/satisfiers analysed whilst respondents were dissatisfied with many of the hygiene factors in the Institution. Respondents felt that they were not well handled or managed. This suggests that the administrative staff (senior staff) of the Institution are well motivated to perform their jobs. However, some level of attention is needed to tackle the other aspect that respondents felt dissatisfied with as indicated in the above Figure particularly on promotions, opportunities for training, recognition of the individual, and among other things.

4.5.2 Motivation in pursuit of career development of administrative staff



Pinder (1998) defines motivation as the internal and external forces that trigger work-related behaviour and determines its form, direction, intensity, and duration. This definition has common implications: motivation is an inner-built in humans that need to be triggered or activated and a motivated person at one time may be demotivated in another period, hence motivation is temporal. Also, the importance of motivating an individual is to help management in aligning employee behaviours with the organisational goals so that they can be accomplished. Thus, to direct the thinking and

performance of the employees towards an effective and efficient achievement of the organisational goals.

Hence, this section presents the expressed views and perceptions of staff on motivation in pursuit of their career development in the Institution. This starts with the survey data and thereafter, corroborating with the qualitative data. The survey data are presented and analysed through a 5-point Likert scale such as strongly agreed, agreed, undecided, disagreed, and strongly disagreed with assigned values of 5, 4, 3, 2, and 1 respectively. These values are added and divided by 5 to obtain a discriminating mean value or cut-off point of $\bar{X} = 3.0$. Therefore, any item among the composite items in Table 4.4 below that scores a weighted mean of 3.0 or above is considered as strong factors, while those with a weighted mean less than 3.0 are considered weak factors. However, frequency counts, percentages, and mean are used to analyse the data collected.

In analysing the data in the Table below, findings data revealed that the workload and responsibility of respondents at the workplace have increased. That is, it scored a mean value of $\bar{X} = 3.6$). The flexibility of staff working hours has a similar mean value ($\bar{X} = 3.6$). The two items have their factor above the discriminating factor. This suggests that respondents agreed that their workload and responsibility at the workplace have increased. Staff also agreed that they have flexible working hours in the Institution. This implies that the increase in workload and responsibility can be perceived as a motivator for some staff. Hence, this is likely to impact positively on some staff performance especially, those who expressed satisfaction with increased workload and responsibility. Also, flexibility in working hours means that staff can work and take some rest which is good for staff health and also enable them to do more



effective work thereby contributing effectively to the attainment of the Institutional goals. Hence, the saying that “all work and no play makes Jack a dull boy” would have no place in the Institution.

A key informant, however, had this to say on administrative staff motivation in the Institution:

“Staff motivation in the Institution leaves much to be desired. The Institution needs to take a second look at the motivation aspect not only on administrative staff but all staff working in the Institution”. Faculty Officer, October 2019.

Besides, the mean value on staff having improved physical working environment (office space, access to vehicles, computers and among other things had a mean value ($\bar{X} = 3.6$) above the discriminating value. Respondents, therefore, agreed that the physical environment has improved. Thus, office space, as well as access to vehicles and computers at the workplace, have improved. Further interrogation, however, showed that there has been an improvement in the office space over the years but not like other Institutions or sister institutions in the country. Hence, the government and other stakeholders need to do more to expand and improve upon the office space for effective work to take place.

Career advancement in every institution is necessary for the growth and sustenance of the institution. Hence, every well-meaning institution that wants to pursue this path of growth and development must ensure its employees are given the necessary training towards advancing their careers. Therefore, the mean value of $\bar{X} = 3.7$ means that



respondents agreed that the opportunity for career advancement exists in the Institution thereby influencing the day-to-day success of the Institution. This perceived opportunity for career advancement suggests that staff can rise to the top when given the necessary training and mentorship which has the tendency of shaping the institution and this could serve as a source of self-motivation.

However, a key informant had this to say:

“There is very little motivation in terms of career development in the Institution.” Faculty Officer, October 2019.

This finding is similar to CEDEFOP (2007) who indicated that employees are expected to manage their careers at work, with a bit of support from their supervisors and more informal help from anyone else they can find.

On the aspect of salary, a mean value of $\bar{X} = 3.7$ shows that it is above the discriminating value of $\bar{X} = 3.0$. Respondents, therefore, agreed that they receive competitive salaries. This means that the monetary motivation is satisfactory to many of the staff as indicated in the table below. This finding, however, agreed with a similar finding by Itsekor, Victoria, and James (2012), which revealed that a good number of the staff were satisfied with pay increases over the years in the organisation. However, management should not be too excited about this, because, salaries may only serve as one aspect of motivation and some people may look beyond this hygiene factor indicated by Herzberg Two-Factor Theory.



A key informant however held this view on staff motivation:

“Staff motivation can take any form. For instance, the staff is motivated through upgrading when they gain extra qualifications, salaries, working conditions, and among other things. However, it is seldom done when it comes to administrative staff upgrading to the next level (senior members’ level)”. Senior Assistant Registrar, October 2019.

Furthermore, allowances could serve as an incentive to some staff or otherwise as shown in the table below. For instance, the results revealed a mean value to be $\bar{X} = 2.5$ which means that it fell below the discriminating value. This suggests that respondents registered their disagreement that fringe benefits exist for all. Also, the analysis revealed a mean value of $\bar{X} = 3.4$, which implies that respondents agreed that they were satisfied with the work they do. Management would therefore have to do more to make the work more interesting and challenging that is, to help sustain respondents’ interest.

Finally, good people management and a better relationship have been proven to be a strong motivator in keeping people in an organisation and encouraging them to give their best in their performance. The results in Table 4.4 revealed that a mean value of $\bar{X} = 2.5$. This implies a disagreement with the statement that good people management and better working relationship exists in the Institution. These outcomes point to the need to improve on Human Resource (HR) practices of the Institution to encourage the good management of people and better working relationships of the



staff. Serving as a motivation factor, it can be strengthened for improved performance in the Institution.



Table 4.5: Motivation in pursuit of career development

Statements	Strongly Agreed		Agreed		Undecided		Disagreed		Strongly Disagreed		Mean (\bar{X})
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
My Workload and responsibility have increased	38	30.6	45	36.3	10	8.1	18	14.5	13	10.5	3.6
Staff enjoy flexibility in their work hours	34	27.4	42	33.9	23	18.5	15	12.1	10	8.1	3.6
I have improved the physical working environment (office space, access to vehicle, computers, etc.)	31	25.0	44	35.5	22	17.7	17	13.7	10	8.1	3.6
Opportunity for career advancement exists	35	28.2	48	38.7	20	16.1	12	9.7	9	7.3	3.7
I receive competitive salary	33	26.6	37	29.8	39	31.5	10	8.1	5	4.0	3.7
Fringe benefits exist for all	18	14.5	15	12.1	18	14.5	32	25.8	41	33.1	2.5
I am self-satisfied with my work	29	23.4	42	33.9	20	16.1	18	14.5	15	12.1	3.4
Good people management/better working relationship exists at the work place	15	12.1	18	14.5	23	18.5	29	23.4	39	31.5	2.5

N=124. Scale: Strongly Agreed=5, Agreed=4, Undecided=3, Disagreed=2, Strongly Disagreed=1 and a Cut-off Point=3.0

Source: Field Data, 2019

In summation, the results showed that a good number of the composite items in the above Table hit the discriminating value of $\bar{X} = 3.0$, which means that the administrative staff (senior staff) of the Institution are motivated to perform their jobs. However, some level of attention should be given to the following issues; opportunity for career advancement, physical working environment, workload and responsibility, fringe benefits as well as good people management and work relationship of every category of staff as indicated in the above Table 4.4.

4.6 Challenges Faced by Administrative Staff of UDS in their Performance

A number of problems likely to affect administrative staff performance in institutions of higher learning (IHL) were listed and respondents were asked to rank in order of priority according to the three (3) most important challenges. The results aggregated are contained in Table 4.5 below.

Respondents considered a lack of regular training programmes such as refresher courses, workshops, and seminars, and even respondents indicated that the few pieces of training and orientations that were organised in the past for them lack quality. In Table 4.5, this challenge was ranked number one on the list. This, therefore, calls for management to put in measures in organising refresher courses, workshops, and among others for staff to keep them updated and not left out in this competitive global world.

The lack of modern office space and logistics was also ranked number one challenge facing administrative staff in the Institution. Inadequate equipment – computers, printers, copiers, and so on, irregular power supply, lack of stationeries, inadequate



furniture were cited as some of the critical elements missing. For some staff, this was affecting administrative services. The absence of a stable internet connection for staff adds another layer to the research problem highlighted. This requires urgent attention from management. Also, appropriate steps should be taken to complete some of the uncompleted structures in the Institution to help ease pressure on the limited office space.

Furthermore, poor career development opportunities were ranked number one on the challenge list. For instance, changes such as the amendment of academic progression rules have affected administrative staff and many described it as unfair. The absence of sponsorship support for staff to undertake further education especially, the administrative staff was highlighted as another area needing critical attention. The lack of regular promotions for staff who are due was emphasized and described as worrying. This tends to drive people away from the Institution to take up appointments somewhere else.



Table 4.6: Challenges facing UDS staff in their performance

Challenges Facing Staff Performance	Freq.	%	Rank
Access to information is limited (poor public address system, poor management of information)	7	5.6	4th
Inadequate refresher training/lack of quality orientation	20	16.1	1st
Lack of fairness in dealing with staff/lack of recognition/discrimination among staff	9	7.3	3rd



Lack of modern office space and logistics for staff (inadequate furniture, irregular power & internet supply, lack of consumables in the office)	20	16.1	1st
Management delay in responding to request made	5	4	6th
No accommodation for staff/lack of vehicles to convey staff to work and run errands	6	4.8	5th
Poor career development opportunities (unfair amendment of academic progression rules which affect administrative staff, no sponsorship, lack of promotions)	20	16.1	1st
Poor maintenance and inadequate infrastructure (no toilet facilities for staff)	9	7.3	3rd
Poor working environment - not conducive	11	8.9	2nd
The poor working relationship between senior staff and management/no motivation/ poor engagement of faculty management	11	8.9	2nd
Too much workload for staff/inadequate staffing (no messengers to deliver mails, a limited number of supporting staff.	6	4.8	5th

Source: Field Data, 2019

The poor working environment was ranked second by the respondents in the problem list presented in Table 4.5. The poor working environment is reflected in the lack of adequate office equipment such as printers, computers, and photocopying services in

many offices. Inadequate stationeries to support effective administrative service delivery was an area highlighted for consideration.

Also, a poor working relationship between senior officials and administrative staff (senior staff) was cited as one of the issues bordering staff in the Institution. For instance, some staff felt that they are not being engaged as expected while others felt that they are not being motivated enough to give their best. Hence, management needs to engage more with staff, they should be motivated enough to deliver since this is considered the number two by staff on the problem list.

Furthermore, poor maintenance and inadequate infrastructure that is, the lack of decent washroom facilities for staff was cited as one of the problems in the list. This was ranked third in the Table. As a measure of this, the long-standing structures on campus should be completed and the washrooms attached to them completed for staff. Also, the few washrooms on the campus should be decently kept for staff since this tends demotivating staff.

Besides, the staff was of the view that they were not been treated fairly. The lack of recognition of administrative staff was highlighted as an area needing critical attention. This staff thought borders their career development in the institution while some staff felt that they were discriminated upon and the individual's weakness has no secrets. The researcher called on management to take a second look at this issue.

Communication and perhaps effective communication is the key to the success of every well-meaning institution. Hence, poor management of records and information in an institution tends to limit access to information. This, therefore, tends to nurture



grape-vine information, gossips, backbiting, petty quarrels among others which do not order well for the growth and development of an institution. Poor management of information was ranked number four among the challenges list in the above Table. Management should therefore consider this issue critically.

The lack of accommodations for staff specifically on campus serves as a disincentive to respondents. Others felt that lack of vehicle (bus) to convey staff to and from work is a challenge while some respondents felt the lack of vehicles for errands within the campus or outside campus serves as a hindrance to their effectiveness. Respondents, therefore, felt that anything short of this affects them and should be considered by the management of the Institution seriously. Some respondents felt that it is done on other campuses and should be replicated across all campuses.

Furthermore, inadequate staffing which is reflected in too much workload for the few staff, poor maintenance of the limited facilities for staff, and limited funding support for administrative activities was a problem on the list. These broad areas need management support to help motivate staff to work harder for the attainment of the institutional goals.

Finally, management delays in responding to matters of administrative staff was another concern raised by respondents. Though it is ranked the sixth in the problems list in the Table above, nonetheless, it is worth considering since it tends demotivating staff of the Institution. For instance, respondents felt that requests made by them are not honoured as expected. Besides, they thought that nobody gives attention to issues that affect administrative staff in the Institution. This serves as a wake-up call for



management to act because the Institution needs the support of all for the achievement of its goals.

4.7 Suggested Ways of Improving Staff Performance in the Institution

Similar to the constraint identified respondents were asked to suggest solutions to the problems identified. The proposed solutions were then categorised and ranked as contained in Table 4.6. Against this background, poor career development came up top on the problem list, this solution is well linked to their needs. Management should, therefore, consider expanding the scope of training opportunities for staff including securing sponsorships to help upgrade the skills of the staff for improved performance. Quite a good number of the respondents 18(14.5%) suggested this for consideration. This was closely followed by 16(12.9%) of the respondents who felt that organising refresher training programmes for staff was a key solution and this was ranked second in the Table below.

Table 4.7: Suggested ways to improve staff performance

Suggested solutions/Ways to improve performance	Freq.	%	Rank
Ease of career development opportunities/scholarships	18	14.5	1 st
Good internet system for staff	9	7.3	5 th
Involvement of low level/senior staff in decision-making processes	10	8.1	4 th
Need for mentorship scheme and fair academic progression policies for all staff	11	8.9	3 rd
Open forum for all staff at least once a year	9	7.3	5 th
The organisation of refresher training programmes	16	12.9	2 nd
Overtime allowances should be introduced or increased salaries	6	4.8	8 th



Provision of accommodation to staff on campus (government and management), improve infrastructure facilities	8	6.5	6 th
Provision of the conducive work environment (adequate and secured space - safety measures should be put in place, office consumables, standby generator, logistics/equipment, and furniture, etc.)	11	8.9	3 rd
Recognition of best performing staff/hard work (staff motivation etc.)	7	5.6	7 th
Reduce staff workload by providing supporting staff, messengers for each faculty	6	4.8	8 th
Regular interaction with all or inclusion of Associations Representatives in campus management (improve information communication etc.)	10	8.1	4 th
Strengthening of work supervision	9	7.3	5 th

Source: Field Data, 2019

Also, concentrating efforts to improve on the work environment to make it more conducive was advocated for and ranked third as presented in Table 4.7 above. Providing adequate and secured space, provision of logistics/equipment and furniture, standby generator, office consumables, and safety issues were some of the measures proposed to help address the challenges outlined. Also, respondents thought that consideration should be given to the mentorship scheme and fair academic progression policies for all staff in the Institution. This, they felt could be a motivator to some of them. This was also ranked third in the above Table.

Further, the involvement of lower-level staff (junior and senior staff) in decision-making processes and avoid victimisation, as well as supervision at the workplace, should be strengthened. Also, the allegation about any staff should be investigated fairly. Respondents called for either an open forum/regular interaction with all staff or the inclusion of their Association representatives in management meetings. This,



they considered another way that can improve the communication barrier that has existed for sometimes now. These suggestions were ranked fourth in Table 4.6 above.

Self-recognition can also serve as a motivation to staff – recognising the best performing staff or hard-working staff is a good path to embark upon by management.

The administrative staff felt that providing them accommodation on campus and improving the infrastructure facilities, vehicles to run errands both on and out of campus is another motivator that could serve as a catalyst for higher performance.

Finally, focusing attention on staff motivation by recruiting more supporting staff to reduce the workload. For instance, messengers for each faculty, providing mentorship scheme and fair academic progression policies for all categories of staff on campus, providing overtime allowances, and if possible, negotiate for salary increment for staff. These suggestions were ranked sixth in the Table. While management may not be able to address all the issues raised at a go, there is the need to break the solutions into immediate, short-term, and long-term categories so that they can be effectively addressed.

4.8 Future Training Needs for Staff.

Respondents were asked to indicate three key areas in order of priority that they would like to develop new skills in the next coming years to enhance their career development and help improve their job performance in the Institution. The responses gathered are summarized and presented in Table 4.7 below.

The priority area of training revealed from the analysis is an improvement in computer skills. About 15.3% of the respondents suggested the need to receive training in



computer skills to be abreast of the fast-moving technological world and to be productive in a computerised environment. Management should also consider making enough computers available and accessible through the establishment of computer training centres in each faculty. This would enable both staff and students to learn faster in the use of computers.

Table 4.8: Areas of staff training needs for career development

Training Area	Freq.	%
Computer software	19	15.3
Foreign language	12	9.7
Leadership and presentation skills	11	8.9
Scientific writing skills	15	12.1
Coaching/mentoring skills	14	11.3
Management development	14	11.3
Time management	12	9.7
Team process	10	8.1
Obtain a higher educational qualification	17	13.7

Source: Field Data, 2019

The second priority area of training is the need to obtain higher qualifications (13.7%). As an academic institution of higher learning, getting a promotion largely depends on the qualification and experience level of staff. This suggestion fits well in the educational profile of the respondents covered in the study since the majority of them were yet to obtain their master's degrees. The provision of scholarships and other training opportunities for administrative staff needs to be pursued by management. This will not only help build the capacity of staff for sustained service delivery but will motivate them to progress along their career paths for increased productivity.



Thirdly, the results presented in Table 4.7 indicated that developing skills in scientific writing is an area that staff will like to further develop (12.3%). These skills are necessary for generating quality research papers for publications in reputable journals to help raise the image of individual writers as well as the name of the Institution. The statute of the Institution calls for especially, among the administrative staff to make a good number of publications before one can progress to the next level. Hence, taking them through scientific writing skills is in the right direction of achieving this goal as they progress in their career.

However, respondents suggested some other areas worth considering, which include; management development (11.3%) where the respondents thought is another important area management should consider in terms of staff career development. The thinking of the respondents could be in the right direction in the sense that, some may want to progress to occupy management positions hence the need to prepare them towards it. Also, coaching/mentoring skills (11.3%) can fit so well in this area, and hence, staff need to be prepared for position management. Those who can occupy such positions should be coached/mentored properly with the view of them progressing to occupying this position in the future.

Furthermore, respondents mentioned areas such as time management (9.7%) perhaps as a manager, one needs to give priority to his/her time before anything meaningfully could be achieved and hence, a call on management to consider this area critically. Also, the area of leadership and presentation skills (8.9%), foreign language (9.7), and team process (8.9%) were among training areas respondents suggested for consideration for the training of staff to enhance their career for better performance.



In conclusion, the three priority areas as suggested by respondents for management consideration include computer skills, higher qualification, and scientific writing skills. See more details in Table 4.7 above.

4.9 Chapter Summary

This chapter discussed the main findings emanating from the study. The presentation covers the attitude, perception, and motivation of administrative staff on their career development. The findings showed that there was some level of motivation among this category of staff of the Institution. Areas perceived to be affecting staff performance which needs the consideration of management revolved around inadequate training on the job and scholarships for further education, delayed in promotions, and the uncondusive working environment. The chapter also highlighted the main constraints facing staff and proposed solutions from the perspective of workers of the Institution.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions, and recommendations of the study. The findings are categorised into four based on the research objectives. This covers staff attitude, perception, motivation, and challenges associated with administrative staff career development. This is followed by the general conclusions drawn from the study and the main recommendations emanating from the study.

5.2 Summary

5.2.1 Staff attitude towards career development

A total of 124 administrative staff attitudes towards career development were examined, where respondents agreed with a number of statements. This includes; respondents having a cordial relationship with their supervisors, working conditions have improved and salaries as well as improvement of their personal lives, the job security of staff was guaranteed. However, administrative staff supervision is poor despite the cordiality that existed among administrative staff and their supervisors. Also, management would need to do more as a demonstration to staff that their job is guaranteed as long as they remained in the confines of the rules and tenets of the Institution.

Respondents, however, disagreed with a good number of the issues raised. For example, the administration of staff development policy, supervision of administrative staff, taking of job training in the Institution seriously, all staff are involved in training



organised by management, training is organised across all levels annually, training has a positive impact on staff performance. These assertions are refuted that such training cannot influence staff career development and advancement. This boils down to respondents disagreeing on receiving updated training relevant to their current roles in the Institution, and it further boiled down to respondents disagreeing that the training was adequate. Management, therefore, needs to step its game on updating staff horizons to improve upon their career. Training should not be a one time show but should be a continuous process for both old and newly recruited staff. Again, respondents disagreed benefitting from effective and meaningful coaching. However, support from supervisors can be part of efforts to help develop staff professionally. The question of having good mentors necessary to support staff career development was confirmed with a mean value of $\bar{X} = 2.2$, which is a disagreement with the assertion. Participants further felt that their efforts were not valued in the Institution which is not just a worrying situation but requires the attention of the University Management to act.

5.2.2 Staff perception towards career development

The views of the administrative staff on career development show a great dissatisfaction among the sampled respondents in the Institution as a good number of them were unhappy with the fairness in accessing institutional sponsored training and seminars. Also, quite a good number of the respondents were satisfied with the level of communication with their supervisors which influences their career development despite reservations by others. Quite a sizeable number 28(22.6%) of the respondents

were somewhat dissatisfied with the perceived role of communication with supervisors influencing their career development.

Also, a good number of 38(31.0%) of the staff felt satisfied with their ability to influence institutional success, while 24(19.4%) felt they could not influence institutional success. The findings further revealed that many of the supervisors are perceived not to be showing interest and concerned towards staff career development, a situation quite a good number of the respondents 38(31.0%) expressed dissatisfaction and further 28(22.6%) were very dissatisfied with supervisors' interest and concerned on their career development.

Besides, 18(15.0%) were satisfied with the management of the current performance appraisal process. However, a good number of 39(31.5%) of the respondents felt dissatisfied. The data analysis further revealed that a reasonable number of 35(28.2%) of the staff were dissatisfied with the processes followed in identifying candidates to occupy higher positions anytime the opportunity existed. This was strongly enforced by a good number of 31(25.0%) of the respondents registering their dissatisfaction strongly. This suggests the existence of unfair practices and appropriate steps need to be taken to address it.

Furthermore, a good number expressed concern and dissatisfaction over the conduct of training needs assessments on regular basis 26(21.0%). Where a sizeable number 29(23.4%) of the staff were very dissatisfied with the conduct of training needs assessments in the Institution, a sizeable number 25(20.5%) remained neutral over the issue. The generally limited training opportunities for staff and inadequate funds for



institutions could account for this. Special attention should be given to staff training for more productive performance. Further investigation revealed the weaknesses in the performance of staff which is not only worrying but a wake-up for management to work collaboratively with staff unions to deal effectively with the situation.

Moreover, the analysis of the data revealed that 12(9.7%) of the participants were satisfied with the quality of the few orientations and training received to enable them to function effectively in their current positions. However, a good number of 47(37.9%) and 34(27.4%) respectively expressed their dissatisfaction and very dissatisfaction over the quality of training offered to staff.

5.2.3 Motivation of staff towards career development

Data analysis revealed some level of motivation among administrative staff in many of the issues raised with regards to their motivation in the Institution, where the results showed that the workload and responsibility of respondents at the workplace have increased. Also, the staff agreed that they have flexible working hours. The increase in workload and responsibility can be perceived as a motivator for some staff which is likely to impact positively on staff performance. Having flexibility in working hours implies that staff can take enough rest to enable them to contribute effectively to the work.

Also, staff agreed to have improved physical working environments such as office space, access to vehicles, computers among others. The investigation, however, revealed that the office space has improved over the years but not like other Institutions



or sister universities across the country. Hence, more need to be done to expand and improve upon the office space for effective work to take place.

Career advancement in every institution is necessary for the growth and sustenance of the institution. Every well-meaning institution that wants to pursue this path must ensure its employees' career development and advancement are taken seriously. Hence, respondents agreed that the opportunity for career advancement exists in UDS. This perceived opportunity for career advancement suggests that staff can rise to the top when given the necessary training and mentorship which could serve as a source of self-motivation.

On the aspect of salary as a hygiene factor, respondents agreed that they receive competitive salaries which shows that the monetary motivation is satisfactory to a good number of the staff. However, management should not be complacent over this because salary may only serve as one aspect of motivation. Hence, others may look beyond the intrinsic aspect of motivation.

Good people management and the better relationship has been proved to be a strong motivator in keeping people in an organisation and encouraging them to give of their best in their performance. Respondents, therefore, agreed that good people management and better working relationship exists in the workplace.

Quite a good number (25.8%) of the sampled staff studied are satisfied with their achievements on the job. This was supported strongly by 22.6% of the respondents who were very satisfied with their achievements on the job. This could be attributed



to both the intrinsic and extrinsic factors as a good number of respondents noted that their contributions at the workplace were recognised.

However, respondents expressed a wide range of views regarding their promotions which needs the attention of management. Although a sizeable number (26.6%) expressed satisfaction with their promotion situation, 16.1% were unhappy and 18.6% were indifferent over the issue. There is a need to take a look at the Institution's promotion system to ensure fairness, transparency, and timeliness.

Finally, 24.2% of the respondents were satisfied with the training opportunities offered them for improved skills, enhanced performance, and enlarge their career prospects. The job training does not only support their personal growth but impacts the attainment of Institutional growth. However, 18.6% were not satisfied with their growth prospects in the Institution. The findings suggest that though the staff appeared motivated, more need to be done to get staff on board.

5.2.4 Challenges associated with staff career development

Data analysis revealed that staff lacks regular training such as refresher courses, workshops, seminars among others. Even respondents indicated that the few pieces of training and orientations organised in the past for them lack quality. This problem was ranked first in the list. This calls for management to put in measures in organising refresher courses, workshops, seminars among others to keep staff updated and not left out in this competitive global world. Also, the absence of a stable internet connection for staff adds another layer to the research problem. This requires urgent attention from management.



Poor career development opportunities were further ranked first on the challenge list. For instance, changes such as the amendment of academic progression rules have affected administrative staff and many described it as unfair. The absence of sponsorship support for staff to undertake further education especially administrative staff was highlighted as another area needing critical attention. The lack of regular promotions for staff who are due was emphasized and described as worrying. This tends to drive people away from the Institution to take up appointments elsewhere.

5.2.5 Ways of improving staff performance in the institution

Similar to the constraint identified respondents suggested solutions to the problems identified. The proposed solutions were then categorised and ranked. Against this, poor career development came up top on the problem list, this solution is well linked to their needs. Management could, therefore, consider expanding the scope of training opportunities for staff including securing sponsorships to help upgrade the skills of staff for improved performance.

Also, concentrating efforts to improve on the work environment to make it more conducive was advocated for and ranked third. Providing adequate and secured space, provision of logistics/equipment and furniture, standby generator, office consumables, and safety measures should be put in place as a way of addressing the problem. Besides, respondents thought that consideration should be given to the mentorship scheme and fair academic progression policies for all staff in the Institution. This, they felt could be a motivator ranking as the third.



Further, the involvement of lower-level staff (junior and senior staff) in decision-making processes and avoiding victimisation of staff. Again, some staff suggested that supervision at the workplace should be strengthened and allegation of any staff be investigated with all fairness. Calling for either an open forum/regular interaction with all staff or the inclusion of their Association representatives in management meetings as a way of improving the communication barrier that has existed for sometimes now.

Self-recognition can also serve as a motivation to staff – recognising the best performing staff or hard-working staff is a good path to embark upon by management. Administrative staff felt that providing them accommodation on campus and improving the infrastructure facilities, vehicles to run errands both on and out of campus is another layer of motivation that could serve as a catalyst for higher performance.

Finally, focusing attention on staff motivation by recruiting more supporting staff to reduce the workload e.g. messengers for errands. Also, providing mentorship scheme and fair academic progression policies for all categories of staff, providing overtime allowances and if possible, negotiate for salary increment for staff. These suggestions were ranked sixth. While management may not be able to address all the issues raised at a go, there is the need to break the solutions into immediate, short-term, and long-term categories so that they can be effectively addressed.

5.2.6 Future training needs of staff.

Respondents noted the three key areas in order of priority that they would like to develop new skills in the next coming years to help improve their job performance and



enhance their career progression in the Institution. The priority area of training as revealed by the analysis is an improvement upon their computer skills. About 15.3% of the respondents suggested the need to receive training in computer skills to be abreast of the fast-moving technological world and to be productive in a computerised environment.

The second priority area of training is the need to obtain higher qualifications (13.7%). As an academic institution of higher learning, getting a promotion largely depends on the qualification and experience level of staff. This suggestion fits well in the educational profile of the respondents covered in the study since the majority of them were yet to obtain their master's degrees. The provision of scholarships and other training opportunities for administrative staff needs to be pursued by management. This will not only help build the capacity of staff for sustained service delivery but will motivate them to progress along their career paths for increased productivity.

Thirdly, the results showed that developing skills in scientific writing is an area that staff will like to develop. These skills are necessary for generating quality research papers for publications in reputable journals to help raise the image of individual writers as well as the name of the Institution. The statute of the Institution calls for especially among the administrative staff to make a good number of publications before one can progress to the next level. Hence, taking them through scientific writing skills is in the right direction of achieving this goal as they progress in their career.



In conclusion, the three priority areas as suggested by respondents for management consideration include computer skills, higher qualification, and scientific writing skills. See more details in Table 4.7 above.

5.3 Conclusions

5.3.1 Staff attitude towards career development

From the study, it was concluded that the administrative staff of the Institution were somewhat satisfied with some of the motivators/satisfiers and hygiene factors. For instance, improvement of the working condition. Respondents called for more attention to be given to the administration of the Institution's policy on staff development, supervision of administrative staff in the Institution. Also, some level of attention is needed to tackle the issue of job training, increasing access to updated training, the inclusion of all staff in developmental issues, as well as coaching/mentorship in the Institution.

5.3.2 Staff perception towards career development

Continuously working to have a motivated staff is beneficial to both the individuals and the institution. The study concluded that management needs to pay more attention to their human resource practices. For instance, administrative staff promotions in the system, particularly, those who obtained higher qualifications promotions should be done with all fairness, transparency, and urgency. The findings pointed to unfairness, lack of transparency, and delays in the promotion of administrative staff, especially to senior membership level.



The study also concluded on the need to improve on staff development, which includes improving on the process of identifying candidates to fill open positions, scholarships for further studies, management support to improve on staff weakness, and strengthening work supervision.

5.3.3 Motivation of staff towards career development

In motivating staff, the intrinsic and extrinsic as well as the motivators/satisfiers and hygiene factors must be considered in total. Hence, the following issues, therefore, need to be tackled for effective performance; improvement of the physical work environment for staff, personal growth such as the acquisition of skills through training. Again, good people management and the better relationship has been proved to be a strong motivator in keeping people in an organisation and encouraging them to give their best in their performance.

5.3.4 Challenges associated with administrative staff career development

The study concluded on the following as challenges associated with administrative staff career development; lack of regular training programmes such as refresher courses, workshops, seminars among others. According to respondents, the few pieces of training and orientations that were organised in the past for them lack quality.

The study also concluded that the lack of modern office space and logistics was one of the challenges facing the administrative staff of the Institution. For some staff, this was affecting administrative services. The absence of a stable internet connection for



staff adds another layer to the research problem. This requires urgent attention from management.

Poor career development opportunities were also a challenge identified. For instance, respondents indicated that changes such as the amendment of the academic progression rules have affected administrative staff and many described it as unfair. The absence of sponsorship support for staff to undertake further education especially administrative staff was highlighted as another area needing critical attention. The lack of regular promotions for staff who are due was emphasized and described as worrying.

5.3.5 Ways of improving staff performance in the institution

Similar to the constraint identified respondents suggested solutions to the problems identified. The solutions concluded were poor career development. This solution is well linked to staff needs. The scope of training opportunities for staff should be expanded. This must include securing sponsorships to help upgrade the skills of people for improved performance.

The study also concluded that efforts should be concentrated on improving the work environment to make it more conducive. Providing adequate and secured space, provision of logistics/equipment and furniture, standby generator, office consumables, and safety measures should be in place. A mentorship scheme and fair academic progression policies should be provided for all staff in the Institution.



The study further concluded on the involvement of lower-level staff (junior and senior staff) in decision-making processes and avoid victimisation. Respondents suggested that supervision at the workplace be strengthened as well as the allegation of any staff be investigated fairly.

Finally, it was concluded that recognising the best performing staff or hard-working staff is a good path to embark upon by management and this could serve as a catalyst for higher performance.

5.3.6 Future training needs of staff

The three priority areas as concluded by the study include computer skills, higher qualification, and scientific writing skills. See more details in Table 4.7 above.

5.4 Recommendations

5.4.1 Staff attitude towards career development

Based on the findings presented above, some recommendations are made for the attention of the Management of the Institution, government, and policymakers in the educational sector.

Management of the Institution should step up their game in updating the staff horizon to improve upon their career. This should not be a one time show but should be a continuous process for both old and newly recruited staff. More importantly, the capacity building and training sessions need to be organised for staff. This can be done through scholarships for those who demonstrate greater promise and commitment,



organising regular in-service training, study leaves with pay for staff and participation in training seminars.

Also, Management should take a keen interest in the Institution's policy on staff development. For instance, the administration of the Institution's policy on staff promotion particularly, administrative staff should be fairly administered always devoid of bias. Management needs to strengthen staff supervision in the Institution to increase performance.

5.4.2 Staff perception towards career development

Management needs to pay more attention to their human resources practices to ensure that the maximum benefits are driven. For instance, administrative staff promotions in the system, particularly, those who obtained higher qualifications should be done with all fairness, transparency, and urgency.

Also, another area that needs improvement in the career development of staff and which should be taken seriously by Management includes improving on the process of identifying candidates to fill open positions, scholarships for further studies, management support to improve on staff weakness.

5.4.3 Motivation of staff towards career development

In motivating staff, the intrinsic and extrinsic factors, as well as the motivators/satisfiers and hygiene factors, must be looked at holistically. Hence, the following issues need to be tackled by Management for effective performance: improvement of the physical work environment for staff, training needs assessments



should be conducted on regular basis and allowances of staff need to be considered since they add another layer to motivation.

Also, Management should pay attention to employee growth in the Institution such as the acquisition of skills through training. Again, good people management and better relationship be looked at since it is a strong motivator in keeping people in an organisation and encouraging them to give their best in their performance.

5.4.4 Challenges associated with staff career development

Management should design comprehensive and quality training programmes such as refresher courses, workshops, seminars, and among others for staff training. Besides, the necessary measures should be taken in organising refresher courses, workshops, seminars and among other things for staff to keep them updated and not left out in this competitive global world and this should be continuous.

Also, modern office space and logistics for staff in the Institution are required. Hence, appropriate steps should be taken to complete some of the uncompleted structures in the Institution to help ease pressure on the limited office space. Again, equipment such as computers, printers, copiers, etc. should be provided. The issue of power supply, stable internet connection, stationeries, furniture must be tackled seriously.

Poor career development opportunities must be given the seriousness it deserves. For instance, changes such as the amendment of academic progression rules have affected administrative staff and many described it as unfair and hence, Management should give consideration to it. Also, sponsorship support for staff to undertake further



education especially administrative staff should be given the needed attention by the Management of the Institution.

5.4.5 Ways of improving staff performance in the Institution

Against this background, poor career development came up top on the problem list, this solution is well linked to their needs. Management should therefore consider expanding the scope of training opportunities for staff including securing sponsorships to help upgrade the skills of people for improved performance.

Also, concentrating efforts to improve the work environment to make it more conducive. Providing adequate and secured space, provision of logistics/equipment and furniture, standby generator, office consumables, and safety measures should be put in place. Besides, consideration should be given to the mentorship scheme and fair academic progression policies for all staff in the Institution.

Further, the involvement of lower-level staff (junior and senior staff) in decision-making processes and avoid victimisation of staff. Also, supervision at the workplace is strengthened as well as the allegation of any staff be investigated fairly. Again, open forum/regular interaction with all staff or the inclusion of Association representatives in the management board. Moreover, recognising the best performing staff or hard-working staff is a good path to embark upon by management and which could serve as a catalyst for higher performance.



5.4.6 Future training needs of staff.

Management should step efforts to develop staff skills in specialised skills training in computer software and scientific writing for research. In this age of the computer, acquiring the necessary skills is a prerequisite for more productive performance.

Also, the knowledge to be gained from scientific writing will help promote the image of the Institution and position it on the global educational map as a centre of attraction to more researchers. Hence, this requires budgetary considerations both at the institutional and national levels and management of the Institution should step up the game on this.

Due to resource and time constraints, this study is only limited to the administrative staff of the UDS. Further research could focus on analysing the same objectives across all the four campuses of the Institution. Using a larger data set and covering the views of the teaching staff would enable comparison to be made with the findings of the current study.

5.5 Chapter Summary

This chapter summarised the main findings emanating from the study. It also drew some conclusions from the major summary obtained from the staff of the Institution. The study further made some recommendations on the findings which covered the attitude, perception, motivation, challenges associated with administrative staff on their career development, and some proposed solutions from the perspective of staff in the Institution.



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APPENDICES

**UNIVERSITY FOR DEVELOPMENT STUDIES
FACULTY OF INTEGRATED DEVELOPMENT STUDIES
DEPARTMENT OF SOCIAL, POLITICAL AND HISTORICAL STUDIES
WA CAMPUS**

Appendix I: Questionnaire for Administrative Staff

Introduction:

I am researching the topic “Attitude and Perceptions of Administrative Staff towards Career Development in the University for Development Studies” as part of the academic requirements for the award of an MPhil Social Administration, you have been selected as part of the respondents to respond to the survey questionnaire. Your participation in the studies is optional. However, your participation will be highly appreciated to enable me to acquire a full understanding of the attitude and perceptions of administrative staff on their advancement in the UDS.

You are assured that all responses provided will remain confidential. Also, your identity will remain anonymous. Only the final results will be made public through the academic report. Thank you for your time and expertise.

Please choose an option(s) that best describes the question/statement by placing a **tick** (✓) in the bracket and also fill the appropriate spaces provided.

Section A: Socio-Demographic Characteristics:

No	Variables	Characteristics	Tick (✓)
1.	Sex	Male	
		Female	
2.	Age		Tick (✓)
		25 – 29	
		30 – 34	
		35 – 39	
		40 – 44	
		45 – 49	
		50 – 54	
		55 – 59	
		≥60	
3.	Educational level		Tick (✓)
		Diploma/HND	
		Degree	





		Masters	
		PhD	
4.	Marital status	Single	
		Married	
		Divorced	
		Widowed	
			Tick (✓)
5.	Designation/title	Administrative Assistant	
		Senior Administrative Assistant	
		Principal Administrative Assistant	
		Chief Administrative Assistant	
		Other(s) specify:.....	
6.	Section work		Tick (✓)
		Main Registry	
		Department	
		Unit	
		Other(s) specify:.....	
7.	Years of Engagement		Tick (✓)
		<1	
		1 – 5	
		6 – 10	
		11 – 15	
		16 – 20	
		21+	
8.	Monthly Income		Tick (✓)
		Less than GHS 1500	
		GHS1600 – GHS 2000	
		GHS 2100 – GHS 3000	
		GHS 3100 – GHS 4000	
		Above GHS 4000	

Section B: Attitudes of administrative staff towards career progression:

9. Job Satisfaction Scale. For the following statements on the level of agreement, tick (✓) the box that matches your view most closely;

Statements	Rating Scale				
	Strongly agreed	Agreed	Not Sure	Disagreed	Strongly disagreed
The Institutions' policy on career progression is clear and robust					
The institution's policy on career progression is well administered.					
Supervision is satisfactory					
Relationship with the supervisor is cordial					
Working conditions is not hazardous					
Personal life has improved					
Salary has improved					
Job security is guaranteed					

10. Attitudes of administrative staff toward training programmes on their career development;

Statement	Rating Scale				
	Strongly agreed	Agreed	Not Sure	Disagreed	Strongly disagreed
Job training is taken seriously					
Senior officials include all staff in development training					
Training at all levels are organised annually					
Training impact positively on my job growth					
Training influence my career progression and advancement					
I receive updated training which is required for my position					
Training is not adequate					
Effective coaching: My supervisor conducts effective coaching sessions with me.					
Coaching is meaningful: my coaching sessions are meaningful and motivational					



Feel valued at the job: my supervisor solicits my input on issues and opportunities.					
I have a good mentor for my career development					

Section C: Perceptions of Administrative Staff towards Career Development:

11. Indicate your level of agreement with the under listed statements (perception about career progression);

Statements	Rating Scale				
	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied
Access to institutional sponsored training and seminars is fair					
Communication with your supervisor influences your progression.					
I can influence the day-day success of the institution					
I can influence decisions that affect my career development					
My supervisor(s) management capabilities have a positive impact on my career progression					
Recognition received from my supervisor is commendable					
My supervisor actively involved and concerned with my career development					
The current performance appraisal process is well managed					
The process of identifying candidates to fill open positions is fair					
Training needs assessments is conducted regularly					
Management support for					



my efforts to improve my weakness is remarkable					
Administrative staff are easily promoted					
The quality of orientation and training received for my current position is good.					

Section D: Motivational Strategies of Administrative Staff towards their career progression:

12. Please indicate the extent to which you agree with the following statements regarding administrative staff motivation in general;

Statements	Rating Scale				
	Strongly agreed	Agreed	Not Sure	Disagreed	Strongly disagreed
My achievements on the job are satisfactory					
I am given due recognition at work					
The work itself is interesting and challenging					
I am given the due responsibilities at work to execute					
My promotion to the current job is satisfactory					



Personal growth (skills acquired through training and development) on the current job is satisfactory,					
--	--	--	--	--	--

13. Please indicate your level of agreement with each of the following statements regarding motivation in pursuit of career progression;

Statement	Rating Scale				
	Strongly Agreed	Agreed	Not Sure	Disagreed	Strongly disagreed
My Workload and responsibility has increased					
I enjoy flexibility in my work hours					
I have improved the physical working environment (office space, access to vehicle, computers, etc.)					
Opportunity for career advancement exists					
I receive a competitive Salary					
Fringe Benefits exists for all					
I am self-satisfied with my work					
Good people management/ better working relationship exists at the workplace					

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Section E: Challenges Associated with Administrative Staff Career Progression;

14. What challenges do you face in your current job performance? List in order of importance;

- a
- b.....
- c

15. Give suggestions on ways to help influence/improve your job performance (attitude, perception, and motivation);

- a
- b
- c

16. The important training areas to your development/progression over the next two years would be (Use figure thus, **from 1 to 9**to indicate in importance).

- | | |
|---|--|
| Computer software [] | Leadership and presentation skills [] |
| Foreign language [] | Scientific writing skills [] |
| Coaching/mentoring skills [] | Management development [] |
| Time management [] | Team Process [] |
| Obtain higher educational qualification [] | |

THANK YOU!!!



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Appendix II: Interview Guide for Key Informants (Head of Training & Development (1),
Campus Officers (2), Faculty Officers (5), and Unions Leaders - SSA-UDS & GAUA - 2)

Introduction:

I am researching the topic “Attitudes and Perceptions of Administrative Staff towards Career Development in the University for Development Studies” as part of the academic requirements for the award of an MPhil in Social Administration, you have been selected as part of the respondents to respond to some questions.

Position of respondent.....

Section B: Attitudes of Administrative Staff towards Career Development:

- 1. What is your opinion on the institution’s policy clarity, and its administration regarding administrative staff career development?

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- 2. What is your view on administrative staff supervision and mentorship in the Institution?

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3. a. What is your view on administrative staff training in the Institution?

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b. Do they get updated training in the Institution?

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c. How many times in a year, please?

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Section C: Perceptions of Administrative Staff towards Career Development:



4. What is your perception of the current performance appraisal process in the Institution?

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5. What is your opinion on the selection process of staff to occupy higher positions any time an opportunity exists?

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6. What is your view on the training needs assessments of the administrative staff in the University?

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Section D: Motivational Strategies of Administrative Staff towards their Career Development:

7. What is your view on administrative staff motivation in the University?

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THANK YOU!!!

