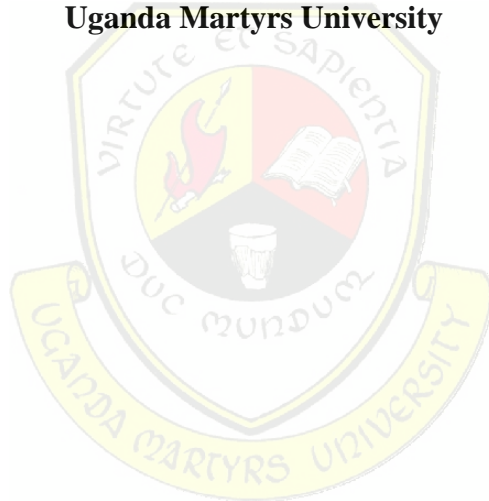


**Academic Career Growth in Institutions of Higher Learning: The case of Makerere University.**

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**2013-M102-20080**

**Uganda Martyrs University**



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**Academic Career Growth in Institutions of Higher Learning:  
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## **DEDICATION**

To Annet Asiimwe, Jean Paula Kemigisa, Aviella Musiimenta, and Domazo Balinda

**The four apples of my eye**

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**To God almighty, from whom all good things come.**

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## **LIST OF ABBREVIATIONS**

<b>A.H.P</b>	African Humanities Program
<b>ICT</b>	Information and Communication Technologies
<b>NORAD</b>	Norwegian Agency for Development Cooperation

## ABSTRACT

The purpose of this study, conducted at the College of Humanities and Social Sciences, Makerere University, was to investigate the relationship between training opportunities, workload, induction and mentoring, and the academic career growth of staff at the college.

The study is premised on an evidenced problem of low career growth among the academic staff, basing on the level of research intensiveness, staff publications, promotions and community outreach. From a broader perspective, the study justifies and underscores the relevance of the Humanities and Social Sciences in driving social-economic transformation.

Theoretical perspectives on work and rewards, namely the Herzberg Two Factor theory (1959) and the Equity Theory (1963) are cited to guide the study. The study uses a cross-sectional survey based on a random sample of **74** academic staff out of a target population of **118**, **representing a 63%** response rate. Data were gathered by use of questionnaires, key informant interviews and document reviews, using both qualitative and quantitative approaches to data collection and analysis.

The findings at a descriptive/univariate level indicate that staff were satisfied with the available training opportunities and guaranteed study leave, despite the resource constraints to undertake further training. Although research was being conducted, it was difficult to publish the findings in reputable international journals due to the subjectivity of research themes in the Humanities and Social Sciences. Staff were further dissatisfied with workload management, especially in terms of overload and relevance to personal growth. Staff induction and mentoring are almost nonexistent.

At a bivariate level, the correlations of independent variables (training, workload, induction and mentoring) with staff career growth showed a positive relationship (**P<0.05**). Staff career growth increased with an increase in training, workload, induction and mentoring. However, by the regression model, the predictors of staff career growth were **only** academic rank and staff workload, with a statistical significance of  $P<0.003$  and  $P<0.006$  respectively.

The study, therefore, recommends: (i) that staff workload should be well managed and aligned to career rewards. (ii) the MAWAZO, a publishing platform for the Humanities and Social Sciences be revived and (iii) similar studies in future may adapt longitudinal approaches to these factors that may affect academic career growth, and perhaps, comparatively across Academic Units/Universities.

**Key words:** Human resource development, mentoring, induction, training, career growth.

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.0 Introduction**

Universities play a crucial role in the provision of human resources to foster social economic and technological advancements. Universities exist as hubs of academic activity and as such, they are expected to be a source of the most specialized and skilled persons in various professions. However, the realization of the role of the Universities in producing skilled human resources for the development of a nation is so dependent on the quality and effectiveness of the academic staff, among other considerations (Mwadiani and Akpotu, 2002). It has been further observed that higher education institutions are more dependent on qualified, motivated and creative intellectuals perhaps more than any other organization. (Bloom, 2006). Therefore, the most valuable asset available to an organization is its staff. It is because of this reason that there is a paradigm shift from considering human resources to considering human capital; a well-qualified staff with knowledge, skills, and abilities attained over time, constituting a growth in one's career (Armstrong, 2009). Thus, this study explores the advancement of academic careers especially in the context of higher education institutions.

Career development has been defined as a “lifelong process of managing progression in learning and work. The quality of this process significantly determines the nature and quality of individuals' lives: the kind of people they become, the sense of purpose they have and the income at their disposal. It also determines the social and economic contribution they make to the communities and societies of which they are part” (Watts, 2004).

The current global changes in the academia have continued to require academic staff to advance their capabilities, knowledge and skills through further training, research and innovation and to be responsive to the ever-changing market demands (Vidya, 2014), hence, the academia has continued to play an increasingly important role in the fulfillment of human capital requirements (Nico, 2012).

In the context of developing economies like in Africa, the role of the academia in development efforts cannot be overemphasized. Prominent leaders such as Kofi Anan, have articulated the importance of the University (and the academics) in building strong economies. Quoted in Bloom et al., (2006) Kofi Annan observes that:

The university must become a primary tool for Africa's development in the new Century. Universities can help develop African expertise; they can enhance the analysis of African problems; strengthen domestic institutions; serve as a model environment for the practice of good governance, conflict resolution and respect for human rights, and enable African academics to play an active part in the global community of scholars. (Bloom et al., 2006)

The above observations authoritatively emphasize the contribution of higher education to social economic transformation. However, as earlier noted, this relevance is largely premised on the work and output of academic staff, which includes teaching, research and scholarship, publications, innovations, knowledge transfer and dissemination, community service, and student support services, to have knowledge generated, disseminated, and used.

It is generally perceived that every profession has its own uniqueness and so is the academic profession. Some scholars have argued that the academic profession's uniqueness can be derived

from three dimensions: the field of knowledge, i.e. the academic discipline, the professional functions, i.e. research, teaching or combinations of both, the occupational rank and the tasks related to it, for example professors and junior academic staff (Jergens, 1999). To this end, Baruch and Hall have described the academic profession as the key profession of the twenty first century (Baruch & Hall, 2004, p.241). The profession, however, is faced with key challenges related to the quality of teaching, economic constraints affecting research and publication, the student population, University leadership and organizational styles. In effect, there is a growing societal and governmental concern with accountability and evaluation of academic and institutional performance (Schuller 1995). These challenges have certainly impacted the academics' career advancement. The academic career path has become uncertain and the perceived value of having an academic career has equally changed (Altbach 2005, pp.63-75).

Despite the above changes and challenges, there are certain factors that have continued to motivate individuals to choose an academic career. Some of these factors include enjoying teaching, conducting research, having valuable flexible hours, having the opportunity to receive tenure and be mentored by outstanding faculty. On the whole, academic staff experience intellectual satisfaction derived from gaining new knowledge that contributes to one's field or serves community (Boden, 2005)

This study is an analysis of those key factors that determine one's career advancement in the academia; factors that are primarily organizational. The study lays emphasis on research, quality teaching, publication and community service as key roles of an academic and as dimensions of advancement in an academic career.

## **1.1 Background of the Study**

Scholarly interest in academic career growth and improvement in performance of academics has been developing as a distinct body of literature and research from the late 1960s and early 1970s, to date (Gerlese, 2005, pp. 1- 32). Whereas previous studies provide an insight into the subject of academic career growth of staff in Universities, there have been several changes in the higher education sector, both locally and globally, necessitating continuous research on how these changes are affecting the advancement of the academic staff in their careers. One major change globally has been the liberalization of higher education, coupled with commercialization in the education sector.

Liberalization of higher education has resulted in a systematic reduction in the role of the state to provide higher education as a social service to its people (Punday, 2009). In effect, the financing of higher education, even with combined efforts of the state and the private sector, has remained inadequate. This inadequacy in funding has partly resulted in teachers (academics) being not well-motivated and not facilitated to grow professionally, raising a lot of questions regarding the quality of education systems. Emphasis is placed on the role of funding in academic career advancements, in terms of rewarding and developing academic staff (Strike, 2006).

In addition to the above, the growing commercialization of academic institutions continues to undermine core values that support academic career advancements (Arokiasamy, 2011). Institutions of higher learning are inclined to develop and review programs that are not only rich in content but also financially viable especially given the limited state resources to finance higher education. It has been further argued that commercialization of higher education could never



have grown to its present state had it not been for the rapid growth of money-making opportunities in several other sectors; the education sector follows suit. Hence, it is not uncommon for University management, professors, and even administrative staff to find opportunities to turn specialized knowledge into profit (Bok, 2003). While acknowledging the need for financial viability and sustainability in higher education institutions, the lucrative ventures may subsequently, adversely impact on academic careers and growth of the academia, particularly resulting into dysfunctional competition in the academia.

Academic staff in institutions of higher learning face key challenges in advancing their academic careers. Staff may lack career mentoring, or are relatively inexperienced. Others may lack a sense of career direction or are otherwise susceptible to bullying behaviours by colleagues. Women in particular find themselves devoting more time and energy to teaching, pastoral care of students and administration at the expense of their research, as compared to male staff, while some institutions simply favour those staff who appear to be more assertive, aggressive, and enterprising (Bok, 2003). It has been argued, therefore, that making academic life a little easier for academics means that for some, there might be the need for encouragement to reach for one's potential, to apply for promotion, to ask for help with research and publication (Gardiner, 1999).

A case for the humanities is particularly important in this study in view of the current positioning of the humanities disciplines in the academia. It has been noted that in today's landscape of higher education and research, particularly in Africa, the humanities find themselves in a parlous state. Studies of literature, history, languages, cultures, philosophy, the arts, and other humanities subjects have been de-prioritized by policymakers and even by some university officials. (A.H.P, 2014). The fact that humanities disciplines are being marginalized has implications on the

career growth of staff within these disciplines. There is a need to rebrand and rejuvenate the humanities through revision of policy and practice, necessitating a study of this kind.

In order to explore the issues relevant to academic career growth, the study benefits from the experiences and practices at Makerere University. Previous studies have observed that there are deficiencies in legal and policy frameworks, in leadership styles, including centralized control of decision-making and that Makerere University is generally characterized by scanty resources and limited facilitation support (Kakumba et al., 2014). These observations may clearly impact on the capacity of staff to conduct research, undertake quality teaching, publish, and ultimately advance in their careers. This research is a scientific inquiry into these and other related issues for further betterment of policy and practice.

There are variations in key factors such as staffing, funding, academic disciplines, student numbers at Makerere University and hence, there may be a variation in academic career growth across the various academic units. Staff in the Humanities and Social Science disciplines such as History, Literature and Political Science may face different challenges to advance in career compared to the staff in Science disciplines, especially in view of the bias toward sciences as drivers of social economic transformation. But even within the Sciences, the determinants of career advancement in the natural sciences and the applied sciences may significantly differ. For instance, the role of the Health sciences in promoting health research and health systems in Africa appear to take prominence over the traditional natural sciences such as physics and chemistry in terms of application and relevance (Nankinga, 2011).

In view of the above observations, the aim of the study was to explore those organizational factors that impact on the career advancement of academic staff in the College of Humanities and Social Sciences of Makerere University.

## **1.2 Statement of the Problem**

The academic disciplines in the humanities and social sciences have contributed to the development of a wide range of skills such as critical and analytical thinking, cultural awareness, and communication. These disciplines help to analyze social and economic issues, challenge widely held assumptions and beliefs and the development of appropriate policy responses to issues such as human rights, equity, and democracy. Through their research and teaching, humanities and social science university staff help to disseminate important social and cultural values to their students, and through them, to the wider society (Bric, 2010). In the process of executing their duties, academic staff gain valuable skills in quality teaching, improve in research and publication, significantly contribute to community, and get promoted through the academic ranks. It is these parameters that define their career advancement.

Unfortunately, evidence at Makerere University indicates that the career advancement of staff in the humanities and social sciences, gauged by the key parameters of research, publication, and promotion, has continued to remain low. Considering promotions, only 20 staff were promoted to various ranks between 2010 and 2015, out of 299 staff promoted across the University, representing 6.6%, compared to for instance the 67 staff (22.7%) promoted during the same period at the College of Health Sciences, a relatively small academic unit (Mak Registry, 2015 ). On research and publication, the Makerere University annual report of 2015 further indicates that

staff in the Humanities had not effectively engaged in research and publishing in high impact journals, (Makerere Annual Report 2014). In addition, the vibrancy of graduate programs, including graduate research, reflects, as well as impacts on staff capacity. For instance, traditional disciplines such as linguistics and literature have had as low as one graduate student to completion over a period of three years. In literature, one PhD student graduated in 1983, the subsequent graduate was of 2013, 30 years later (Mak Registry, 2014).

There is, therefore, a need to support and facilitate the development of academic careers in the Humanities and Social Sciences at Makerere University, to enable the staff to provide quality teaching, do research, publish in high impact journals, and restructure programs responsive to national and global needs. In view of the above, the study investigates those organizational factors at Makerere University's College of Humanities and Social Sciences that account for the low career growth of academic staff, with the aim of assisting in policy recommendations that can inform practice.

### **1.3 Objectives of the study**

#### **1.3.1 Major Objective**

The research aimed at examining the relationship between organizational factors and the career advancement of academic staff.

#### **1.3.2 Specific Objectives**

The following specific objectives guided this study:

- i) To ascertain the relationship between training opportunities and academic staff career growth.

- ii) To establish the relationship between induction and academic staff career growth.
- iii) To ascertain the relationship between workload and academic staff career growth.
- iv) To examine the relationship between mentoring and academic staff career growth.

#### **1.4 Hypothesis.**

The study was guided by the following hypothesis:

- i) There is a relationship between training opportunities and academic staff career growth.
- ii) There is a relationship between Induction and academic staff career growth.
- iii) There is a relationship between workload and academic staff career growth
- iv) There is a relationship between mentoring and academic staff career growth.

#### **1.5 Scope of the study.**

The study is defined by the following scope:

##### **1.5.1 Geographical**

This study was conducted among academic staff in the Humanities and the Social Sciences College at Makerere University. Makerere University is comprised of 10 Colleges but the study was limited to the above college in order to underscore the relevance of advancing academic careers in the humanities and social science disciplines, in view of the evidence of low career growth.

##### **1.5.2 Content / Subject**

The domain of this study focused only on those organizational factors that may impact on the advancement of staff academic careers. The study was limited to investigating four key areas: Staff workload, induction, mentoring, training opportunities, while organizational policies were

considered as mediating factors to staff career growth. The study did not dwell on personal factors that may affect academic staff career growth because these could significantly vary and are not easily measured.

The career growth of academic staff was defined in terms of progress in the following key areas: Quality teaching, Research, Publication, and Promotion, with minimal reference to one's contribution to community.

### **1.5.3 Time Scope**

The study considered the career growth of staff between 2010 to 2016 when Makerere University transformed to a collegiate system. However, reference is also made to earlier performance that informs the present trend. Data collection, analysis and presentation were done in a single period of study.

## **1.6 Significance of the Study**

A study of this nature contributes to knowledge specific to the Humanities and Social Sciences within the broader higher education sector. This is especially so given the uniqueness of various academic disciplines and the pertinent need to project the overall relevance of the Humanities and Social Sciences by first developing the intellectuals in the professions; the academic staff. It is envisaged that the findings are of importance to Human Resource Development, especially in career planning and staff training.

## **1.7 Justification of the study**

The political priorities in the economic and technological domains have enormous effects on the academy (Mamdani, 2010). This effect is manifested through the de-prioritization of the

humanities subjects such history, philosophy, religious studies, in favour of science and vocational disciplines, especially in Africa (A.H.P, 2014). This current trend not only affects the academic disciplines but also the career aspirations of the academic staff who seek to progress in these disciplines. The ultimate aim of the study is to refocus efforts toward the enhancement of the careers of those staff dedicated to the Humanities and Social Sciences, who in turn contribute significantly to research and teaching that impacts positively on society.

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## **1.8 Theoretical Framework**

The study draws relevance from theories that have been propounded to explain employee needs and career aspirations. Two theories are noted as relevant: The Equity Theory and the Herzberg Two Factor Theory.

### **1.8.1 The Equity Theory**

Propounded by John Stacey Adams in 1963, the theory explains how individual employees seek a balance between their inputs at work and the outputs provided by their employers. (Adams, 1963). Such inputs include efforts, loyalty, hard work, commitment, skill, ability, adaptability, and determination, in the hope of financial rewards, benefits, recognition, reputation, praise, responsibility, travel, training, development, sense of achievement and advancement. In the case of this study, the academic staff have a contractual commitment, by nature of their appointment, to teach, research, disseminate knowledge, innovate, and reach out to the community. In turn, the academic staff anticipate payment, recognition and rewards, career advancement and other related benefits, and that's the "equity" embedded in the theory. Accordingly, organizational

factors such as training, mentorship and induction, including policy interventions, should be aimed at enhancing staff inputs and the ultimate benefits in recognition of staff outputs.

Whereas the theory explains issues of equity in treating employees, it is based on comparisons between the individual employee inputs and the expected outputs and derived benefits. Hence, dealing with such comparisons is likely to be subjective (Beardwell, 2007). Nevertheless, the Equity theory acknowledges that each employee makes a contribution to the organization and therefore, individual efforts need to be equitably rewarded.

### **1.8.2 The Herzberg Two Factor Theory**

The theory was propounded by Herzberg (1959) to explain the two broad categories of factors that affect job satisfaction; hygiene factors and motivation factors. Hygiene factors surround the doing of the job and they include supervision, interpersonal relations at work, physical working conditions, salary, company policy and administration. On the other hand, motivation factors lead to positive job attitudes because these satisfy the need for self-actualization. Motivation factors include achievement, recognition, the work itself, responsibility, and advancement. Hence, the satisfaction of hygiene needs can prevent dissatisfaction at work but it is only the satisfaction of the motivation factors that will bring the type of productivity improvement sought by organizations (Gaziel, 1986). In the context of this study, the theory advocates for the enhancement of staff academic careers / professional development.

Despite its relevance, the theory has its limitations: the importance attached to these hygiene and motivational factors that inform satisfaction and dissatisfaction at work may vary as a function of



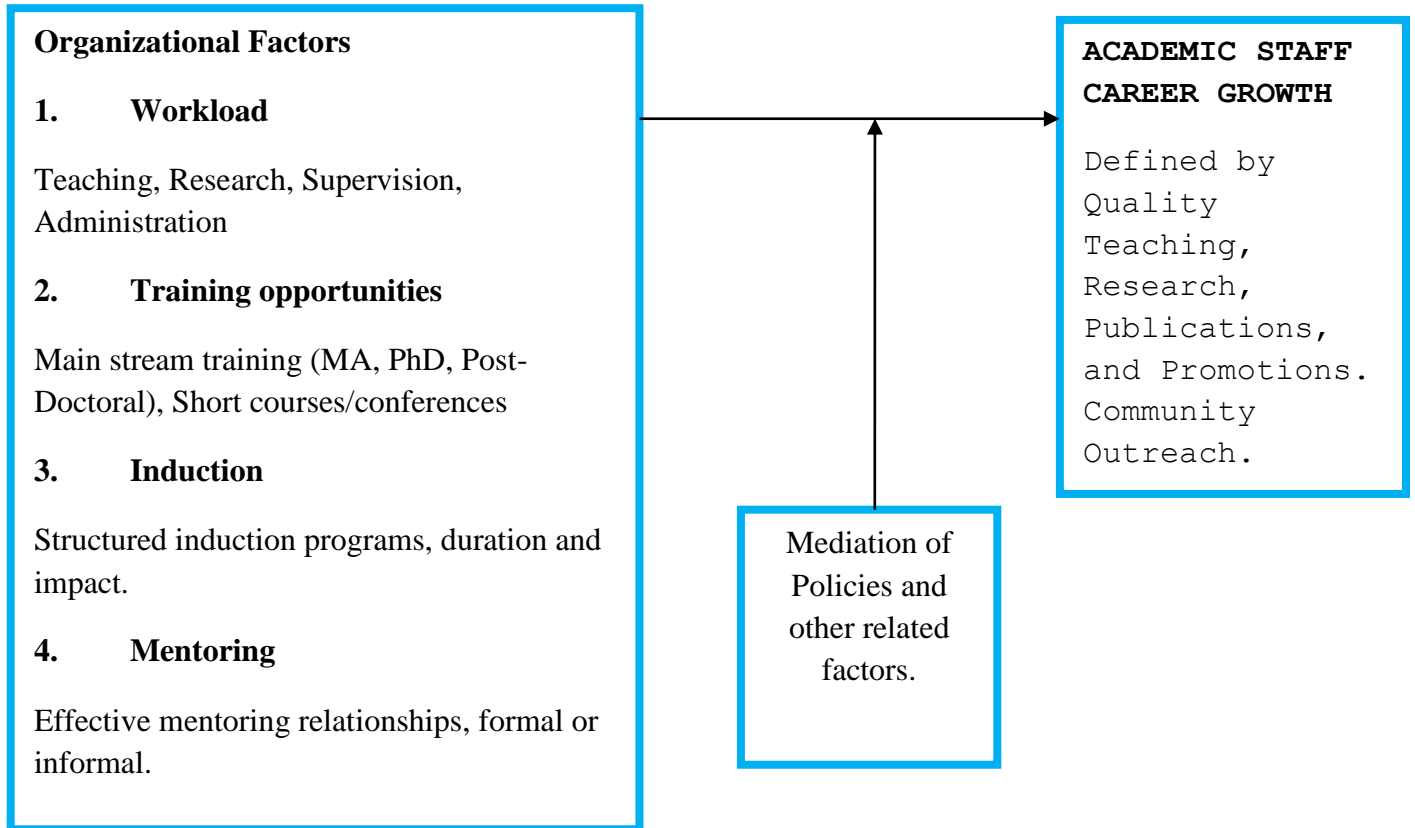
the occupational level of the employee, while also, the theory tends to ignore the fact that there are individual differences among employees (Gaziel, 1986). However, the theory is very applicable to real work settings. A related study by Mohsin (2011) used the Herzberg theory to establish the role of Demographic Factors in the Relationship between High Performance Work Systems and Job Satisfaction (Mohsin et, al., 2011).

## **1.9 Conceptual Framework**

Whereas the theoretical framework gives the study a theoretical grounding, the conceptual framework attempts to define the relationship between the variables under consideration. Hence, in Figure 1.1, academic career growth is considered dependent or linked to organizational factors such as training opportunities, induction, mentorship and workload. However, there could be other mediating factors such as policies, impacting on career growth.

Career growth / advancement is defined in terms of quality teaching, research, publication, contribution to community, and promotion.

**Fig. 1 Diagrammatic representation of organizational factors associated with academic staff career growth.**



### 1.10 Conclusion

In this chapter, the relevance of the Humanities and Social and Social Sciences has been explored, especially the contribution of these academic disciplines to policy development and social economic transformation. More emphasis has been placed on the role the academic staff in providing the much needed quality teaching, research, publication and knowledge dissemination in the current knowledge – based economies globally, hence justifying the need to facilitate and enhance academic career advancements, so as to enable the academic staff fulfill their mandate.

The Study focused specifically on academic staff at the Makerere University College of Humanities and Social Sciences, basing on evidence that the career growth of staff in the academic units was considerably low. Hence, the overall objective of the study was to explore the relationship between organizational factors and career growth of the academic staff. For purposes of conceptualization, factors such as workload, training, induction and mentoring were considered.

The study draws relevance from theories on employee satisfaction, specifically the equity theory that advocates for employee benefits commensurate with employee inputs, and the Herzberg Two Factor theory that advocates for enhancement of motivation factors such as promotion, to bring about employee productivity.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.0 Introduction**

This chapter broadly explores the available literature on the subject of academic careers, but also with particular emphasis on the organizational factors that impact on individual staff career advancement. The aim is to establish the relevance of previous studies on the subject and how the findings of other scholars fit (or not) into the local context at Makerere University. First, the major independent variables of workload, training opportunities, induction and mentoring are explored and later, a relation is established between these variables and academic career growth, through the review of literature.

#### **2.1 Career Growth**

Career growth and career development are terms that have been used interchangeably. They are defined as an ongoing, formalized effort by an organization that focuses on developing and enriching the organization's human resources in light of both the employees' and the organization's needs (Byars, 2004). Career growth is therefore not only for the benefit of the employees but also for the organization. When employees advance in their careers, they contribute to organizational growth. As such, career growth among employees should be aligned to the organization's short term objectives and long term goals (Byars, 2004). Career growth among staff helps organizations to have well trained human and skilled resources that contribute to the organizations success in the industry.

Perhaps the most significant benefit of career growth / development to the employees is that it prepares them for future positions in the organization and beyond, due to the acquisition of new

skills, professional training and work knowledge acquired in the process of developing one's career (Hall, 2002). There has been a question of who should be responsible for career growth of staff in organizations. In some cases, employees have initiated and pursued their own career development, while other organizations provide incentives for staff career growth. The practice differs among organizations.

The issue of staff career growth has been contentious; there are organizations that are not keen on encouraging and facilitating staff career development, noting that once staff are trained and exposed to career development opportunities, they tend to leave the organizations for other well-paying and better work environments, which could affect organizational growth. (Byars, 2004). In the case of the academia, there is indeed a growing concern regarding "brain - drain" due to the inadequate pay and working conditions associated with institutions of higher learning especially in developing countries. A sizeable number of staff leave academy for better opportunities abroad or the private sector and often encourage others to follow suit, yet those who leave are hard to replace (Nabawanuka, 2006).

Nevertheless, it has been further noted that training, job rotation, sabbaticals and coaching/counseling, are some of the strategies that organizations employ in developing staff careers (Tareef, 2012). These strategies largely exist in most organizations including the academia.

A career is considered a "*succession of related jobs arranged in a hierarchy of prestige, through which persons move in an ordered, (more or less predictable) sequence.*" It is a continuous and

progressive movement through a journey (path/ladder) that leads to a predicted/known ultimate end for individuals in their respective jobs (Robbins, 2001). It has been argued that in the pursuit of career growth, therefore, both the organization and the individual join forces to achieve their objectives, benefiting both parties. (Robbins, 2001)

## **2.2 Academic workload**

Universities today are expected to seek and cultivate new knowledge through teaching, research knowledge dissemination and innovations. The goals of higher education are to provide knowledge, seek academic development, educate students and coordinate national development demands (Houston, 2006). The two broad functions of research and teaching have meant an increase in the workload of academic staff. It has been further observed that the teaching and research may be complimentary and interdependent but also antagonistic and competing in view of work load and time constraints (Jenkins, 2004).

The issue of staff workload may vary across academic institutions but there are areas that have been generally noted to constitute heavy workload on the academic staff and where work demands are perceived to be rather increasing. These generally include, but are not limited to: information requests, administrative duties associated with the introduction of new systems and changes to University policies, increasing numbers of programme and course offerings, a variety of delivery modes and the increasing demand for long teaching in terms of semester duration. (Kogan, 2007).

Due to heavy workload among the academics, time for research appear to be that remaining after teaching and administration requirements are met. Clearly, managing the work load of academic staff is complex, yet on the other hand, the key motivators for an academic career are flexibility and autonomy; the academic profession is considered a flexible one, providing a certain level of autonomy to the teaching staff. It is the demands of managing teaching, research, and administration, arising from increased demand for higher education that now infringes on this perceived flexibility and autonomy in the academic profession (Jenkins, 2004). Other issues related to work load may also include the management of a work-life balance, a necessity to be effective at work without necessary compromising on one's personal life (Barret, 2013).

Despite the challenges associated with staff workload, it is prudent to have workload regulated; it benefits both the staff and the institution, resulting in more equitable allocations, outcomes, as well as enhancing staff welfare. Managing work load further helps to clarify on resources in the University and assist in planning at the various university levels (Barret, 2013).

Perhaps the ultimate relevance of regulating workload is not only to attain equity in allocation, productivity, planning, and time for personal commitments, but also quality assurance. Hence it has been noted that given the complexities in the job description of academic staff, regulation of workload becomes a key issue in managing quality assurance and permitting staff to effectively carry out their duties and responsibilities towards their students as well as their personal obligations (Maka, 2013).

### **2.3 Academic Workload and Academic Career Growth**

The working environment of academic staff is highly complex and very demanding. The roles of the academic staff primarily encompass teaching, research and service. Traditionally, teaching and research were more emphasised but in today's academia, staff are equally highly involved in administration (Don, 2006). The increasing workload is further a result of increased expectations from various stakeholders, for measurable outputs, responsiveness to community needs, quality and overall performance. Hence, the workload of staff has a significant impact on their academic career growth, with much workload affecting the staff capacity to undertake research and to publish, which are key dimensions of an academic career. In situations where workload negatively affects performance, staff seldom benefit from any funding aimed at enhancing their careers. (Don, 2006, pp. 17-30)

Since academic promotions are largely tagged to teaching and research output, there is a growing concern regarding the complementary nature of these two academic roles. Institutions of higher learning have tended to give high priority to research output as a basis for academic promotions, with various academic ranks requiring a minimum number of years of teaching and publications, and less emphasis on the quality of teaching and service (Mayer, 2011). For instance the Makerere University promotion policy of 2009, prior to revision, allowed accelerated / fast track promotion to full Professorship upon one's publication of 21 articles, without due regard to the years and quality of teaching. Hence academic staff are faced with a challenge of harmonizing their teaching, research and service roles appropriately to merit staff growth without compromising the quality of students churned out of the education system. Teaching and research are becoming somewhat antagonistic and competing, hence, expectations and rewards



need to be redefined and managed at the institutional, departmental, and individual levels to avoid potentially undesirable effects and counterproductive behaviours (Jenkins, 2004).

Nearly 30 years ago, it was observed that Society hopes that university teachers will not neglect their teaching responsibilities, for research and publications (Kerr, 1975 p. 769). In today's higher education systems, it is almost rational that University teachers will concentrate on research, even to the detriment of teaching and at the expense of their students (Mayer, 2011).

Earlier research indicates that gender shapes the kind of responsibilities and additional duties that female academics are expected to take on; pastoral care duties being one of them (Morley, 1994).

A more recent study suggests that, albeit to a lesser extent, gender differences in the academic workload allocation where women are highly involved in student's pastoral work, lead to a lack of time dedicated to research; a crucial element for professional assessment and a way to gain promotion and academic growth (Baker, 2012). These observations are further substantiated by Johnsrud (1991) who observed thus:

Despite the numeric gains in access to academic positions by women, the academic community continues to be chilly for women. Faculty women report that they feel like outsiders; that they do not belong, and that those who do succeed are described as survivors who have weathered an accumulative disadvantage of lack of sponsorship, exclusion from the collegiate, and role overload (Johnsrud, 1991 pp. 181-185)

Academic women, in contrast to academic men, experience greater isolation, high levels of stress, and more difficulty in establishing relationships with colleagues (Vasil, 1996, pp. 103 - 144) which in turn affects their career advancement.

## **2.4 Training Opportunities.**

Training opportunities in higher education are aimed at advancing to Post Graduate studies, including enrolment for PhD studies, improving in pedagogy, undertaking research, and publishing and presenting academic papers at conferences, among other purposes. Staff training is therefore highly required as a means of continuous improvement to match the ever-changing higher education landscape, where institutions are increasingly competitive. This competitiveness is further compounded by the current liberalization and internationalization of higher education; thus, many players in the education sector find themselves challenged to uphold high standards in service delivery, making staff training rather indispensable.

However, there are divergent views about the impact of training on staff. One school of thought argues that when staff are trained, they are most likely to leave the organization thus increasing turnover, while other scholars have argued that staff training increases staff retention (Colarelli, 1996). Either way, there is considerable investment in staff training in several institutions of higher learning. Makerere University, for instance, is a beneficiary to several donor agencies such as the Rockefeller Foundation, Carnegie Cooperation, Nuffic, Norad, SiDa, among other funders whose primary interest is investment in staff training.

Staff training in higher education institutions is considered a form of developing human capital to meet the growing demand for quality teaching, research, leadership and management, including knowledge transfer partnerships. Training is aimed at providing specific skills that can help bridge deficiencies in performance. It enhances abilities of the individual employees and helps to satisfy current and future human resource needs of the institution (Chew, 2004).

The opportunities available for training are perhaps one of the most significant reasons why individuals choose and stay in an academic career (Dockel, 2003). An investment in training is one the ways to show employees that they are important. Training and development opportunities in the academic also mean that there are opportunities for growth within the institution. It has been observed that professional development through training is the key to keeping the Universities true to their mandate as centres of ideas and innovation. (Rosser, 2004) Without the training of staff, institutions may stagnate and their relevance to society will equally reduce. Academic staff gain intellectual and collegial encouragement from their peers when they attend training workshops, conferences, and other professional activities that enhance staff professional growth (Rosser, 2004, 285-309).

In addition to access to opportunities, social support has been noted as significant in enhancing academic staff support. This support comes in form of guidance. Academic staff are likely to place greater value on training programs that are highly respected by colleagues, supervisors, and managers. The creation of an environment where staff training is supported and valued also means greater commitment outcomes among the staff (Tetty, 2006).

## **2.5 Training opportunities and Academic Career Growth**

There is increasing pressure being put on Universities to review many aspects of higher education including teaching and methods of delivery. This need translates into a continuous requirement to train academic staff so that they can meet the ever changing demands of higher education systems (Badger, 2012). It is strongly believe that academic development will meet the

need to raise the profile of teaching in Universities, research, as well as ensuring that the needs of students as the fee-paying consumers of higher education are equally met (Ramsden, 2003).

Academic staff training in institutions of higher learning has a significant impact on supporting career advancements, as well as enhancing teaching and learning (Gibbs, 2000). Such training can be achieved through programs that serve to foster the scholarship of teaching while at the same time providing academics the scope and time to develop professional interests such as critical reflections on curriculum design, assessment approaches, and evaluation aspects of higher education (Austin, 2002).

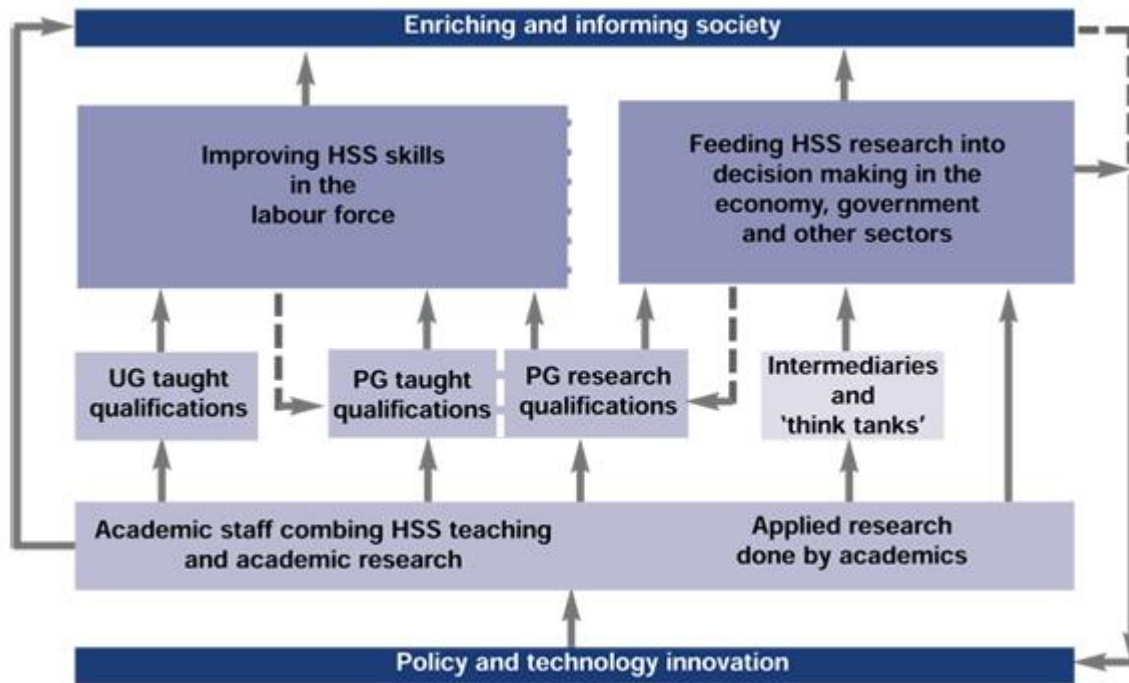
Whereas literature emphasises the role of training in shaping careers and improving delivery, empirical evidence to support the impact of training is limited, and that there is little evidence about the effectiveness of different (training) programmes and courses beyond participant satisfaction (Bullard, 2000, p.79). Nevertheless, other studies reveal that university teachers with a post graduate teaching qualification were more likely to receive more positive feedback from students than those who did not have a qualification (Rust, 2000). Rust further contends that Initial teacher training programs are important for a variety of reasons: these include the changes that are occurring in higher education as a result of technological advances, increasing student attendance at universities, and an expectation that universities should be more accountable to funding. (Rust, 2000)

Despite its relevance, staff training is faced with a number of challenges. Some of these challenges include heavy workloads and lack of resources which hinder staff from taking and

being offered training opportunities (Dearn, 2002). Other factors such as a participant's willingness to be trained, their discipline background and their experience may impact on their successful participation in training programs. It is further argued that formal allocation of time to participate in professional development activities is important (Fleming S, 2004) and it should be part of a University culture to encourage staff to attain further training and to encourage practice and support new ideas (Donneley, 2006, Clark, 2002)

There is a significant relationship between research and training in the Humanities and Social Sciences, and the development of societies, policy and technological innovations. Figure 2 below illustrates further this relationship and why staff training in the humanities and social science is of such importance.

**Fig. 2** *A cyclical representation of the role of training in the Humanities and Social Sciences*



*Key: UG Undergraduate, PG Post Graduate, HSS Humanities and Social Sciences  
Adapted from London School of Economics, – Public policy Group (LSE-PPG)*

It can be noted from the figure above that applied research done by academics translates into intermediaries and think-tanks, impacting on decisions making in the economy and other sectors. On the other hand, undergraduate and post graduate taught programs and research contribute to the Humanities and Social Sciences skills so much needed in the labour market. And the overall impact is the growth of the academia, the staff and social; transformation.

## **2.6 Staff Induction**

Staff induction is considered a key human resource activity. It has been defined as the processes and support provided by the organization in order to help a new employee to learn to know the new organization and its members as well as the expectations and tasks related to the job (Jones, 2010). It is a process of helping the new employee to become an efficient and productive member of the organization as soon as possible by minimizing errors and avoiding the costs of employee turnover, and by giving them a good first impression of the organization (Davidson, 2002).

Staff induction is the first interactive opportunity between the employee and the organization, creating a lasting impression of employee acceptance and value (Foot and Hook, 2008). Induction also affects the corporate image of the organization. Employees are likely to discuss the success of an induction process with other people both within and outside of the organization (Foot and Hook, 2008.) The relevance of induction programs may vary between organizations. However, the process of inducting new staff is often aimed at making the staff feel welcomed, provide basic information about the organization to allow the new staff to execute their duties effectively, and familiarize the new staff with the organizational culture (Dessler, 2013).

Organizational culture is of particular relevance in any induction process; the organizations values, vision, mission, and strategy often inform the induction process (Dessler, 2013). Staff Induction is carried out during actual work so that new employees can learn by doing. A successful induction, according to Ndebele (2013) has the following key elements:

It is well planned, its content is appropriate, clear, and complete; its materials and the roles of its participants are well designed; appropriate activities are used to involve the new employee; the new employee's critical first day is carefully designed; the program is evaluated and feedback is received from its participants, including the new employee (Ndebele, 2013 pp. 103 – 111)

Induction programs have networks that create learning communities, treat every new employee as a potential valuable contributor, learners take ownership of learning while in learning communities, and the organization demonstrates that quality at work is a group responsibility. (Davis & Field, 2002, Wong, 2002)

## **2.7 Induction and Academic Career Growth**

It has been argued that human resource practices such as induction influence staff attitudes. (Torrington, D, 2011) and staff become committed to their work which results in high performance (Torrington, 2011). Hence, in the context of the academia, performance is an outcome of ability, motivation and opportunity, all of which can be derived from a well- planned induction program at the start of a new employee's work life (Clarke, 1994, pp 128-144).

Staff induction involves those practices used to help new and beginning lecturers become competent and effective professionals in the classroom (Kleynhans, 2006). This acquisition of competence and effectiveness is indeed a component of one's professional growth. As earlier

noted, during induction, employees are made aware of the Institution's goals, policies, procedures and values, as well as being introduced to their co-workers; hence, it can be argued that career advancement is unlikely in a scenario where staff experience social isolation. In addition, when inducted, academic staff join a community of practice, a team of senior academics with advanced knowledge and skills considered highly relevant to professional growth (Weiler, 2005).

## **2.8 Mentoring**

It has been argued that academic mentoring involves a well-established teacher/researcher relationship where one offers advice and encouragement to a less experience academic staff (Wunsch, 1991). The purposes of mentorship in an academic setting is to support the mentee establish a career, nurture a sense of professionalism, and fulfill academic roles. Ultimately, the performance of staff can also be improved.

While being mentored, staff are introduced to a culture of research in view of the core mandate of institutions of higher learning. The staff can be supported to undertake research; advice can be given on issues of research methodology, appropriate journals in which to publish, formulating research proposals and accessing research funding (Wunsch, 1991).

Academic mentoring further attempts to deal with negative social factors in institutions of higher learning such academic bullying, loneliness, lack of collegiality, and intellectual isolation. (Kakumba, et al., 2014) Although the diversity in age, academic qualifications, years of service, gender, academic backgrounds, and academic disciplines may have a significant impact of the



willingness to mentor or be mentored, scholars have continuously observed that successful academics have had mentors (Kelley, 1998).

From a gender perspective, women are more disadvantaged in mentoring schemes, as opposed to their male counterparts. Earlier Studies by Wunsch (1991) reveal that Despite the numeric gains in access to academic positions by women, the academic community continues to be chilly for them (Wunsch, 1991). For instance, where promotion depends on research success rather than teaching excellence, women who invest too much of their time in teaching and student mentoring are at a disadvantage. Academic women, in contrast to academic men, experience more difficulty in establishing relationships with colleagues (Vasil, 1996).

What kinds of mentoring program exist, and to what extent they help, are clear questions for the field of higher education and for the institutions faced with decisions about supporting such programs. Like in the case of Makerere University, there are no formally established mentoring schemes. (Mak, Human Resource Policy, 2009). However, formal or informal, mentoring has become a dominant form of staff induction, and indeed today, the two terms are often used interchangeably (Smith, 2004).

## **2.9 Mentoring and Academic Career Growth**

Mentoring is a more focused relationship between a mentor and a mentee with the aim of helping the mentee address their learning needs and career requirements. It is an interactive process occurring between individuals of differing levels of experience and expertise which incorporates interpersonal or psychosocial, career and / or educational development, and socialization

functions into the relationship”. The concept has further been related to induction in the case of new employees (Eby, 2010).

Mentoring, therefore, is quite a relational activity that benefits both the mentor and the mentee; it is an avenue for knowledge dissemination by the mentor, and learning, by the mentee. In addition to knowledge sharing, the mentor plays a crucial role as academic adviser and career guide, without having to determine the goals of the mentee, or practically undertake the mentees’ work (Bozeman, 2007). Within the academia, it has been argued that making academic life a little easier for academics means that for some, there might be the need for encouragement to reach for one’s potential: to apply for promotion, to ask for help with research and publication (Gardiner, 1999).

The concept of collegiality is a crucial aspect in mentoring. In relation to career growth, collegiality is considered an opportunity for faculty members to feel that they belong to a mutually respected community of scholars who value each faculty member’s contributions to the institution and who feel concern for their colleagues’ well-being (Gappa, 2007). Recent studies have further emphasized how collegiality among academic staff builds a sense of respect for each other, collaboration, common purpose, abilities, promoting rapport, and pro-activeness (Cipriano, 2011).

There is a growing consensus, therefore, that climate, collegiality and cultures in the institution are more important to the academic staff than workload, money and tenure (COACHE, 2007). The negation of collegiality and mentoring in academia often results into a disenfranchised

workforce (Adrianna, 2002, pp.443-468). Hence, one of the interesting innovations in higher education, in coping with change, is the concept of academic mentoring and how it is being linked to the broader concept of organizational learning and career growth (Martyna, 2012). Emerging themes in mentoring literature indicate a considerable emphasis on formal approaches where training for skills such as communication and listening, is central to the success of mentoring programs (Gardiner, 1999).

## **2.10 Background of Makerere University**

Established in 1922 as a humble technical school, Makerere University is one of the oldest and most prestigious Universities in Africa. In January of that year, 1922, the school, which was later renamed Uganda Technical College, opened its doors to 14 day students who began studying Carpentry Building and mechanics. The College soon began offering various other courses in Medical Care, Agriculture, Veterinary Sciences and Teacher Training. It expanded over the years to become a Center for Higher Education in East Africa in 1935. In 1937, the College started developing into an institution of higher education, offering post-school certificate courses. In 1949, it became a University College affiliated to the University College of London, offering courses leading to the general degrees of its then mother institution. With the establishment of the University of East Africa in June 1963, the special relationship with the University of London came to a close, hence the commencement of the degrees of the University of East Africa. (Public Relations, Makerere , 2014)

The University has since July 2011 become a Collegiate University, consisting of 10 Colleges operating as semi-autonomous units. The University has over the years expanded with an

enrollment of 48,000 students both Ugandan and International, and with over 400 academic programs, enhancing research and innovations responsive to community needs (Makerere Annual Report, 2014).

## **2.11 Conclusion**

In this chapter, an attempt has been made to explore key variables of career growth, training, induction, mentoring, and employee workload, broadly understood as human resource concepts, with key reference to relevant literature. The key conclusion is that previous studies have appreciated a relationship between these organizational factors and the overall personal growth of teaching staff in the academic profession. The literature further substantiates the actual experiences in the study area and will therefore reinforce analysis of findings at a later stage of this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents a conceptual structure within which this research was conducted. In particular, the chapter provides a detailed explanation of the methods that were used in collecting the data, the source of data, the sample size and sampling procedures, as well as how the data was analyzed.

#### **3.1 Research Design**

This is a case study design that employed both qualitative and quantitative approaches to data and analysis. The qualitative approach was adopted so as to provide more understanding of results generated using the quantitative approach. The study also applied a cross sectional survey in examining organizational factors affecting academic career growth, whereby, the data collection was done at a single time. The change in regard to the variables under scrutiny, across time, was not measured.

#### **3.2 Area of Study**

This study was conducted at Makerere University among the academic staff of the Humanities and Social sciences disciplines, College of Humanities and Social Sciences. The study considered staff at the Schools of Liberal and Performing Arts, Languages, Literature and Communication, Social Sciences, Gender Studies, and Psychology, offering largely the traditional subjects in the humanities. Evidence derived from records indicates low academic

growth in the area of study, prompting this research, in addition to other considerations such as the need to reposition and rebrand the humanities and social science disciplines in the academia.

### 3.3 Study Population

Table 3.1 indicates the population of the staff in the various schools within the selected academic units. The sample frame excludes visiting academic staff, part timers, and academic staff still on contract, in view of the nature and purpose of the study.

**Table 3.1 Staff Population in the Humanities and Social Sciences**

<b>Academic Unit</b>	<b>Population</b>
School of Languages, Literature and Communication	<b>42</b>
School of Liberal and Performing Arts	<b>45</b>
School of Social Sciences	<b>51</b>
School of Gender Studies	<b>18</b>
School of Psychology	<b>14</b>
<b>TOTAL</b>	<b>170</b>

*Source: Makerere Human Resource Directorate, February 2015*

### 3.4 Sampling Procedures

In order to ensure that the sample was representative of the academic units, and to further allow for the generalization of the findings, probability sampling was applied. The respondents were selected at random and hence, each of the **170** academic staff in the study area had an equal chance of participating in this study.

### 3.4.1 Sample Size

Considering that the population was finite (170 persons) the sample size was selected using the **Krejcie and Morgan (1970) Sample Size Reference (Appendix I)**. According to the computations, a population of **170** corresponds with a sample size of **118** respondents. Table 3.2 illustrates the sample size:

**Table 3.2: Sample Size**

Study Population (N)	<b>170</b>
Krejcie and Morgan Sample Size (n)	<b>118</b>

*Source: Krejcie and Morgan (1970)*

### 3.4.2 Sampling Techniques

Simple random sampling was applied in sample selection so as to have the results unbiased. Numbers **1 to 170** were assigned, in order, to the list of staff in the College and by use of a random number generator, a table of **118 random numbers was generated. (Appendix II)** The randomly generated numbers were matched to the actual names of staff to constitute the list of respondents

### 3.5 Data Collection methods and Instruments

The study employed both qualitative and quantitative approaches to data and methods, using the following tools:

#### **i) Self-administered questionnaires**

Questionnaires were the main tool of data collection. They were appropriate for managing quantitative data analysis but also allowed for the anonymous nature of responses as required.

A 5- point likert scale was applied in the questionnaire in order to measure the level of agreement or disagreement with the statements/questions as they relate to the specific variables in the study. Staff were requested to check/circle the response options appropriately. (Agree, Strongly Agree, Disagree, Strongly Disagree, Not sure). The use of the likert scale was justified for its application later in analysis, particularly in considering the average (Mean) of responses and ultimately, the overall index of the latent constructs / theme. A sample questionnaire is attached. **(Appendix III)**

### **ii) Key informant interviews**

Face – to – face interviews were held with some selected informants so as to enrich the study with in-depth qualitative information to support quantitative findings. Interviews lasted 10-15 minutes, while discussing only one open-ended question, to solicit spontaneous responses that would later be categorized in thematic areas, but also as verbatim quotes in discussion of the findings. Interviews involved three (3) Deans in the College of Humanities and Social Sciences, addressing a single open-ended question: “ *What are the key organizational factors ( University level or academic unit level) that affect the career growth of academic staff in your unit*”?

The interview findings further compensated for expected shortfalls in the response rate to the distributed questionnaires.

### **iii) Document reviews**

This involved a systematic collection and analysis of data from already existing records, relevant to this study, in support of presentation and discussion of the study findings.

Available secondary data included but was not limited to:



- a) Policy on academic staff promotion tracks. (**Appendix IV**)
- b) Guidelines on the vetting of scholarly publications.
- c) Records on funding for research and conference presentation
- d) Statistics on academic staff promotions
- e) Records and feedback on in-house pedagogical trainings.

This category of secondary data already exists and is up to date; there was therefore no additional effort required to collect it.

### **3.6 Quality control: Validity and Reliability of Instruments**

In order to ensure that the findings of this study were premised on reliable and quality information, the following were considered:

#### **3.6.1 Validity**

The data collection tools were developed and applied in consultation with the research supervisor. The items in the questionnaire were carefully crafted in relation to the main variables under investigation. For further objectivity, the tools were subjected to expert reviews for scrutiny.

#### **3.6.2 Reliability**

The reliability of items (questions) assessing the variables in relation to academic career growth, were determined using the Cronbach's Alpha. A sample of the data was collected and entered into SPSS and analyzed for alpha values and, except in a single case on the likert scale measuring responses to items on staff training opportunities, whose Alpha values were **0.63**, all

other variables indicated Alpha values of  $> 0.7$ , as required for reliability of items/questions. The closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the likert scale (Mallery 2003). Hence, the alpha reliability coefficients for items testing the variables in this study are indicated in **Table 3.3**

**Table 3.3 Presentation of Alpha Values**

Code	Likert Scale/ Variable	Number of items	Alpha Values
A	Training	5	0.63
B	Workload	9	0.72
c	Induction	5	0.92
D	Mentoring	6	0.92
E	Academic Career Growth	6	0.77

### 3.7 Data Analysis and Presentation

Analysis of data was done at two levels:

A descriptive analysis was done at a univariate level, presenting the data as established, discussing the findings backed up by literature and experiences, without due reference to the relationship that exists between the variables. This level of analysis was based on the mean scores for each of the items / questions asked, and the overall generated average index.

At a bivariate level, relationships were established between the variables and those considered relevant, with P-values  $< 0.01$ ,  $< 0.05$ , and  $< 0.1$  were emphasized as key findings of this study.

Hence, data analysis and presentation employed both quantitative and qualitative approaches as follows:

### **3.7.1 Quantitative Data**

Prior to the analysis, the data was checked for errors, if any, to reinforce validity, consistency, and completeness of responses. The data was then coded and analyzed using the statistical software package – SPSS. Other analysis procedures included frequency distributions (especially on employee characteristics) and summary statistics. The relationship between the variables was further investigated using descriptive statistics (Mean values) and inferential statistics (correlations and regressions)

### **3.7.2 Qualitative data**

The qualitative analysis was done at two stages: First, data was recorded verbatim. Verbatim quotes were used to illustrate typical and varied voices from the respondents particularly those who participated in interviews. Secondly, data was transcribed and recorded using emerging themes. A sheet of emerging themes was generated and later used in explaining the results.

## **3.8 Ethical considerations**

In ensuring that the study meets ethical standards in research, the following was adhered to:

- i) The academic staff were voluntarily involved in the study.
- ii) The confidentiality of respondents was highly observed.
- iii) The citations that permeate this study have been duly acknowledged.
- iv) A formal request to the Academic Registrar of Makerere University was made seeking approval to collect data in the academic units.

### **3.9 Limitations of the study**

Limitations in this study arose from a number of aspects related to the study design and methodology as follows:

#### **a) Study Scope**

The study was only limited to the organizational factors that affect academic career growth of staff in the Humanities and Social Sciences at Makerere University. Future research could focus on other factors beyond those classified as organizational, and may be conducted in other units/Universities across time.

#### **b) Data collection tools**

The questionnaires in particular were based on likert scales subject to the respondent's biases. Although not verifiable, respondents may have avoided extreme positions, (central tendency bias) or may have only agreed to most position (acquiescence bias). However, qualitative data was supportive of the quantitative data.

#### **c) Sample size**

The study would have benefited from an investigation across other academic units and other institutions of higher learning, in different settings and preferably, a comparative approach between the humanities and the sciences.

### **3.10 Conclusion**

The study employed both qualitative and quantitative methods to data and analysis. Questionnaires were the major instruments of data collection, in addition to interviews and document reviews. The validity and reliability of instruments was ensured through expert reviews by supervisors and veters and the pretesting of items to determine the acceptable

Cronbach alpha > 0.7. The study, therefore was based on quality data. The first level of analysis involved descriptive statistics to establish frequencies and the average mean score on each of the likert items, including the computation of the overall average index on the respective variables such as workload, mentoring, etc. The relationship between the variables was not discussed at this level. On a second level, analysis of data was based on inferential statistics of correlations and regressions, thus establishing relationships between variables, and the relevant variables that impacted on academic staff career growth, whose p-values <0.05. In both cases, the discussion of the findings was backed by relevant literature and experiences.

The study involved a sample of **118** staff derived by random sampling from a population (n) of **170** staff at the College of Humanities and Social Sciences, Makerere University.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

In this chapter, a presentation, analysis and discussion of the findings is made with the aim of testing the hypothesis of the study. The key objectives under scrutiny are: (i) To ascertain the relationship between training opportunities and academic staff career growth, (ii) To establish the relationship between induction and academic staff career growth, (iii) To ascertain the relationship between workload and academic staff career growth and (iv) To examine the relationship between mentoring and academic staff career growth. Hence, the results presented at two levels:

##### i) Univariate analysis

This level of presentation is descriptive and considers the various responses to the items/questions asked, without establishing any relationships between the variables, or any predictions. Analysis is based on the mean scores per item/question and the overall average index. Literature and experiences are cited to support the findings.

##### ii) Bivariate analysis

The degree of relationship between the variables is assessed using correlations and the variables that may explain staff career growth are later predicted using regressions. Hence, independent variables whose  $p$ -values  $< 0.01$ ,  $< 0.05$ , were linked to the dependent variable of academic career growth.

## **4.1 Response Rate**

The results are derived from a random sample of **74** academic staff out of a target population of **118, representing a 63%** response rate. The rigor and vigor of the research findings can be based on the response rate (Finchman, 2008). However, limitations associated with the use of questionnaires such as the inability to contact some people in the population may explain the level of response (Sivo et al., 2006). Triangulation using different sources to collect data compensated for the limitations in response rate; for instance, qualitative findings from three (3) interviews conducted in this study, further enriched the findings, in addition to document reviews. A response rate of 60% is considered good (Babbie, 1990).

## **4.2 Univariate Analysis**

As earlier noted, the presentation and analysis is descriptive. It is an in-depth discussion of the various issues that respondents raised on each variable. But first, we consider the characteristics of the respondents.

### **4.2.1 Demographics**

The employee characteristics assessed in the study were age, sex, academic rank, and years of service. Table **4.1** presents a distribution of academia at the College by these characteristics.

**Table 4.1: Distribution by Employee characteristics**

<b>Employee characteristics</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Age</b>		
31-40	22	29.7
41-50	35	47.3
Above 51	17	23.0
<b>Total</b>	<b>74</b>	<b>100.0</b>
<b>Gender</b>		
Female	20	27.0
Male	54	73.0
<b>Total</b>	<b>74</b>	<b>100.0</b>
<b>Academic Rank</b>		
Associate Professor/Professor	16	21.6
Senior Lecturer	21	28.4
Lecturer	20	27.0
Assistant Lecturer	17	23.0
<b>Total</b>	<b>74</b>	<b>100.0</b>
<b>Years of service</b>		
1-5	5	6.8
6-10	17	23.0
11-15	17	23.0
16-20	17	23.0
Above 20	18	24.3
<b>Total</b>	<b>74</b>	<b>100.0</b>

*Source: Primary data*

As shown in table 4.1, most of the respondents (47.3%) were between the ages of 41-50. The majority in terms of academic rank were Senior Lecturers, constituting 28.4%. Most of the respondents had served the University for over 20 years. Assistant Lecturers/Teaching Assistants, whose appointment was based on the first degree without PhD requirement, constituted 23%. The study involved 16 Associate / Full Professors and an overall participation of 73% male and 27% female.

While the above findings are based on the academic unit, of particular interest is the University - wide scenario on staffing levels **per rank**, for fully established staff, as follows:



<b>Professor.</b>	<b>Assoc. Professor</b>	<b>Senior Lecturer</b>	<b>Lecturer</b>	<b>Assistant Lecturer</b>	<b>TOT</b>
85	145	193	<b>446</b>	<b>636</b>	<b>1505</b>

*Source: Makerere University Annual Report 2015*

Beyond the College of Humanities and Social Sciences, a substantial percentage of the staff at Makerere University are at the lower level ranks of Assistant Lecturer (42%) and Lecturer (29.6%). It means that there is a sharp variation between the senior and junior members of the academia. It has been observed that the academic profession often claims to be a single entity with a common core of values and ethics, as well as similar aspirations and views regarding the quality of academic work, but however, the profession seems to be divided between senior and the junior professionals more strongly than any other profession known. (Mamdani, 2010). Nevertheless, it is commendable that the University has several staff at professorial ranks.

Of particular interest is the **gender disparity** in distribution of employees. The findings indicated that despite a random selection of subjects, only 27% of the respondents were female compared to 73% male. Such gender disparities in the academic have been cited in similar studies, for instance, evidence points to the fact that one of the challenges of developing the next generation of academia in Africa is the gender disparities in regard to qualifications and rank among University Staff; the number of males with master's and doctorate degrees has been consistently higher than that of females, and the distribution of men and women across ranks shows that the latter are underrepresented at the higher ranks. (Wisdom, 2010)

#### **4.2.2 Training opportunities**

Training opportunities were assessed using 5 items or questions. **Table 4.2** presents a descriptive summary of the items and summary statistics on the generated average index.

**Table 4.2: Descriptive summary of items on Staff Training Opportunities (n=74)**

	Items	Response (%)					Avg.
		SD	D	N	A	SA	
1	I have been exposed to adequate opportunities for me to seek further training in my field of specialization.	2.7	16.2	9.5	39.2	32.4	<b>3.82</b>
2	My academic unit supports me with information and guidance on how to access training opportunities.	4.1	33.8	10.8	37.8	13.5	<b>3.22</b>
3	My job in the University is secure if I decided to go for further training	4.1	1.4	6.8	33.8	54.1	<b>4.32</b>
4	I have attended short courses organized in my academic unit, for skills enhancement.	6.8	28.4	6.8	31.1	27.0	<b>3.43</b>
5	I am facilitated to present/publish papers at conferences	27.0	31.1	12.2	24.3	5.4	<b>2.50</b>
	<b>Overall average index on Training = 3.46</b>						

*Note. SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree; Avg. denotes mean score on each of the items*

The results show that training opportunities for staff at the College were available, as indicated by an overall average index of 3.46. The staff were adequately exposed to both main stream training, for PhD and Masters, as indicated by a mean of 3.82 (Item 1) and information and guidance on training opportunities is very available (item 2, with a mean of 3.22).

Makerere staff who have benefited from training opportunities have had support mostly from the University's staff development division which is mandated to identify and develop priority areas for Academic training, including resource mobilization in line with the training policy and financial regulations of the University. (Mak Human Resource Policy, 2009). Staff capacity is further being built through research projects, both individual and collaborative, supported by Uganda Government and other development partners such as the Swedish International

Development Agency (SiDA), Norad – Norway, Carnegie Cooperation of New York, Rockefeller Foundation, among others (Mak Research Manual, 2011)

Staff were satisfied with the availability of short trainings aimed at skilled enhancement, as indicated by a mean of 3.43 (Item 4). The best of these trainings is in pedagogy, aimed at equipping staff with the relevant skills to deliver knowledge to the learners, in view of the fact that most of the staff were recruited on the strength of their degrees rather than pedagogical skills. A study by Ezati (2014) indicated that the Makerere University staff appreciated pedagogical skills enhancement programs, where needs such as assessment and grading of students, managing large classes and using ICT in teaching and learning were appropriately addressed (Ezati, 2014, pp. 1190 - 1198). However, there are still concerns regarding the inability to implement what is learnt due to institutional constraints, such as timing and funding. (Ezati, 2014)

Makerere University assures study leave and job retention for staff on further training, as indicated by a mean of 4.32 (Item 3). This practice conforms to the provisions of the Public Service in Uganda, aimed at encouraging staff development responsive to the Country's labour needs (Ministry of Public Service, Report 2006). Staff are the most valuable asset in any organization (Burke, 2002). In that regard, poor job retention among employees does not just cause an associated cost of recruitment, but also training new starters is equally costly and staff turnover creates an additional burden of work on the remaining staff, further straining daily activity (Harting, 2008). Hence, assured study leave is so strategic for Makerere's staff retention.

Despite the above strides, staff at the College are dissatisfied with the facilitation to participate in conference presentations and to publish research findings, as noted by a mean of 2.50 on item 5. Respondents noted that publishing in the humanities and social sciences was limited by the subjective nature of the academic disciplines as they largely deal with human aspects, at times causing debate and controversy. An Interview excerpt with a respondent affirms as follows:

*“Publishing about science disciplines does not offend others; the social and human aspects are not looked at, it’s therefore easy for science disciplines to be facilitated. The results of Science - based research and publications are more conclusive, for instance, studying the reproductive system of Marabou Stalks may not raise any controversies. But human aspects will always be debatable and subjective. One may not write about the Banyoro in a British journal without a mention of how the Banyoro were humiliated by the British, but that alone may render the article inappropriate for a British journal.....; there is no platform for humanities to publish. The notion that science disciplines are more relevant than the humanities further compounds the problem” (As stated by a respondent)*

#### **4.2.3 Staff workload**

Staff workload was assessed using nine items or questions related to the latent construct/ theme.

**Table 4.3** presents a descriptive summary of the items and summary statistics, including the average index.

**Table 4.3: Descriptive summary of items on staff workload (n=74)**

		<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	
1	There is equity and transparency in the distribution of the teaching load in my academic unit.	9.5	5.4	12.2	50.0	23.0	<b>3.71</b>
2	The University is keen on regulating my teaching load.	16.2	18.9	20.3	31.1	13.5	<b>3.06</b>
3	The number of students I am expected to teach / supervise is reasonable	41.9	23.0	8.1	20.3	6.8	<b>2.27</b>
4	I believe that teaching and research achievements are given equal weight by the promotions committees.	41.9	28.4	12.2	9.5	8.1	<b>2.13</b>
5	I have enough time to do good quality research	33.8	37.8	4.1	18.9	5.4	<b>2.24</b>
6	I often do not need to work beyond the stipulated working hours to meet my work requirements	50.	33.8	4.1	12.2	-	<b>2.10</b>
7	The University recognizes the advisory services I extend to students	36.5	32.4	17.6	9.5	4.1	<b>2.12</b>
8	I believe the promotions procedures recognize the administrative component of staff workload.	40.5	27.0	13.5	18.9	.	<b>2.10</b>
9	The amount of administration I am expected to do is reasonable	23.0	32.4	16.2	25.7	2.7	<b>2.52</b>
	<b>Overall average index on Workload = 2.47</b>						

*Note. SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree; Avg. denotes mean score on each of the items*

According to the findings, an overall average index of 2.47 indicated that the staff were dissatisfied with the workload management.

High workload was a result of the large numbers of students to teach and supervise, and with a mean of 2.27 (item 3) the staff considered the student numbers as unmanageable. Available literature confirms that heavy workloads, including assignments to teach large classes, may generate hostility toward the organization and diminish levels of faculty commitment to the institution, hence, increased workload is the most stressful aspect of an academic career (Daley, 2006, pp.59-64). Such increase in workload has been caused by the expansion of higher

education in general, but more specifically, the increased enrollment of privately sponsored students due to the need for funding through fees collection to sustain University activities. Indeed, the Makerere University School of Liberal and Performing Arts and the School of Languages, Literature and Communication, just to mention these two units, have had their overall student numbers increase from 1215 in 1999 to 5713 in 2015, largely due to private programs (College Registry, 2015).

Results show that the staff needed to work way beyond stipulated hours to fulfill their work requirements. (Mean of 2.1, item 6) This meant that workload infringed on one's personal time; further limiting staff to do good quality research as indicated by a mean of 2.24, item 5. While noting a high teaching workload, results further show that teaching and research at the University were not being given equal weight in the reward process, particularly promotion, with more emphasis placed on research other than teaching (Mean of 2.13, item 4). Other staff, in addition to teaching and research, have taken on administrative roles such as being Heads of Department, Principals, Program Coordinators, Examination Coordinators, Student Councilors and Deans. The main concern with such administrative appointments was that the promotions procedures did not recognize such administrative component of workload. (Mean of 2.1, item 8)

Drawing from the Adams (1965) equity theory underlying this study, the staff bring great input into the University, such as teaching and guiding students, including research and publication that contributes to the University's ranking and reputation, but expect in return, to receive fair outcomes in terms of recognition of all their work in its various dimensions. Thus, it is not uncommon to find staff not interested in leadership positions such as Deanship, since such

assignments occupy the much needed time that would rather be allocated to other “rewarding work” such as engagement in paid consultancies.

In this era of technological advancements, the facilities provided to the staff have an impact on workload. Academic staffs are expected to use appropriate technology in teaching and research. However, Rosser (2005) observes that few institutions provide adequate support for faculty members to integrate technology into their work (Rosser 2005). This is true of the College of humanities and social sciences and has had its impact on workload, given the resource constraints.

Despite the above findings on shortcomings in relation to workload, the staff felt that there was equity and transparency in workload distribution (mean of 3.71, item 1). The College had established committees to deal with workload allocation and teaching timetables to ensure transparency. Hence, the issue of workload is about volume and not allocation, which also meant harmony in fulfillment of assigned duties.

#### **4.2.4 Staff induction**

Staff induction was assessed using five items / questions. Table 4.4 presents a descriptive summary of the items and summary statistics on the generated average index of the latent construct.

**Table 4.4: Descriptive summary of items on staff induction (n=74)**

	Items	Response (%)					Avg.
		SD	D	N	A	SA	
1	I was inducted in this department at first appointment.	36.5	23.0	6.8	23.0	10.8	<b>2.48</b>
2	Through induction I was introduced to how “things are done” in this University.	36.5	24.3	9.5	21.6	8.1	<b>2.40</b>
3	Induction helped me to network with other staff in the department	39.2	16.2	12.2	23.0	9.5	<b>2.47</b>
4	Through induction, I acquired pedagogical and other skills relevant to my work.	37.8	21.6	10.8	20.3	9.5	<b>2.41</b>
5	My immediate training needs were assessed by the department/unit	35.1	28.4	16.2	13.5	6.8	<b>2.28</b>
	<b>Overall average index on Induction = 2.41</b>						

*Note. SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree; Avg. denotes mean score on each of the items*

From the findings, an average index of 2.41 indicates that staff disagreed or were dissatisfied with the induction processes at the College. To begin with, Makerere University policies are very emphatic on staff induction. Section 2.10 of the Makerere University Human Resource Policy (2009) on induction is clear: induction is the first step in building a two-way relationship between the University and the employee and shall serve the purpose of introducing the new employee to the work environment. Hence, the above policy affirms:

- a) That induction shall be mandatory to properly initiate all new staff (hired, promoted or transferred) into their new tasks.
- b) That the induction programme shall be arranged by both the Directorate of Human Resource and the relevant head of department or immediate supervisor as soon as the employee reports. The induction programme shall not exceed one month.



The results indicate that staff strongly disagreed to having been inducted in the first place, with a mean of 2.48, item 1. This means that employees missed out on the related benefits of induction such as appreciating the University culture, developing networks, staff needs assessment and acquisition of relevant work skills. It is believed that through induction, staff join a community of practice, a group of fellow staff with specialized skills relevant to staff performance (Kupias and Peltola, 2009).

Results further show that staff were not introduced to how things are done in the University (Mean of 2.4, item 2), which is in contrast with what Dessler (2013) identifies as key reasons to induct a staff, that include: to make the new employee feel welcomed, to provide one with basic information to function effectively, to understand the organization in its broad sense and; to familiarize one with the organization's cultures and values.

Assessing staff training needs is meant to be a continuous process from the time of induction. (Kjelin and Kuusisto, 2003) However, the results of the study show that staff strongly disagreed to having had their training needs assessed at the time of entry in University service, as indicated by a mean of 2.28, item 5. Induction helps identify these training needs; a set of knowledge, skills and abilities needed to help the University achieve its mission and would also help the University to channel resources to areas of greatest demand.

It is evident from the study results (average index of 2.41) that indeed induction has not been properly handled at the University. The limitations are much related to what Foot and Hook (1999) identified as a major challenge to an effective induction process: it is often carried out

during the work routines and many organizations assert that you learn the best by doing”, hence, lack of a structured process. Respondents further observed that staff induction was more of a personal effort than institutional.

#### 4.2.5 Mentoring

Mentoring was assessed using six items or questions related to the theme. **Table 4.5** presents a descriptive summary of the items and summary statistics.

**Table 4.5: Descriptive summary of items on mentoring (n= 74)**

	Items	Response (%)					Avg.
		SD	D	N	A	SA	
1	Mentoring exists in my academic unit	13.5	33.8	17.6	25.7	9.5	<b>2.83</b>
2	There is honesty and direct communication between me and my mentor.	21.6	25.7	21.6	21.6	9.5	<b>2.71</b>
3	There is willingness to work through obstacles in our mentoring relationship.	21.6	29.7	24.3	17.6	6.8	<b>2.58</b>
4	In my unit, staff are eager to mentor each other	25.7	23.0	25.7	16.2	9.5	<b>2.60</b>
5	I have learnt a lot from my mentor on how to effectively do my work	25.7	23.0	25.7	16.2	9.5	<b>2.72</b>
6	There is collegiality and exchange of knowledge among staff in my department.	14.9	13.5	17.6	43.2	10.8	<b>3.21</b>
	<b>Overall average index on Mentoring= 2.78</b>						

*Note. SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree; Avg. denotes mean score on each of the items*

An overall average index of 2.78 means that staff disagreed with the effectiveness, if any, and the very existence of mentoring in the academic units.

The results show that **33.8%** of the respondents disagreed to the existence of mentoring relationships in their academic units, with a mean of 2.83 (Item 1) while 25.7% expressed the

lack of eagerness among senior colleagues to mentor others. (Mean of 2.6, item 4) These findings imply that junior staff were largely not learning from the senior staff in any formal or structured way, let alone, the more informal processes known to both parties.

The above findings do not significantly differ from the general perspective on mentoring particularly in African Universities. Evidence suggests that the mentoring relationship, which is so deeply imbedded in academic culture, has continued to be weak in African Universities because Senior Colleagues engage more in work deemed “productive” such as publishing for promotions or undertaking paid consultancies (African Humanities Program, 2014). However Daresh (2001) argues that mentoring guides and nurtures the less experienced with an approach that involves support activities such as team work, questioning observation, and constructive feedback, and is central to the development of the academia.

For staff who had experience being mentored, the willingness to work through obstacles in mentoring relationships was rather lacking as evidenced by a mean of 2.58 (item 3). To emphasise the lack of mentoring, a staff interviewed had this to say:

*“There is no spirit of mentoring among Colleagues in my unit, one is not encouraged to excel in the academia, this is serious and needs to be urgently addressed” ..... Rigorous mentoring processes need to be instituted to help young academics who have to wonder about in order to succeed. (As noted by respondent)*

Interestingly, findings show that despite a general lack of mentoring relationships, “*there is collegiality and exchange of knowledge among staff*” as indicated by a mean of 3.21. (Item 6) When closely considered, any academic unit is collegial by default because of the nature of

specific academic activities such as administering examinations and conducting committee business; thus, the respondents may have understood the item from the perspective of Faculty roles. Further, the likert item was structured as a double-barrowed question, encompassing collegiality and sharing of knowledge which should have been differentiated. Interestingly, a study on employment relations at Makerere University revealed the prevalence of inadequate collegial relations due to deficiencies in policy framework, poor leadership styles, centralized control of decision-making, scanty resources and facilitation support (Kakumba et al., 2014).

Generally, the importance of academic staff mentoring in the key areas of research and scholarship, teaching, and service cannot be overemphasised. Hence, any limitations to effective mentoring relationships may translate into extra costs to provide individualized professional development training; an option that could be expensive for the college and the University.

#### **4.2.6 Staff career growth**

Staff career growth was assessed using six items or questions related to the theme. **Table 4.6** presents a descriptive summary of the items and summary statistics on the generated average index.

**Table 4.6: Descriptive summary of items on career growth (n=74)**

	Items	Response (%)					Avg.
		SD	D	N	A	SA	
1	I have properly and timely progressed in academic rank / career in this University.	28.4	41.9	1.4	23.0	5.4	<b>2.35</b>
2	The procedures that this University follows to assess employee performance for promotion are fair.	28.4	33.8	16.2	18.9	2.7	<b>2.33</b>
3	Promotion of employees in this University is based on demonstrated performance.	14.9	24.3	24.3	24.3	12.2	<b>2.94</b>
4	I am facilitated to do research and publish my research findings (Funding)	40.5	39.2	4.1	13.5	2.7	<b>1.98</b>
5	This University has provided me with opportunities to develop my academic career.	12.2	24.3	8.1	39.2	16.2	<b>3.22</b>
6	The University has enhanced my teaching abilities.	13.5	18.9	14.9	39.2	13.5	<b>3.20</b>
	<b>Overall average index on Career Growth= 2.67</b>						

*Note. SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree; Avg. denotes mean score on each of the items*

The results show an overall average index of 2.67, meaning that the staff were very dissatisfied with the way they had progressed in their academic careers. The career growth of the academic staff was the main focus of this study; conceptualized in terms of (i) Promotion, (ii) Quality teaching, (iii) Research and Publication, and (iv) Community Outreach.

Before we explore the findings, at this point, there are key insights to draw from the **Herzberg Two Factor Theory underlying this study**: The personal growth of staff (career growth) is an intrinsic motivational factor, distinct from other hygiene factors such as the work environment at the University, the salary enhancements, etc. Hence, in the context of this study, the average index of **2.67** not only shows low career growth but also reflects the level of satisfaction, and the feeling of self actualization among the staff.

Promotion was considered a key indicator of career advancement. Findings show that 41.9% of the respondents disagreed, while 28.4% strongly disagreed to having properly and timely progressed through the academic ranks (Mean of 2.35 Item 1). It is expected that staff look forward to promotional opportunities to grow from the entry point of Assistant Lecturer to full University Professor. It has been argued that staff should not only be rewarded financially but they should also be offered opportunities to grow within the organization (Dockel, 2003).

The study noted serious delays in the promotion procedures, which starts with the submission of staff publications and curriculum vitae as a promotion application to the Departmental Appointments and Promotions Advisory Committee. Once these submissions are approved, they are forwarded to the Appointments Board for further consideration and are further dispatched for internal or external vetting. The duration given to internal and external Veters to submit reports on the suitability of staff for promotion is two and three months respectively. However, whereas the process seemed streamlined, it was associated with delays at various stages. Besides, the University is largely dependent on the willingness of Veters to vet voluntarily and to submit reports in time. An affected staff had this to say during an interview;

*“Promotion takes very long processes and on each stage there are delays. For example, I handed in my application to the School in April 2014 and now November 5<sup>th</sup> 2015, I’m not yet promoted. Even after promotion, the appointments board will say it will be with effect many months later next year 2016. Therefore the process takes two years?? The new salary scale will be received four months later. These are very retrogressive processes.(As reported by interviewee)*

The results show that the procedures for promotion were not fair, with a mean of 2.33 (item 2) Promotion process were linked to the alleged “politics of promotion at Makerere University”, a

kind of dysfunctional competition among a section of staff. Related findings in other studies show that individual staff in an organization may exhibit anti-social behavior, socially-undermining behavior, abusive supervision and unethical intentions (Griffin and Yvette, 2005). These elements could arguably define the alleged “politics of promotion” and the prevalence of unhealthy competition at the College. It is therefore not uncommon to hear of staff sentiments related to malice; intentional delays in the vetting process, including extreme cases of some members of staff who decline to vet fellow staff for promotion. The lack of fairness in the promotion process is further elaborated by the following excerpt:

*“... Who actually cares about career growth? It is about survival for the fittest. Staff work hard and invest in their learning but are pushed back by a punishing promotion and reward system which does not recognize their actual contributions, publications before promotion or completion of PhD. The University should desist from frequently changing policies and should focus on the Institution not on the individuals as it designs policies. More needs to be done to make staff feel appreciated...” (As reported by interviewee)*

The issues related to promotion would be inconclusive without a mention of the criteria. In recognition of the varied capacity of staff, the University provides two avenues for promotion: Ordinary track and Fast track. The Fast track requirements are as many as twice the requirements for Ordinary track promotion (See Appendix iv) The study observed that the promotion criteria mainly emphasised years of teaching, number of publications, supervision of graduate students, and contribution to community, which is a common standard in the academia (Türk, and Roolaht 2005).

Subsequently, Makerere University has been reviewing her staff promotion requirements since 2009 resulting in the recently approved promotion policy of 2015. However, despite these efforts, respondents found the promotion policy still wanting,

*“... the publications are tagged to time and this encourages hoarding of publications. There is need to appreciate works / publications done before the last promotion to the current rank although new publications should be part of any promotion. Academic publications should be judged by their relevance and academic worthiness not the time when they were published...”*  
(As reported by interviewee)

In line with the above findings, Tettey (2006) generalised that promotional procedures in African Universities were long, stressful and cumbersome, while some of the requirements were just unreasonable.

The second indicator of academic career advancement was staff ability to engage in research. Findings indicate a lowest average response (Mean) of 1.98, with 79.7% of the respondents being unsatisfied with the research facilitation in the humanities and social sciences (**Item 4**). This implied a low chance for career growth since it's partly dependant on staff ability to engage in research and to publish findings.

The low facilitation for research may be attributed to several factors including financial constraints and the general non-prioritization of humanities research by Governments (Sanyal and Varghese, 2006). It was noted that the University's input in accruing research funding for staff was so limited, and therefore, there was need for a funding portfolio to enable staff obtain empirical evidence to support their teaching. From a broader perspective, it has been argued that the Sub Saharan African Countries invest least in research and development (Sanyal and Varghese, 2006). This low investment widens the knowledge gap between the developed and developing countries (especially in Sub Saharan Africa) and perpetuates brain-drain, dependence on foreign aid, slow industrialization, and ultimately, poverty. (Sanyal and Varghese, 2006)



The wrong perception about the limited role of the humanities and social sciences in the development agenda makes the question of research funding more complex. The subjects of Humanities and Social Sciences are less considered to have significant impact on industrialization, economic transformation and wealth creation; hence, Government programs mainly target a few science-based initiatives (A.H.P, 2014).

*“ .. Funding from donors to support research in traditional arts subjects is very minimal. Donors are interested in science and technology - based disciplines, which means researchers in the humanities have fewer funding options... and when funds are available, we only do research on what the donors think is important.. Most of the research at the College is individually - driven in terms of commitment, funding, and dissemination and therefore, much of it is not reported to the university authorities and goes on unnoticed” ... (As reported by interviewee)*

The research dependency on donor funding in the Humanities and Social Sciences is inevitable because Makerere University, due to funding limitations, does not have the internal mechanisms to fully foster and financially support individual research prospects. Donor funding for research may as well be unsustainable especially if research projects are completed or in the event of any adverse changes in political decisions and diplomatic relations between Uganda and the donor countries.

The third indicator of academic career advancement considered was the quality of teaching. Findings indicate a mean of 3.20 (item 6), meaning that staff teaching abilities had improved while in the University service. Quality teaching is important in ensuring student learning outcomes.

Quality teaching at the College was being fostered by established quality assurance systems at program level, involving reviews of study programs, content, and delivery, but also at individual levels, with initiatives such as pedagogy training to help teaching staff adopt a learner-oriented approach. It is important to note that every education system has experienced substantial growth of student numbers in recent decades and the student profile has become more diverse, hence, higher education faces greater demands from students, parents, employers and taxpayers to account for their performance and demonstrate their teaching quality (Fabrice and Deborah, 2012). In order to further enhance quality teaching, Igbojekwe (2015) recommends performance appraisals so as to disclose what skills and knowledge the staff have and the skills and knowledge needed to meet the demands of producing effective and competent graduates. On the whole, the quality of teaching at the College was deemed satisfactory.

### **4.3 Bivariate Analysis**

This second level analysis looks at differentials among the variables permeating this study. The analysis is more emphatic on investigating the hypothesis presented at 1.4 (Chapter One) using correlations and regression models. Hence, p-values  $<0.01$  and  $0.05$  represented the statistical relevance of the association / relationship between the variables, in addition to ascertaining the predictors of staff career growth. (Kelly, 2003)

#### **4.3.1 Correlation of variables**

**Table 4.7** presents the degree of association / relationship between staff career growth and the independent variables of training opportunities, staff workload, induction as well as staff mentoring. Spearman's rank correlation was used to correlate the variables.

**Table 4.7: Inter-correlations of latent constructs by employee career growth**

<b>Latent Constructs</b>	<b>1(TR)</b>	<b>2 (WL)</b>	<b>3 (SI)</b>	<b>4 (MT)</b>	<b>5 (CG)</b>
<b>1: Training</b> (opportunities)	<b>1.000</b>				
<b>2: Staff workload</b>	0.170	<b>1.000</b>			
<b>3: Staff induction</b>	0.098	0.289*	<b>1.000</b>		
<b>4: Mentoring</b>	0.240*	0.100	0.356**	<b>1.000</b>	
<b>5: Career growth</b>	0.288*	0.479**	0.270*	0.253*	<b>1.000</b>

*Note: Assessment is based on Spearman's Rank correlation; where \*  $p < 0.05$ , \*\*  $p < 0.01$ ; Bold (i.e. 1.000) implies the same construct assessed in the row and column. Key: TR- Staff Training, WL –Workload, SI- Staff induction, MT–Mentoring, CG – Career growth.*

The results indicate that there is no multi-collinearity between the assessed independent variables, given the low correlation values ( $r < 0.8$ ) of inter-correlations between them. Otherwise, existence of strong correlations between the independent variables would require selecting one of the two variables that are highly correlated, for inclusion at the subsequent stage of analysis.

**(i) Training and Academic Career Growth**

The hypothesis was that there is *a relationship between staff training opportunities and staff career growth*. The results show that this relationship is positive, with  $r = 0.288$  and  $P \leq 0.05$ , implying that as training opportunities increase, staff career growth also improves. Through training, the knowledge and skills of an employee for doing a particular job are increased; it helps in updating old talents and developing new ones (Aswathappa, 2000, p.189). The results at descriptive / univariate analysis also showed that staff at the College were satisfied with the available training opportunities, with an average index of 3.46

It has been noted that opportunities available for training are perhaps one of the most significant reasons why individuals choose and stay in an academic career (Dockel, 2003). But beyond the individual staff, professional development through training is the key to keeping Universities true to their mandate as centres of ideas and innovation (Rosser, 2004). Training helps academic staff to develop professional interests such as critical reflections on curriculum design, assessment approaches, and evaluation aspects of higher education and indeed, academic staff training translates into career advancement as well as enhancing teaching and learning (Gibbs, 2000)

#### **(ii) Workload and Academic Career Growth**

The hypothesis stated that *there is a relationship between staff workload and staff career growth*. The study established the relationship as positive, whereby, staff career growth increases with an increase in workload, given by  $r = 0.479$  and  $P \leq 0.01$ . Generally, the multi-component nature of academic work entail developing academic programs, teaching students, assessing and evaluating them, supervising master and doctoral students, doing research, publishing articles, getting involved in various community work, etc. (Gappa, Austin & Trice, 2007). It is envisaged that involvement in these functions may result in improved quality of teaching, research, publication, community engagement, and promotion, hence, career growth.

However, the above notwithstanding, the study further established that the nature of workload significantly matters in the relationship between workload and career growth. For instance, in today's higher education systems, it is almost rational that University teachers will concentrate on research, even to the detriment of teaching and at the expense of their students (Mayer, 2011).

Hence, descriptive findings indicate that staff were dissatisfied with workload management, (average index 2.47) citing issues of overload in teaching and administrative roles, at the expense of research and publication.

Despite such a multi-component nature of academic work, up to present, the most commonly used model of allocating workload, including at Makerere University, is based on the conventional contact hours approach which focuses on the number of contact hours academic staff teach (Burgess, Lewis & Mobbs, 2003). Thus, Jenkins (2004) argues that all these components of staff workload and associated rewards can be appropriately defined and managed at the institutional, departmental, and individual levels.

### **(iii) Staff Induction and Academic Career Growth**

The hypothesis was that *there is a relationship between staff induction and academic career growth*. Findings show that  $r = 0.270$  and  $P \leq 0.05$ . This implies that academic career growth increases with an increase in staff induction. It is therefore envisaged that improving induction processes should give academic staff a good start for career advancement, given the positive association. Staff induction involves those practices used to help new and beginning lecturers become competent and effective professionals in the classroom (Kleynhans, 2006). Thus, the positive association of staff induction to academic career growth is vivid.

In the process of induction, the academic staff may be orientation as University Teachers, be guided on personal development, be introduced to teaching and Learning Methods including students assessment and evaluation, learn curriculum design and revision, ICT skills in higher

education, the University administrative procedures, etc. These aspects may form a good foundation for advancement in an academic career. It has been further observed that such induction processes are guided by the University's values, vision, mission, and strategy (Dessler, 2013). At a descriptive level, an average index of 2.41 reflected high dissatisfaction among staff on how induction processes were handled.

#### **(iv) Mentoring and Academic career Growth**

The hypothesis was that there is a *relationship between mentoring and academic career growth* and the findings show that  $r = 0.253$  and  $P \leq 0.05$ . This implies that academic career growth increased with an increase in the mentoring of academic staff. These findings conform to the work of Wunsch (1991) who observed that the purpose of mentorship in an academic setting is to support the mentee establish a career, nurture a sense of professionalism, and fulfill academic roles. For instance, it may involve guidance on research methodologies, accessing research funding and selecting appropriate avenues for research and publication.

Despite some challenges that may exist in establishing mentoring relationships, such as age, gender, background and qualification, successful academics have had mentors (Kelley, 1998), hence, the positive association between mentoring and academic career growth. At a descriptive level, an average index of 2.78 reflected dissatisfaction among staff on how mentoring processes were handled, with some staff affirming that in some academic units, there was no any form of academic mentoring.

### 4.3.2 Predictors of employee career growth: Regression of Variables

Whereas the correlation analysis established the relationship between the variables, the regression analysis was used to predict how these independent variables (training, workload, induction and mentoring) affect career growth. However, in addition, the analysis also showed that academic staff rank, a staff characteristic, was also relevant to career growth, hence, its inclusion in this discussion.

**Table 4.8** presents regression results on the predictors of staff career growth. In addition to the variables, the Table represents the standardized regression coefficients (Coef.), standard Error (Std. Err) and probability values (p-value).

**Table 4.8: Regression analysis of employee career growth by the independent variables**

<b>Independent variables</b>	<b>Coef. <sup>a</sup></b>	<b>Std. Err <sup>b</sup></b>	<b>p-value</b>
<b>Academic Rank</b>			
Assoc Prof/Professor <sup>f</sup>	1.000	.	.
Senior Lecturer	-0.498	0.252	0.053
Lecturer	-0.775	0.252	<b>0.003</b>
Assistant Lecturer	-0.914	0.323	<b>0.006</b>
<b>Training opportunities</b>	0.185	0.125	0.146
<b>Staff workload</b>	0.414	0.144	<b>0.006</b>
<b>Staff induction</b>	0.055	0.077	0.481
<b>Mentoring</b>	0.155	0.091	0.092
<b>Career Growth.</b>	1.768	0.662	<b>0.010</b>

*Note. Assessment is based on a multiple linear regression; where, <sup>f</sup> denotes reference categories;  $F=3.35$ ,  $p < 0.01$ ,  $p < 0.05$ ,  $R$  square = 0.4428; <sup>a</sup> Rate Ratio, <sup>b</sup> Standard Error.*

**i) Employee Characteristics: Academic Rank and academic Career Growth**

In the regression analysis results based on Table 4.8, the employee characteristic that was significantly associated with academic career growth is academic rank, ( $p < 0.01$ ), Academic staff at the rank of Lecturer ( $\beta -0.775$ ,  $P = 0.003$ ,  $< 0.01$ ) had a lower career growth. The same applied to staff at the rank of Assistant Lecturer ( $-\beta 0.914$ ,  $P = 0.006 < 0.01$ ). Hence one's academic rank predicts career growth when conceptualized in terms of quality of teaching, research opportunities, number of refereed publications being cited, level of exposure and the possibility for further promotion.

The discrepancy in career growth between the junior and senior academic staff is perhaps explained by the opportunities available to each category of staff, in addition to their career experiences. Associate and Full professors do have the experiences acquired over time to write winning proposals, conference presentations, attracting funding and have mastered the art of publishing in reputable journals, which opportunities are rather limited for the junior academic.

It has been noted that staff who are relatively inexperienced may find it difficult, or indeed daunting, to make major decisions about the direction of their career and the relative priorities to be attached to different activities. They may know what you want to do but are totally unable to work out how to get there. The system of career advancement seems to favour those with an entrepreneurial bent, prepared to elbow others out of the way as they advance up the greasy pole of the career ladder and even sabotaging the ladder as they go (Boden, 2005, pp. 19-28).



The regression analysis revealed no significant association with career growth, with the rest of the staff characteristics namely age, gender and years of service, ( $p > 0.05$ ).

**ii) Training opportunities and academic staff career growth**

The results indicate that training opportunities were not a significant predictor of staff career growth at the College ( $\beta=0.185, P = 0.146 > 0.05$ ).

Literature reviewed indicates that training opportunities for both mainstream training (PhD, MA) and skills enhancement (e.g. Pedagogy) were relevant to the career growth of staff in the academia, with emphasis on the need to raise the profile of teaching, University research and the subsequent quality of students churned out of the education system (Ramsden, 2003) . Results at univariate analysis also indicate that training opportunities at the College existed. However, other inhibiting factors such as limited funding for the humanities programs may explain probably why the available training opportunities are not being taken up by staff, and hence, being rated not relevant to staff career growth.

**iii) Induction and academic staff career growth.**

The study results indicate that induction at the College is not a significant predictor of the career growth of staff ( $\beta=0.055, P = 0.481 > 0.05$ ). The findings at univariate analysis also revealed that there was hardly any induction of staff at the College, with a low average index of 2.41. The university policy on induction only provide for a one month period, which may be relatively short to induct a staff into teaching at a University level including research and other academic roles, in addition to not being a structured university activity.

Induction is important in making new employees feel welcomed, providing basic information for one to function effectively and aligning employee career aspirations to the organizations strategic direction, (Dessler 2013). Beside, staff induction would involve those practices to help new and beginning lecturers become effective professionals in the classroom (Kleynhans, 2006) an attribute of career advancement/growth.

**iv) Workload and academic staff career growth.**

Findings reveal that the workload handled by staff actually predicts staff academic career growth at the College ( $\beta=0.414$ ,  $P = 0.006 < 0.01$ ). Correlation results also showed a positive association, with an increase in workload resulting in an increase in career growth. Academic workload can be conceptualized in terms of teaching, supervision of graduate and undergraduate students, handling committee business, conducting research and innovations, writing and publishing, conference presentations, etc. In addition, some staff are involved in academic administration as heads of academic units or coordinators of academic programs.

The motivation to advance in academic career may propel one's engagement in academic work. This observation conforms to the **Herzberg Two Factor theory** underlying this study, that states in part that "motivation to work is internally generated and is propelled by variables that are intrinsic to the work which include achievement, recognition, the work itself, responsibility, advancement, and growth" (Gaziel, 1986).

Contrary to reviewed literature, where too much workload is depicted as a limitation to career advancement, especially in the sense that it occupies valuable time for research and other

“productive” ventures, (Don, 2006, pp. 17 – 30, Mayer, 2011), the above findings instead show that workload, in itself, is not a limitation to one’s academic career advancement; there is specific work relevant to personal growth and hence, a predictor of career growth.

This prediction is understandable: Perhaps, more engagement in lecture planning, teaching, progressive assessment, research and publication, graduate research supervision, projects work, presentations at conferences, PhD dissemination seminars, etc, may improve one’s academic capabilities and skills, and may result in career advancement. Indeed, such workload constitutes the very tenets of an academic career, a lack of which may imply low employee growth.

It has been observed that University teachers tend to do so much work in research and publication, even to the detriment of teaching and at the expense of their students (Kerr, 1975) Thus, Jenkins (2004) argues that all these components of staff workload and associated rewards can be appropriately defined and managed at the institutional, departmental, and individual levels.

#### **v) Mentoring and academic staff career Growth**

The findings are that mentoring is not a predictor of academic career growth at the College. ( $\beta=0.155$ ,  $P = 0.092 >0.05$ ).

Reviewed literature, however, gives credence to mentoring as a relational activity, an avenue for knowledge sharing and learning where a mentor plays a crucial role as academic adviser and career guide. There is a growing consensus as well that one of the interesting innovations in higher education, is the concept of academic mentoring (Martyna, 2012). The negation of

collegiality and mentoring in the academia often results in a disenfranchised workforce (Adrian, 2002, pp 443).

The possible lack of trust, the existence of dysfunctional competition among a section of staff, and the fact that mentoring is not a structured university activity, could perhaps explain why mentoring is not rated relevant or a predictor of academic career growth in this study.

#### **4.3.3 Variance in the Dependent Variable**

In testing the hypothesis, and from the regression analysis, a coefficient of determination, **adjusted  $R^2$  of 0.31**, was obtained. This means that the model explains 31% of the variations in staff career growth; and only workload and academic rank are actually significant. Hence, there are other factors, personal or otherwise, that explain the variations in the career growth of staff in this study.

#### **4.3.4 The mediation of Policy and Related Factors**

Using qualitative approaches, a number of responses came up to show other factors that the staff considered pertinent to their career growth. These factors are limitations to academic staff career growth at the College and are organized thematically. Notable among them is the dysfunctional competition among the staff and the promotional criteria being highly inclined to teaching and research:

**Table 4.9 The mediation of Policy and related factors**

<b>SN</b>	<b>Emerging theme</b>	<b>Responses (N)</b>	<b>Percent)</b>
1	Funding constraints	9	14.1%
2	Dysfunctional Competition among staff	10	15.6%
3	Delays in the promotion process	5	7.8%
4	Lack of guidance to the staff	6	9.4%
5	Promotion criteria limited to teaching and research	8	12.5%
6	Frequent unfair policy changes	4	6.2%
7	Lack of assessment of staff performance	6	9.4%
9	Lack of strong networks and collaborations	4	6.2%
10	Heavy workload	4	6.2%
11	Lack of mentorship	6	9.4%
12	Lack of a publishing platform	1	1.6%
13	“Poor” University leadership	1	1.6%
		64	100%

*Source: Filed data*

#### **4.4 Conclusion**

The study used a cross-sectional survey based on a sample of 74 academic staff to assess the factors associated with academic career growth at Makerere University College of Humanities and Social Sciences. The overall participation was 73% male and 37% female, indicative of the gender disparities at the College. The analysis was based on the hypothesis that there is a relationship between training opportunities, staff induction, workload, mentoring, and academic career growth.

At the level of univariate analysis, employee career growth, including the rest of the latent constructs (independent variables) were evaluated using average indices. Bivariate analysis applied regressions and correlations to determine the degree of association and statistical relevance between variables. ( $P < 0.01$ .  $P < 0.05$ )

Findings at univariate analysis indicate that staff were satisfied with the training opportunities availed, (Average index 3.46). However, staff noted that the University disregarded administrative and student's advisory services in the reward process and promotion yet these roles equally constituted staff workload. Induction and mentoring are almost nonexistent and the overall career growth of staff was unsatisfactory (Average index 2.67).

At bivariate analysis, correlations indicate that the career growth of staff was associated with training opportunities, mentoring, induction and staff workload ( $P < 0.05$ ); hence, career growth increased with an increase in those variables. However, the regression model shows that only academic rank and staff workload were key predictors of staff career growth in the Humanities and Social Sciences at Makerere ( $P < 0.003$ ,  $P < 0.006$ , for staff rank and  $P < 0.006$  for workload).

With an adjusted **r-squared (Coefficient of determination) of 0.31**, the model explains **31%** of the variations in academic career growth at the College, allowing for other possible factors.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Summary

The study begins from a broad appreciation of the role of Humanities and Social Sciences in society, in order to inform the need for capacity development and the professional growth of the individual staff employed in the academia, dedicated to advancing humanities and social science disciplines.

The Humanities and Social Sciences increase our understanding of human behaviour and social economic processes. Research in the Humanities and Social Sciences further inform policy and practice, including good governance, strengthening institutions, developing expertise, and enabling academics to play an active part in the community of scholars. Despite these highlights, the case for the humanities and social sciences is particularly important in this study in view of the current positioning of the humanities disciplines in the academia. Evidence from literature reveal that in today's landscape of higher education and research, particularly in Africa, the humanities find themselves in a difficult state. Studies of literature, history, languages, cultures, philosophy, the arts, and other humanities subjects have been de-prioritized by policymakers, in favour of the "Sciences" deemed to propel economic transformation. (A.H.P, 2014). This misconception would clearly impact on the growth of academic careers in these humanities and social science disciplines.

In view of the above background, the study investigated the career growth of staff in the Humanities and Social Sciences particularly at Makerere University, with an overall objective of

examining those organizational factors that impact on individual career development. Evidence suggests a low career growth among staff, indicated by the low levels of research, graduate supervision, publications, and promotions compared to the wider Makerere University. However, for conceptualization, the study was limited to variables such as staff induction, mentoring, training, and workload as possible factors related to career growth. The study was further informed by theoretical perspectives in Human Resource Development, such as the Herzberg Two Factor theory (1959) and the Equity Theory (1963).

Qualitative and Quantitative approaches were employed to data and analysis. Data quality was ensured through reliability and validity tests, obtaining acceptable coefficients of  $>0.7$  in the consistency of the likert items. The results are derived from a random sample of 74 staff out of a target population of 118, representing a 63% response rate. The overall participation of staff included 73% male and 27% female, indicative of the gender disparities at the College.

Overall, the study established, through correlation analysis that staff academic rank and workload were the only significant predictors of academic career growth at the College ( $P < 0.003$ , and  $P < 0.006$ ); although significant variations in employee career growth, through regression analysis, were noted by training opportunities, staff workload and induction as well as mentoring ( $p < 0.05$ ). In other words, career growth increased with an increase in these variables.



## 5.1 Conclusions

Drawing from the objectives and the hypothesis, (see 1.3/1.4) the following conclusions are made basing on the descriptive, correlation, and regression results of the study:

### i) **Training opportunities and academic staff career growth.**

Staff were satisfied with the availability of training opportunities as an incentive for career growth, in addition to approved study leave (Avg. index 3.46). However, a low funding portfolio for the humanities and social sciences limited staff training. The association between training opportunities and career growth was positive; an increase in one meant an increase in the other. ( $P < 0.05$ ). However, training opportunities did not predict the career growth of staff at the College ( $\beta = 0.185$ ,  $P = 0.146 > 0.05$ ).

### ii) **Induction and academic staff career growth.**

The results show a lack of staff induction for new entrants (Avg. index 2.41) despite the University policy that induction was mandatory. Staff were not being sufficiently introduced to how things are done and their training needs were not adequately assessed at first appointment. Lack of induction hindered with the acquisition of skills relevant to work, such as pedagogical skills. The relationship between induction and career growth was positive ( $P < 0.05$ ). However, staff induction is not a predictor of academic career growth at the College. ( $\beta = 0.055$ ,  $P = 0.481 > 0.05$ ).

### iii) **Workload and academic staff career growth.**

Staff were dissatisfied with the overall workload management at the College (Avg. index 2.47) despite the notable equity and transparency in workload distribution. The key issues were to do with overload, time constraints, and the inability of the University to recognize student support

services and administrative work in the reward process, including promotion. Staff workload and career growth were positively related, an increase in workload meant an increase in career growth, especially given those elements of work such as research, publication, teaching and community outreach. ( $P < 0.01$ ) In addition, workload was found to be a predictor of academic career growth ( $\beta = 0.414, P = 0.006 < 0.01$ ).

**iv) Mentoring and Academic Career Growth**

Mentoring relationships at the College were inadequate (Avg. index 2.78) because of lack of eagerness among senior staff to mentor junior colleagues, besides not being embedded in the University culture. There is a possible lack of trust given the existence of dysfunctional competition among a section of staff. Nevertheless, an increase in mentoring meant an increase in career growth; the association is positive ( $P < 0.05$ ). However, mentoring is not a predictor of academic career growth among staff at the College ( $\beta = 0.155, P = 0.092 > 0.05$ )

**v) Employee characteristics and career growth.**

Although not considered as an objective of this study, the results established that academic rank was a significant predictor of staff career growth at the College. Staff at the rank of Lecturer and Assistant Lecturer had a lower career growth compared to the senior staff at ranks of Associate / Full professors ( $\beta = -0.775, P = 0.003 < 0.01$  for Lecturer, and,  $\beta = -0.914, P = 0.006 < 0.01$  for Assistant lecturer); the probable explanation being the level of exposure to opportunities for career growth, and the level of acquired experiences for junior and senior staff.

**Overall, with a coefficient of determination (Adjusted  $R^2$ ) of 0.31**, the independent variables studied (the model) explain **31%** of the variations in the career growth of staff at the College, allowing for other possible factors.

By and large, findings specifically at univariate analysis indicate staff dissatisfaction with their career growth. Nevertheless, Makerere University in general, is still considered outstanding in the region in regard to scholarly productivity in terms of refereed journal articles, books, and book chapters, which is also an indicator of the research activity and capacity of individuals at the institution. (Wamala, 2013)

## **5.2 Recommendations**

The following recommendations are made:

**i) Workload should be well managed and aligned to career rewards.**

The problem established is not workload per se, but the relevance of workload to career rewards including promotions. Defining and appropriately managing workload is necessary.

**ii) Have effective mechanisms to disseminate research findings**

From the study, there was a proposal to have the MAWAZO, a publishing platform for the Humanities and Social Sciences at Makerere, revived. In addition, publishing in international journals (albeit the challenges) would create more visibility for both the individuals and the academic unit. Websites and other electronic media could be equally useful as knowledge dissemination platforms.

**iii) Nurturing a culture of quality teaching and research.**

Academic mobility can be enhanced across institutions for teaching and research, including creating collaborations. With such networks, working groups (a community of practice) would share ideas across disciplines and levels of expertise. Co-authorship of academic work is highly encouraged. Grants can be designed to particularly attract submissions from the humanities and social sciences, and graduate programs can be revised / reviewed for relevance to national and global needs so as to increase post graduate research. Pedagogical training can be regularized, especially for junior academic staff.

**iv) Improve mentoring and induction processes**

The mentoring relations between senior academics and junior staff will help nurture the next generation of scholars. In any case, mentoring is highly considered an academic culture. If formal mentoring is resource-constrained, then new ways of informal mentoring can be explored, such as research and writing clubs, departmental advising, etc. The Departments need to assess the immediate training needs of staff upon first appointment.

**5.3 Suggestions for further research**

The study was limited to a few organizational factors that may impact on academic career growth, using a cross sectional design where the data was collected at one point in time. Similar studies in future may adapt longitudinal approaches. Other factors that affect career growth may be examined, such as those considered personal. A comparative approach between the Humanities and Social Sciences, and the Science-based disciplines, or even between Private and Public Universities is also recommended.

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**APPENDIX I: DETERMINATION OF SAMPLE SIZE.**  
**Krejcie and Morgan table on determining sample size**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

## APPENDIX II: RANDOM SELECTION OF RESPONDENTS

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### 118 Random Numbers

066 161 092 085 026 158 055 024 164 039 073 017 015 144 063 091 132 054 118 050 129 018  
057 010 160 040 115 061 096 116 103 141 027 030 100 105 136 043 151 077 128 065 086 148  
005 140 074 058 060 071 022 169 023 122 162 044 056 038 120 045 145 093 079 042 109 078  
047 127 070 069 153 072 016 002 059 013 111 064 104 094 168 150 170 157 025 035 084 154  
159 019 052 131 012 139 032 014 149 083 112 114 108 125 076 053 006 048 046 098 110 119  
004 029 147 088 163 101 123 081

**Specifications:** This table of **118 random numbers** was produced according to the following specifications: Numbers were randomly selected from within the range of **1 to 170**. Duplicate numbers were not allowed. This table was generated on 7/6/2015.

**Source of program:**

<http://stattrek.com/statistics/random-number-generator.aspx>

### APPENDIX III: QUESTIONNAIRE

Dear respondent,

I am conducting a study on the Career Growth of Academic Staff at Makerere University, in partial fulfillment of the requirements for the award of an MBA, UMU. I seek your assistance in completing the attached questionnaire. The information you provide will be treated with utmost confidentiality and will be used only for academic purposes.

**Baguma Thomas William**

#### PERSONAL INFORMATION

##### A. GENDER

Female	
Male	

##### B. ACADEMIC RANK

Professor	
Associate Professor	
Senior Lecturer	
Lecturer	
Assistant Lecturer	

##### C. YEARS OF SERVICE

1-5	
6-10	
11-15	
16-20	
Above 20	

##### D. AGE

<b>25-30</b>	
<b>31-40</b>	
<b>41-50</b>	
<b>51-60</b>	
<b>60&gt;</b>	

Use the confirmation scale below to indicate your opinion.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**A. Training opportunities**

	1	2	3	4	5
<b>Mainstream training</b>					
I have been exposed to adequate opportunities for me to seek further training(MA, PhD, Post-Doctoral) in my field of specialization.					
My academic unit supports me with information and guidance on how to access training opportunities.					
My job in the University is secure if I decided to go for further training					
<b>Short courses and conferences</b>					
I have attended short courses organized in my academic unit, for skills enhancement. (Research skills, presentation, publication, etc.)					
I am facilitated to present papers at conferences to publicize the results of my research.					

**B. Staff Workload.**

	1	2	3	4	5
<b>Teaching and students supervision</b>					
There is equity and transparency in the distribution of the teaching load in my academic unit.					
The University is keen on regulating my teaching load.					
The number of students I am expected to teach / supervise is reasonable					
I believe that teaching and research achievements are given equal weight by the promotions committees.					
<b>Time aspects</b>					
I have enough time to do good quality research					
I often do not need to work beyond the stipulated working hours to meet my work requirements					
<b>Administration</b>					
The University recognizes the advisory services I extend to students					
I believe the promotions procedures recognize the administrative component of staff workload.					
The amount of administration I am expected to do is reasonable					

**C. Staff Induction.**

	1	2	3	4	5
<b>Planning and Purpose</b>					
I was inducted in this department at first appointment.					
Through induction I was introduced to how “things are done” in this University.					
Induction helped me to network with other staff in the department					
Through induction, I acquired pedagogical and other skills relevant to my work.					
My immediate training needs were assessed by the department/unit					

**D Mentoring**

	1	2	3	4	5
<b>Effective relationships</b>					
Mentoring exists in my academic unit					
There is honesty and direct communication between me and my mentor.					
There is willingness to work through obstacles in our mentoring relationship.					
In my unit, staff are eager to mentor each other					
<b>Exchange of knowledge</b>					
I have learnt a lot from my mentor on how to effectively do my work (Teaching, Research, administration, publishing, etc.)					
There is <b>collegiality</b> and exchange of knowledge among staff in my department.					

**E. Academic Career Growth /Promotion.**

	1	2	3	4	5
I have properly and timely progressed in academic <b>rank / career</b> in this University.					
The procedures that this University follows to assess employee performance for promotion are fair.					
Promotion of employees in this University is based on demonstrated performance.					
I am facilitated to do research and publish my research findings					
This University has provided me with opportunities to develop my academic career.					
The University has enhanced my teaching abilities.					

**F. Policy and other related issues.**

Is there anything more you would like to say about the career growth of staff in this University?

.....

I THANK YOU.



**APPENDIX IV**  
**PROMOTION TRACKS FOR ACADEMIC STAFF**

**FAST TRACK PROMOTION CRITERIA, MAKERERE UNIVERSITY, AS APPROVED  
BY UNIVERSITY COUNCIL, MAY 2014**

<b>Post</b>	<b>Minimum Academic Qualifications</b>	<b>Years of Teaching</b>	<b>Publications</b>	<b>Supervision of Graduate Students to completion</b>	<b>Contribution to Community.</b>
<b>Lecturer</b>	PhD or Master's Degree in a Clinical Discipline	<b>Not required</b>	<b>Not required</b>		<b>Not required</b>
<b>Senior Lecturer</b>	PhD or Master's Degree in a Clinical Discipline	Two Years of actual Teaching Experience and having served for a period of at least one year at the rank Lecturer	Five recognised publications in the area of specialisation since promotion to the rank of Lecturer	Supervision of at least 1(one) Graduate Students to completion	<b>Required</b>
<b>Associate Professor</b>	PhD or Master's Degree in a Clinical Discipline	Five years of actual Teaching Experience and having served for a period of at least one year at the rank of Senior Lecturer	Six new recognised publications in the area of specialisation since last promotion to the rank of Senior Lecturer	Supervision of at least 2 (two) Graduate Students to completion since last Promotion.	<b>Required</b>
<b>Professor</b>	PhD or Master's	Six Years of actual	Ten new recognised	Supervision of	<b>Required</b>

	Degree in a Clinical Discipline	Teaching Experience and having served for a period of at least one year at the rank of Associate Professor	publications since last promotion to the rank of Associate Professor	at least 6 (six) Graduate Students to completion since last Promotion.	

**ORDINARY TRACK PROMOTION CRITERIA, MAKERERE UNIVERSITY,  
APPROVED BY COUNCIL, MAY 2014**

<b>Post</b>	<b>Minimum Academic Qualifications</b>	<b>Years of teaching</b>	<b>Publications</b>	<b>Supervision of Graduate Students</b>	<b>Contribution to Community</b>
Assistant Lecturer	Bachelor's Degree with a First Class, Upper and Master's Degree	<b>Not required</b>	<b>Not required</b>	<b>Not required</b>	<b>Not required</b>
Lecturer	PhD or Master's Degree in Clinical Sciences	<b>Not required</b>	<b>Not required</b>	<b>Not required</b>	<b>Required</b>
Senior Lecturer	PhD or Master's Degree in Clinical Sciences	Three Years of Teaching Experience	Three recognised publications in the area of specialisation. At least one of the publications should have been produced since appointment or promotion to	Supervision of at least two Graduate Student to completion	<b>Required</b>

			the rank of Lecturer.		
Associate Professor	PhD or Master's Degree in Clinical Sciences Eight Years	<b>Eight years of teaching experience</b>	Four new recognised publications in the area of specialisation since promotion to the rank of Senior Lecturer	Supervision of three Graduate Students to completion. At least 2 (two) Graduate Students to completion since last promotion.	<b>Required</b>
Professor	PhD or Master's Degree in Clinical Sciences Eight Years	Ten Years of Teaching experience	Five new recognised publications since promotion to the rank of Associate Professor	Supervision of Seven (7) Graduate Students to completion. At least 2 (two) Graduate Students to completion since last promotion	<b>Required</b>