

JIMMA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS



SCHOOL OF GRADUATE STUDY

MBA PROGRAM

**THE CAREER DEVELOPMENT AND STAFF MOTIVATION IN HIGHER
INSTITUTION: IN CASE OF JIMMA UNIVERSITY**

**A RESEARCH SUBMITTED TO THE DEPARTMENT OF MANAGEMENT,
COLLEGE OF BUSINESS AND ECONOMICS, JIMMA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR MASTERS OF BUSINESS
ADMINISTRATION (MBA)**

BY: GADISSA MOSISSA

AUGUST, 2020

JIMMA, ETHIOPIA

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AUGUST, 2020

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Abstract

The study aim was to assess the career development and staff motivation in higher institution focus on Jimma University (JU) and to explore overall level of staff motivation. This study was conducted using descriptive survey design with mixed approach was used. The stratified sampling techniques were applied and convenience sampling used to select respondents. The study was carried out at JU and the subjects of the study were academic staff. Primary data was collected using a structured self-administered questionnaire includes both open and closed ended questions. The individual sample representatives have been taken based on convenience sampling. After the survey 182 questionnaires returned out of 192 and all were valid for the analysis, discussion and drawing conclusion. The descriptive statistics used in this study were standard deviation, mean, frequency, inferential statistics among the variables. The collected data was analyzed with the help of computer program statistical package for social sciences (SPSS) 21 version .The study did not find evidence of severe career development problems at JU in academic sector; however, there was evidence of some difficulties such as lack of transparency of procedures and providing information related to staff development; and mismatch of needs; work load; lack of participation in decision making and lack of training for further career development. The finding also shows that both motivator and hygiene factors has impacts on career development and staff motivation by this it is concluded that if there is high career development, there is also high staff motivation and also if there is low career development, there is also low staff motivation as well .In JU promotion decisions were handled unfairly, unavailability of promotional opportunity, the effort JU makes to assist in order to overcome barriers to career. The paper's main recommendation include JU need to facilitate information about career development to the academic in a more open and transparent manner and JU need to improve the extrinsic factors of work, such as, salary, working condition, quality of life ,prestige, and job security.

Keywords Career development, Academic staff, motivation, Jimma University

DECLARATION

I, Gadissa Mosissa, declare that, this thesis is my original work and that; it has not been presented and will not be presented to any other university for a similar or any other degree award.

Name of student signature Date

This research has been submitted or examination with my approval as a university advisor

Name of advisor Signature Date

Name of co-advisor Signature Date

Name of internal examiner Signature Date

Name of external examiner Signature Date

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Acronyms and abbreviation

HRM: Human Resource Management

JU: Jimma University

SPSS: Statistical Package for Social Sciences

JU HRM: Jimma University human resource management

CBE: Community Based Education

WSU: Walter Sisulu University

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Career can be described as a series of positions occupied by an individual throughout his or her lifespan(Coulter,2002). Career is the constant progress, experience and skill acquisition of a person in a specific work field. Even though career, in the general sense, is defined as the total of the jobs a person undertakes through his or her entire life, it has a meaning beyond and wider than this definition. The career of individuals is not only the jobs they have, but their training for fulfilling the expectation, goal, emotion, and desires related to their job role, and, as a result, progressing in that workplace with the knowledge, skill, quality and desire to work Yalçın(1994). Career is individuals' usage of the positions related to their job consecutively during their personal life Johnson(1996).

Career is the process that is directly related to personal and organizational goals and creates an accumulation of experiences emerging from the tasks, jobs, positions of the person or from the transitions such as promotions, transfers that the person goes through in these positions Yılmaz, (2006). Any profit or nonprofit organization's success or failure is highly determined by effective and efficient utilization of resources, such as human, material, financial, and information resources. Among these resources, the human resource is the most important part and crucial of all resources for the survival of an organization(Yılma,2006)

Now a day the term 'career' is used principally to describe the occupational choice and work history of employees and professionals. It is often linked to ideas of moving up an organizational hierarchy. While many people continue to follow this kind of organizational career, many others will be leading very different working lives that can be some value needs employee want career to fulfill such as pay package, variety tasks, and freedom on the job, job independence and others. Consensus is growing among management of many organizations about the significance of career and has impact on employee's motivation which is incentives to encourage good performance Olnmid (2008).

According to Ghanimn (2005) value similarity between employee and the organization is related with greater levels of job satisfaction. Therefore, matching personal and organizational goals

might lead to increasing satisfaction of employees; on the other hand, differences between personal and organizational goals might lead to increasing dissatisfaction of employees. Career development involves various alternatives such as developing abilities, preserving current skills and getting ready for the future ahead of just receiving promotion. Companies invest in career development programs for several motives, for example, developing employee performance, increasing manager improvement, revealing corporate culture for salespeople, strengthening principal values, helping salespeople in career improvement, and offering an extra to employees Çalıkand(2006).

Career development programs enable all the workers to make progress in the organization from the beginning. It also helps to determine career paths and remove all the obstacles against the progress of the workers. What's more, it accelerates workflow in the organization by providing training for the personnel that go through career stability and increasing work mobility(Ibid). Employees, especially the young ones wish to develop their careers and be controlled. It is natural for the employees to be in expectation of more job satisfaction and more career opportunities. As a result, they go into the effort of personal development. Therefore, they chose the organizations which support their careers and have career development programs Çalıkand,(2006).

According to Bayram(2008) in the face of technology and consumer demands that are changing rapidly, an update in the employees' knowledge and skills is necessary. Career development programs enable to realize these changes beforehand and provide the achievement of new skills. If an organization has an effective career development program in accordance with the employees' personal expectations, the employees' will eventually wish to stay at the organization. This consistency will be reflected in the employees' performance through time. Career management identifies the future necessity of human resources better and provides the forecast of better developmental stages for the specialties and different professions in the company (Ibid). 5

Even though little has been said about career development and staff motivation at higher institution in our country, there are few studies that tried to addressed problems related with career development and staff motivation to mention some of the local studies Seyoum (2002) and Germachew (2007) conducted a study on the effects of the career development and staff

motivation in relation to effectiveness of the organization at civil services at Adama town, he founded that as career development has great impacts on the staff motivation. In addition, according to a study by Germachew (2007) on the career development and staff motivation on the municipality of Addis Abeba town, he found that as career development and staff motivation goes hand in hand in order to bring the better performance of the employees.

Therefore, the focus of this study is to assess the level of career development practices following the organization reform after long experience and raining, the hindrances to career development and the effect of this on employee motivation. And also to recommend the possible strategies that minimize hindrances of career development and maximize the motivation of employees in Jimma University so as to enhance the performance of the employees that would contribute to the achievement of the broad organizational goals and objectives of Jimma University.

1.2 .Statement of the problem

In today's competitive market, successful organizations regardless of size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centered services is rightly ambitious. Armstrong (2009) agrees and points out, that today's dynamic environment requires continuous professional and managerial development. Stakeholders should put in place, if not already available, a range of structures and processes to support the development of the workforce we need now and for the future.

According to a study conducted by Orpen (1994) organization career development distinct and joint effects on the career success of employees and hypothesized the relationship between individual career management and career effectiveness, and between joint responsibility and career effectiveness. In this study "Orpen" (1994) emphasized that organizational career management comprises a variety of policies and practices that purposely built by organizations to develop the career efficiency of their employees. In addition, as Yalçın (1994) indicated in his study, career development is expressed as a part of the career development program of the business, and includes the action sand plans that need to be conducted by the organization career management, involving skill, expectation and interest analysis and it is a process that cannot be done by just the organization or just a person. In this process, human resources play inactive role. Management determines career planning program, provides information about the available positions in the organization or the ones to be opened, observes and evaluates the performances of the workers, creates training programs in line with the needs of employees and concordantly, contributes to the development of the workers in workflow. Pearson and Ananthram(2008) also state that better outcomes are to be expected by matching individual and institutional needs.

The increasing number of higher education in Ethiopia leads to higher number of academics in the country as a result of the serious efforts undertaken to make the country equipped with trained man power in various field of the study. Related to career development and staff motivation little is known particularly on career development and its relationship with staff motivation among academic staff in higher learning institute particularly in Ethiopia.

According to a study carried out by Johnson (2005) shows that in some cases academic staffs in particular from public universities faces uncertain career advancement, stated that situation happens at certain organization may lead academics to leave this sector and also have an impact on staff motivation where this phenomenon is little known in Ethiopia..

According to a study by Hilary et al.(2005) academic staffs in particular from public universities face uncertain career development and this is one of the factors affecting leaving the sector on recruitment and retention of academic staff in higher education. This finding strengthens the existing situation of Jimma University (JU and the study show that at Jimma University there was high employee turnover in 2012/2013 G.C(Source: *JU, Social sciences department heads*). This turnover is costly for an organization that increases cost like external search for new workforce that involves all process of recruitment and selection leads to loss qualified and experienced staff. With this increased turnover the cost of management becomes abnormal that ultimately affects the overall performance of the organization (Griffith,1995). The uncertainty of career development might be the cause for this situation. The relationship between career development and staff motivation is not well known. In addition, the barriers to careers development not understood and it's remedies to these barriers also not known and if the problem continues level of motivation decline which in turn the employees likely do not exert considerable effort to their job; and this could seriously affect the achievement of overall objectives of Jimma University.

Furthermore, in order to retain well experienced and qualified of employees could be difficult for the University. Failure to have effective careers development could also be a challenging in order to retain qualified and well experienced employees in the university(Ibid). The operation and the success of any higher learning institution can be greatly affected by the extent to which the careers of academic staff are successfully managed; and if not achieved would have an adverse impact on motivation of staff and lead to decline their commitment to the organization so that hurts effective functioning of the University(Griffith,1995). This ultimately contributes to student's poor performance where it has a significant adverse impact on student learning process and thereby on the contribution that such institutions of higher education can make to the society. The present study is expected to bridge a gap in the literature for empirical research focusing on career development to contribute to employee's motivation in JU. For the practical contributions,

this study is expected to provide new solutions and evidence on the usefulness of segmentation techniques for human resource management.

Therefore, the focus of this study is to assess the career development and staff motivation in higher institution which particularly focused on the Jimma University.

1.3. Research questions

This study was addressed the following questions:

1. What constraints career development have academic staff experienced specific to Jimma University?
2. How can the existing barriers to career development be overcome or minimized specific to Jimma University?
3. What is the relationship between career development and staff motivation in the Jimma University?
4. How is the career development affecting staff motivation in Jimma University?

1.4.1. Research objectives

1.4.2. General Objective

The main objective of this study is to assess the career development and staff motivation in higher institution: in case of Jimma University.

1.4.3. Specific Objectives

- To identify the constraints career developments have academic staff experienced in Jimma University.
- To assess how existing barriers to career development be overcome or minimized in the Jimma university.
- To identify the relationship between career development and staff motivation in Jimma University.
- To examine how career development affect staff motivation in Jimma University

1.5. Significance of the study

This study provides some knowledge about career development and its barriers as well as how these barriers can be overcome and its relationship with motivation of staff. The first beneficiary may be Jimma University, which is the University would have a better understanding of both its causes and consequences.

The finding of the study may be enable policy makers to pay attention to deal the barriers of career development. For instance, other Ethiopian higher learning institutes, which may have similar problems, may learn from Jimma University experience.

It also adds knowledge on career development and its determinants that may use for the strategic planning and enable to identify factors that influence the careers of the academics because this important information is not readily available.

Managers or concerned body in Jimma University interested in manpower planning and career development may use the finding of the study to appraise or examine merits of possible or likely solutions/ measures that may use to alleviate the factors influence career progression in the organizations. It may also contribute to the body of research on career development and staff motivation and enhances knowledge so that educators, administrators, and stakeholders would be better informed about its advantage and the effectiveness of career development of the academics.

Moreover, the study may initiate prospective researchers to conduct further research on this area and to address those areas that remain untouched or inadequately treated; and researchers would use this thesis as reference material moreover.

1.6. Scope of the Study

This study was primarily focused on Jimma University. The population understudy would be limited in the area of permanent academic staffs that has jobs in Jimma University which consist of eight colleges, these are College of Agriculture and Veterinary Medicine, College of Public Health and Medical Science, Jimma University institute of Technology, College of Natural Science, social science and humanity, College of Business and Economics, education and behavioral, law and governance college were included in the study.

The actual research was on career development but in particular in career development and level of staff motivation and to determine the relationship between some components of career development and overall level of motivation. Therefore, Conceptually, variables such as career development, that has impacts on the staff motivation and staff motivation can also be affect the development of career development , which also show the University how to draft strategies to overcome or to minimize barriers to career development would be used in this research. Methodologically, this study was conducted through descriptive survey design, inferential analysis and correlation test that include mixed research approach. The study period would be from Oct, 2019 to July, 2020.

1.7. Limitation of the study

This study was limited to one profession to the teaching profession so that the research cannot be generalized to the other professions and also the sampling frame is limited to a public educational institution i.e. Jimma University and results cannot be generalized to the entire educational institutions.

The most difficult limitation of this study was directly related with the epidemic disease COVID-19, that it was too difficult to get all the respondents in the staff because of the colleges were gave leave for their employee .Therefore, the questionnaire was took long time to be returned and even some of the respondents were not voluntary to filled the questionnaire due to the fear and suspect transmission of COVID -19 through conduction of the paper.

The other limitation was no adequate chance of reviewing similar research conducted in Jimma University particularly on career development and due to this .However, the researcher over came all the above mentioned challenges through different techniques and finished collecting data properly.

1.8 Organization of paper

The paper contains five chapters. The first chapter elaborates on the background of the research and spells the problem under study. It sets out the objectives, research questions, significance of the study, the scope of the study and limitations. Chapter two provides an explanation of the key concepts on the topic and the literature review as well as conceptual frame work for the study. Chapter three incorporated all about methodology. Chapter four includes summary of findings

and discussion. Finally chapter five includes covering of the finding or conclusion and recommendation suggested.

Chapter Two

2. Review of related literature

2.1 Introduction

This chapter provides an explanation of the key concepts career development, career advancement, motivation and the literature review to have insights on existing findings on the topic as well as conceptual frame work for the study.

2.2 The Concept of Career Development

The term ‘career’ in the context of the workplace can be seen most simply as the sequence of work experiences an employee may have in due course. Work experiences may involve moving from one job to another, but also the changing nature of work within a single job and the experience of working on different projects. Career mobility in organizations are very often sideways rather than upwards, and may cross departmental, geographical or functional boundaries Price,(2009).According to Robbins(2009) career development is the 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, 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. In addition ,Robbins stated career development holds out the possibility of growing critical skills within the organization, which are often not available on the external labor market; of improved deployment of people in jobs where their talents are well used; of an improved ability to attract good people and possibly retain them; and of improved flexibility in the workforce and therefore the ability to respond to business change By attending to employees as people, the nature of the employment relationship, shifts to one of higher engagement and higher performance. “Talent management” is high on the agenda of large organizations and tends to focus on very senior people and those with the potential for such roles. Career development is embraced more enthusiastically here, and individuals often receive considerable personal career attention (Robbins, 2009). However, this can reinforce the assumption that “ordinary” employees don’t really have careers, and that career development is for the few not the many. It is a paradox in most developed economies that only the most advantaged employees receive structured career support at work, and only the most disadvantaged receive structured support from the state. The

vast majority of employees fall down a gap between the two (Smit,etal,2007).Career development and staff motivation are key strategic considerations for all organizations regardless of size, sector, market or profile (Price, 2009). The development of the capacity and capability of the organization's managers has a fundamental impact on efficiency, effectiveness, morale and profitability of an organization. High performing organizations like the petroleum industry increasingly pay close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees in order to ensure they achieve optimum performance both in the present and the future .In today's competitive market, successful organizations regardless of size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge(Purcell,2008).Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centered services is rightly ambitious.

According to a study conducted by Armstrong (2009) today's dynamic environment require continuous professional and managerial development. Stakeholders should put in place, if not already available, a range of structures and processes to support the development of the workforce we need now and for the future. All and Purcell(2008) concur that training and development of employees should be seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in business. It is pointed out that the key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well-motivated and are always re-skilling(Price,2009).Career development covers an employee's working life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas. Throughout various sources of literature under review (Barly,2004 and Mullins,2007)no complete research on career development and the South African petroleum industry could be found thus making the research and findings of this study beneficial. From the literature above, it is understood that career development and lifelong learning are synonymous. In today's workplace, knowledge and skills must constantly be updated and expanded. This has become a necessity for employees to stay competitive in today's economy.

Lifelong Learning.

Lifelong learning is a an education process throughout one's life that is based on the changing needs to acquire knowledge, skills, experience, to increase or change one's qualifications in accordance with the requirements of the labor market, or one's interests or needs (Barly, 2004). Lifelong learning combines non-formal learning with formal education and develops innate skills along with new competencies. Knowledge, skills and work competencies must be provided to the unemployed, job seekers, employees and beginner entrepreneurs, primarily at working age (Mullins,2007). Each person has his own lifetime 'baggage' of accumulated knowledge and skills. Its accumulation paths are different– one can study at general or vocational education institutions or higher education institutions, or acquire knowledge and skills in a non-formal way, learn from experience, learn by doing, or learn from others (Ibid).

The knowledge and skills acquired during one's lifetime regardless of how they were acquired are equally important and serve as the basis for the individual's growth and development. Therefore, the education system provides a mechanism for the recognition of knowledge and skills acquired outside the formal education system, thereby increasing personal career development and mobility opportunities, while saving the individual's time and financial resources (Armstrong, 2009).

Lifelong learning is fundamental not only for competitiveness and prosperity but also for social inclusion, employability and personal fulfillment. Individuals must be able to update and complement their knowledge, competences and skills throughout life. Employees' expectations change as they move through the early, middle, and late periods of their careers. Employees at the beginning of their careers want to achieve acceptance by colleagues and management while others in the mid-career stage may seek new challenges (Mullins, 2007). This indicates that employees want to work for companies that will enable them to achieve a sense of intrinsic satisfaction. If organizations do not devise programs to deal with this in meaningful ways, employee turnover may increase. Employees who remain with the organization may become less motivated to "go the extra mile" for the organization and others may "die on the job" thus making lifelong long learning an important factor for ensuring employee motivation and the concept of this research study. Through lifelong learning, organizations will need to provide

advancement to ensure high performance and provide challenging work for employees at different stages of their lives and careers.

Career Advancement

Career advancement normally entails a clearly marked path of progression through the ranks of an organization. It is based on merit without regard for race, gender, age or ethnicity. Deserving cases become eligible for advancement. When employees get to know that each one of them has an equal chance of succeeding, it becomes easy for them to put in their best. As Smitetal. (2007) agree and note that the prospect of career advancement might in itself motivate employees to work hard. Mullins (2007) also confirms that employees aspire to progress steadily in organizations for which they work. Under common belief, career advancement would involve the existence of alternative career paths based on the individual employee's and organizational needs. As Saari and Judge (2004) point out lack of advancement, for any reason may damage a manager's chance to ascending the ranks within an organization.

Career advancement is significant to this study and employees involved as it presents them with the opportunity for long term success, higher pay, job security and job satisfaction. Commitment to career advancement will enable steps toward achieving a better motivated workforce and a high performing organization. It also presents employees with opportunities to further their education and undergo training, thus strengthening employees' skill sets to receive consideration for a promotion and advance their career.

Training

Training is considered as the process of upgrading the knowledge, developing skills, bringing about attitude and behavioral changes, and improving the ability of the Trainee to perform tasks effectively and efficiently in organizations (Smit,2007).In addition .Armstrong (2009) combines the two concepts of training and development and gives an organization function which has the outcome of ensuring that the contribution of individuals and groups in achieving the organizational objectives through the development of appropriate knowledge, skills and attitude of the employees. Training and development of employees is critical in organizations in this era of competition due to the fact that organizations need to survive, grow and develop.

Consequentially, training and development has become an issue of strategic importance (Smit, 2007).

Formal training programmes are an effective way of directly transferring the organizational goals and values to a whole group of people simultaneously. Appropriate training can develop managers at all levels including the knowledge and skills required to gain competency in order to manage change in organization in any business environment. Training does bear fruitful results not only to the organization but also to the employees. Training is an opportunity for promotion and self-improvement, improved job satisfaction through better job performance, a chance to learn new things and there is greater ability to adapt and cope with changes. The objective of any organization training program is to train their employees to meet the needs of the optimum profit potential. The purpose of training is to empower employees with the skills necessary to make decisions and accomplish their daily tasks and skills that help them give extraordinary service to the organization and its customers (Ariely, 2009)

Relationship between training and career development

To develop skills required for the different roles an employee takes on as he/she progresses through the ranks takes time: the progress is facilitated by training and the development of managerial and professional skills. Mullins (2007) points out that training provides more opportunities for career progression because it may boost competence levels of individuals and the organization. Training is therefore, seen as vital for career advancement for employees in general and managers in particular. There is no contest about the beneficial relationship between training and career advancement. Career advancement is very important, especially to employees who have been working in the same industry, perhaps even for the same company, for some time. If they were unable to finish their education, this could be the key to further success and progression in their career. They might want to take their education further (Mullins(2007))

If companies intend to maintain high levels of productivity, they must ensure their employees are properly trained for their tasks. When their employees have the drive and initiative to expand their knowledge, it is a good sign that they will be able to benefit the company further. They might be interested in taking some advancement courses provided by the company (Ibid). Many businesses will offer to pay for advancement courses so that their employees will perform at a

higher standard. Anything that benefits the company should be looked into. Employees who are interested in advancing their career within a company are always willing to participate in additional training courses. Training existing employees is a great way for employers to maintain a high job satisfaction rate among the employees and a high production rate from their extensive qualifications (Ibid). According to Ariely (2009) when employees are satisfied with their job and are aware of the room for advancement, they will try hard to prove themselves so they can take advantage of that opportunity. They will also be less likely to leave the position they have for another company that pays better, has better incentives or lets them work in a manner or schedule they appreciate. In addition, Ariely stated that when an employee has trained hard or gone back to college for a higher degree, they feel more pride and satisfaction in the work they do confidence. It benefits the company to have knowledgeable and trained experts working in each department. Career Development and training are two related processes that increase the capacity of employees to contribute to the organization. Training is significant to this study as it can be used to aid in career development which may lead to motivation, the relationship this study intends to prove. Inferiority among racial minorities, or social class identity as Mullins (2007) describe it, may limit career choices or even advancement in as much as promotional interviews are concerned and affect workforce motivation.

Motivation

Studying motivation, as noted by Armstrong (2009), is an integral part of human resource management. He points out that motivation focuses on reasons that explain the way people behave. As Price (2009) points out, all managers should address the tissues of employee motivation. He concludes that the life span of organizations depends very much on their ability to achieve personal and organizational goals. Saari and Judge (2004) confirm the issue of needs or motives. These scholars contend that our behavior as human beings is “goal-seeking”. Armstrong (2009) agrees that indeed motivation is goal directed behavior. Robbins et al.(2009) also concur and argue that motives direct the way employees behave at the work place.

This point is also highlighted by Price (2009) who confirms that motivation energizes, directs and sustains behavior. Motivation is a great contributor to the extent of employee commitment. He also argue that motivation cannot be isolation it must go hand in hand with, among other things, learning and ability. According to Danse(2010) future leaders ought to be selected on the

basis of their ability to stimulate organizational motivation. It is, therefore, very important for organizations to take the issue of motivation seriously in administration of reward systems because job satisfaction or lack of it affects productivity and the achievement of organizational goals. Saari and Judge (2004) note that, the force that is behind motivation drives employees to act and put in willingly their best performance towards the achievement of expected results. Managers therefore, need to understand the needs and aspirations of their employees. Reward systems can motivate or demotivate employees. They argue that managers must know what motivates employees so as to bring about improvement in job performance and goes further to argue that where employees goals are not met (and organizational goals are not conformity with personal goals of employees), employees may not identify themselves with organization goals. As a consequence, organizational goals may be put in jeopardy. Employees to perform cannot be overemphasized. Saari and Judge (2004) point out that rewards are vital for staff acquisition and retention. Promotion is necessary for job satisfaction and that it stands for increased incentives in recognition of the employee's performance and contribution. Career advancement and reward systems are sources of motivation at the work place. I therefore, deduce that there may be a negative impact on motivation, morale, job satisfaction and performance in instances where employee's expectations for advancement are not met. Employees, especially young people, get apathetic when they feel there is little chance of personal growth in their career.

2.2. Overview of Career Development

Career development refers to the long term personal and professional growth of individuals (London, 1993). Generally, it involves an organized, formalized, planned effort to achieve an individual's career needs and the organization's strategic plan requirements. Career development practice is a crucial part of the human resource management practice whether an organization is nonprofit or profit oriented organization (Ibid)

Human resource management function need to focuses on motivating employees for career enrichment as well as desired performance in the organization through training and development which provides benefit to both the employees and the organization. Career development is a major tool for attracting, motivating and retaining good quality employees. Career development is the ongoing activity on acquisition or refinement of skills and knowledge, including job

mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job where also include Professional development skills ,the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance (Rodgrihn (2000)).

In any organization providing career opportunities for employees is one of the key practices which influence organizational performance. Effective career development support is important for both the individual and also for the organizations that hire them. For both of them it is part of strategy of achieving resilience to handle change more effectively. Guest and Rodgrihn (2000) have suggested that arrange of human resource policies and practices, including training and career development opportunities, are required to deliver the levels of employee engagement that bring about superior performance at work, High Commitment HRM and Performance, Rodgrihn (2000).The implication is that training and career development contribute to individual motivation, and also that effective implementation of human resource policies influences employee attitudes and behavior with this it can be suggested organizations need to have appropriate policy related to training and development of employees

2.3. Career Advancement and Employee Performance

Career advancement: is career progress which is defined as a forward movement or advance to something better or ability of mobility within the sub system (from one college to another college) in better way or in various forms of advancement or a gain in proficiency. (Merchant,2000).According to Merchant, theoretically career also has to fulfill some values such as job freedom on the job, job independence, job security, variety tasks, meet life style preferences, etc. The core components of an effective career advancement intention include on enhancing the skills that enable employees to maximize their efforts on the job at work place., giving them additional responsibilities that is expected to provide better benefit therefore it is recommendable for organizations to acknowledge their accomplishments through raises and promotions, and offering a tailored career advancement in various forms according to nature of job In a normal conducive working environment employee advancement opportunities are a core factor to strong job performance(Merchant,2001).

Advancement and opportunities for promotion encourage stronger job performance because they place employees to exhibit just how well they can perform their jobs. The cycle of advancement, motivation, satisfaction and feedback are very crucial to the efficiency of employees. One part of chain is dependent on the other, and they are all an integral part of employee performance(Mayhew,1999).Advancement also forces performance among other factors also can be one of the most important elements for employee satisfaction and for retaining employees for any organization(Ibid)

2.4. Career Advancement Opportunities

Employee's career advancement is a phenomenon which is formalized, organized and it is planned effort to accomplish the balance between requirement of organization workforce and individual career needs (Greller, 2006)

The rapidly creating awareness makes it clear that employees can give competitive edge to the organization. It is challenge for today managements to identify the organization developmental strategies which initiate to enhance the employee commitment to the organization vision and values to motivate the workforce and help the organization to gain and sustain the competitive advantage. Greller (2006) states that people always work for a reason and the cause should be provided by work, organization, coworkers or from within(Kerubo,2013). Findings(Hall and Moss,1998) show that when employees want to advance in their careers, a motivational factor, it doesn't matter the employee is new or a lot of stay in the organization as a way to advance.

Organization desires to strengthen their bond with employees must spend on the development of employees (Hall and Moss, 1998; Woodruff, 1999; Steel et al. 2002; Hsu, Jiang, Klein & Tang, 2003). It creates promotion opportunities within organization and provides training opportunities and skill development to improve their employees' employability on the external and / or external labor market .Career development is vital for both the employees and employer (Hall, 2002).Career development is mutual benefited process because it gives imperative outcomes to employer and employees (Hall,2004). To gain and maintain competitive advantage organizations required talented and productive employees and these employees need career development to enhance and cultivate their competencies.

2.5. Lack of Career development

In circumstances where organization support is not favorable, employees may change jobs for reasons of professional and personal advancement, or switch to another organization that provides more attractive pay packages as well as career growth. Shaw et al (2000) reveal that frustration and a desire to quite have relevance to low positive affectivity, and are related strongly and negatively to job satisfaction (Alnaqbi, 2011).

As a study by Mosadeghrad, Ferlie, and Rosenberg, (2008) stated that commitment towards the organization is degraded if there is a perception of underhanded methods in promotion activities There are various barriers that prevent employees to achieve career advancement or career progress which can be individual limitation, political and organizational influence.

Career development in academic setting can be in the form of promotion, increment in salary, academic job freedom, which is offered based on various criteria on established legislation and policy that can include performance evaluation (student feedback. Peer group, head of concerned department) and service years is required. Employee advancement isn't always a formal promotion theoretically in academic setting it also includes job independence and ability to compete for management positions when vacancies announced as well as movement within sub system that is mobility between the sub-systems or from one college to another is possible; however it is not very common. The rigidity of policies and regulations, and the lack of a legal framework supporting any kind of mobility inhibit such moves(Ibid)

It is obvious career advancement in higher learning institute differ from one country to another in the world. But, it is clear that the advancement of academic staff doesn't just lie completely by the institution where academic staffs are also responsible in order to achieve the required career progress .In order to advance from one category to another category for instance, to achieve progression from graduate assistance to lecturer formal training is required at least the academic staff at masters level where as in many higher learning institute advancement in terms of promotion within one category for particular educational qualification is based on years of service, performance evaluation and policies that means in some cases employees obtain the advancement is in terms of only salary increment within a category in Ethiopian higher learning institute.

In this study, barrier is defined as anything that prevents or obstructs passage in the organization that is an obstacle that prevents opportunity to move up or access on advancement in terms of other forms within the University.

2.6. Training and Career Development

Bernard in 2006 defines training as any attempt to improve employee commitment on a currently held job or one related to it. He goes further to point out that development differs from training, where development refers to learning opportunities designed to help employees grow – such opportunities do not have to be limited to improving employees' commitment on their current jobs.

Investment on employee training and career development is considered important factor in employee retention. Larger organization, through spending much of their more physical resources were more likely to retain their talent or human capital and employees develop their skill and knowledge that enable them to performs their job as the situation demands and increase productivity, enhance their commitment at the given working environment on the other hand the organization able to retain well experienced employee that leads to have competitive advantage(Messmer,2000).

Training schemes are designed for this purpose in many countries but is varied from country to country but it seems that staff training is becoming more and more common and the training in higher learning institute is managed at national level or the institution where the objective, which is often mandatory, is used for career promotion and advancement from one position to the next position in higher learning institute (Messmer,2000)

Generally, organization has the incentive to make investment in form of training & development only on those employees, from whom organization expect to return and give output on its investment (Messmer, 2000). According to Clark (2001), organizations are intensification development for talented employees, through proficiency analysis, input on employee interests, need development and multi-source appraisal of capabilities and formulate plans for action. Wetland (2003) suggest that firms and individual made investment on human capital in the form of training. Training enhances the skills of employees. When employees are hired to enhance the skill, organization needs to start training program (Goldstein, 1991). According to Noe (1999),

employees have perception to acquire new knowledge & skills which they apply on the job and also share with other employees.

Training is not simply a means of arming employees with the skills they need to perform their jobs: it is also often deemed to be representative of an employer's commitment to their workforce (Storey& Sisson, 1993). It may also be perceived to reflect an overall organizational strategy that involves adding increased value, as opposed to reducing costs (Ibid)

Many of the world's most successful companies are aware that the provisions they make for training and development activities lie at the heart of their ability to attract and retain the best employees for their organization that is it can be considered staff development and career advancement are important factors in attracting and maintaining qualified staff in the organization. It is imperative that institutions provide an opportunity for their workforce to learn (Arlond, etal. 2009), as proactive development schemes will not only improve the capabilities of their team but will also motivate staff and subsequently engender a more loyal employee set (Kyndt, etal.2011).

From previous conducted research in the study of factors affecting employ retention, Irshad (2012) result shows training and career development, found motivating factor and which leads to retention and career development also associated with employee retention and found important influencing factor in employee retention in the organization. In addition, career advance aspect or promotion opportunities have significant relation with employee's retention and consider as important factor in employee retention (Ibid)

2.7. Motivation

Motivation is the activation or energizing of goal oriented behavior (Pinder,1998). Generally, number of theories attempt to explain and classify motivation According to various theories, motivation is rooted in the basic need to minimize physical gain and maximize pleasure and may be fueled by a deficiency in satisfaction of specific needs such as eating and rest and also may be driven by a desire for an object, goal, state of being, or an ideal, or may be attributed to less apparent reason such as altruism, selfishness, morality, or avoiding morality. According to study conducted by (Pinder, 1998; Ambrose &Kulik, 1999) work motivation may be regarded as a set

of internal and external forces that initiate work-related behavior, and determine its form, direction, intensity and duration(Ambrose, 2009).

The definition of motivation is to give reason, incentive, and enthusiasm, interest that causes specific action or certain behavior. Motivation is present in every life function. Simple acts such as eating are motivated by hunger. Education is motivated by desire for knowledge. Motivators can be anything from reward to coercion(Kulik,1999).

The study of motivation is complex but it is significant study for organizations because employees when motivated are stimulated to achieve organizational goals. What makes motivation complex study is the fact that it takes different approaches to motivate an employee. The study discusses one of the leading motivation theories Herzberg's two factor theory in brief and used for determining the level of motivation among employees. Herzberg' divided these factors into two major categories namely hygiene factors (dissatisfies) and motivators (satisfiers).

Herzberg factors involve the presence or absence of job dissatisfaction. When the hygiene factors are present, the individual is not dissatisfied; however when they are absent the individual is dissatisfied. In any case hygiene factors do not motivate. Motivators are factors that influence that satisfaction and consequently motivate the person from within as he or she achieves the higher level needs of achievement, recognition, and personal growth. According to Herzberg's two factor theory, education and development belong to the so called "Motivator factor" which contributes to employee motivation and satisfaction. Providing the hygiene factors eliminate employee's dissatisfaction but do not motivate workers. High levels of achievement, recognition, responsibility, and the opportunity to achieve personal growth promote satisfaction and employee performance. The benefit of this theory has implication for the effect of the company systems and job design (how work is arranged and how much employees control their work) on employee's satisfaction and performance. In general There are two main kinds of motivation: intrinsic and extrinsic. Intrinsic motivation is internal. It occurs when people are compelled to do something out of pleasure, importance, or desire. Extrinsic motivation occurs when external factors compel the person to do something

2.8.The Relationship between Career development and Motivation

Herzberg (1966) proposes that an opportunity for job advancement is a key motivator, and there is evidence from different levels of government that advancement opportunities are positively related with job satisfaction (Wright & Kim, 2004).Sadia and Uzma(2012) if employees' do not see advancement opportunities materialize, they solicit work involvement and ultimately this effect will be lost with passage of time.

Motivation as a process is an internal force that activates guides and maintains goal- oriented behavior which has benefits that include: for individuals it is central to individuals' work life and creates goal-oriented energy and supports career development in addition employee productivity depends on ability and motivation which in turn improving ability requires learning. While for the organization motivation improves employee performance thereby enhancing organizational productivity theoretically authority and financial rewards alone are not enough for enhancing motivation. Most typical is the mistaken belief that pay incentives alone create effective levels of motivation and thus, overall job satisfaction. Creating internal motives is one of the strongest approaches to enhancing productivity and supports career development that indicates demands the organization alignment of need which means aligning individual career with career opportunity through continues training, education, transfer and advancement according to the nature of the organization and this enhances employee satisfaction and retention at a company. Effective motivation can create a productive work force, but a lack of motivating factors can leave employees searching for reasons to give their maximum effort (Sadia and Uzma,2012)

According to Nadeem (2011) there are so many variables that affect the motivational level of academic staff and these include, duties and demands on time, low pay which have a significant impact on academician's attitudes toward their jobs. In addition, lack of support from staff at all levels has an effect on teacher performance.

As a study conducted by Anthony (2012) majority of academic staff consent that incentives, allowance and rewards are not given for special effort that leads to dissatisfaction. A studyby Kazeem (1999) found that academicians are tend to contented and satisfied when they get their pay in time and which is enough to meet their needs and enhance their motivation.

2.9 McClelland's Theory of Needs

According to David McClelland's theory, the needs of an individual is obtained over time and are organized by one's life experiences. He classified these needs as achievement, affiliation or power.

Need for Achievement: In this need a person look for achievement, commands of accurate but challenging goals and promotion in their job. There is a strong need for positive responses and commands.

Need for Power: In this need a person looks for efficiency, influential and impact making. There is a strong need prevailing the ideas and need toward personal glory. **Need for Affiliation:** In this need a person looks force-operation and friendly relationship. This need provides motivation and people belonging to this need are team players

Previous studies (Barly, 2000, Messmer, 2000 and Ariely, 2000) suggested that if employee has will to leave out his/her employment may be the cause of organization lacking human resource practices. In other words, the practice of HRM directly affects among employee's appraisal which become circumvents and nearly handle of organization. Furthermore, it was suggested that "Despite the attention and its immense evolvement across sectors and occupations, major researchers claim that most appraisal systems fail." (Deming, et al., 1996). The education industry in Malaysia has experienced a significant growth for the past few years. With the aim of becoming world class education hub, the Malaysian government, as well as, the Universities have been aggressively engaged in increasing research contribution, as well as, foreign students' intakes to improve the universities' world ranking. In order to sustain or enhance the country's global competitive edge (Tight et al., 2003).

As Taylor (1856–1917) put forwarded his theory of motivation. This theory has three approaches. The first approach is the traditional approach which states that the manager as lots of knowledge about the job and when the organization pays high amount of money to their employees the employees agree to perform any kind of job or work. This shows that money is more important for the employees rather than the job they perform. These cond approach is human relationship approach which is related to the community processes in the labor place. According to this approach the social needs of the employees are strong and is considered to be

more worthwhile than the cash in order to motivate them. The third approach is human resources approach. According to this approach the endowment and participation enriches motivation and are beneficial to both individuals and the company. It is thought that the people who make substantial contribution encourage participation and hence a peaceful and creative environment is built up which uses full human resources.

Vroom's theory states that, when the employee works individually their performance helps them to achieve the rewards. The reward may be either positive or negative. More optimistic the reward, higher the employee motivated and more pessimistic the reward, the employee is demotivated. According to Vroom (1964) there is another literature on motivation theory suggested by Abraham Maslow known as Father of early motivational theory, developed his "Need Theory of Hierarchy" in 1954. According to his theory, motivation is based on number of human needs that are satisfied through five levels. In order to satisfy the human needs, it is necessary to assign them challenging tasks and to provide them with job opportunities for achieving the organizational goals (Maslow, 1943).

"Career development refers to one's behavior towards one's profession or vocation, where it involves one's personal attachment or identification with one's career, one's persistent willingness to maintain one's career, as well as, one's exert continuous effort in support of one's career development and goals." (Blau, 1985). Moreover, the researches (London and Johnson, 2002) found that the collection of job satisfaction described the current job beliefs and feelings of organizational environment. Job satisfaction is the degree of extensive levels of employee satisfaction; hence, it can range from extreme satisfaction to dissatisfied level. Individuals could have various aspects of their employment which differs attitudes of kind workers and supervisors (George and Jones, 2008)

Table 2 : JOB SATISFACTION FACTORS (Herzberg, 1976)

Hygiene Factors	Motivators
Company policies	Achievements
Supervisions	Recognition
Interpersonal relations	Work itself
Work Conditions	Responsibility
Salary	Advancement
Status	Growth
Job security	

Two Factor Theories

According to the Herzberg (1987) there are two types of condition (Good and bad).

One of the research (Blaue. 2000 and Goerge,1995) found that good factors are related to the job experiences. Good factors are motivator factors which show satisfaction like recognition, advancement, responsibility, achievement, and possibility of growth or the job content. Bad factors are related to the tangential aspects of the job. Bad factors are hygiene factors .They occurs when the above mention motivation factors are absent and the employee become dissatisfied. Hygiene factors or maintenance factors are: technical supervision, salary, job security and working condition status.

2.10 Empirical review

Empirical review from previous various research works is stated in the following table.

Title	Author (s)	Methods and/or model(s) applied	Concluding remarks
Typical career dilemmas of academic staff during the early career phase within a changing.	Pienaar and Bester (2006)	cross sectional	The most prominent dilemma are discrimination, performance management and promotion, support regarding research among other factors
Study on the impact of career identity on career development in china	Yalundi , (2009).	Descriptive	In China, government still has direct or indirect authority related to promotion procedure over organizations
: Study on exploring mentoring as a tool for career advancement of academics in private higher education institutions in Malaysia	(Mauunesh, 2009),	Descriptive	Profit driven providers of education have posed a number of problems related to developing academic staff in the higher level problems include the lack of training and development and an appropriate qualification level
: Impact of Reward and Recognition on Job Satisfaction and Motivation	Wale,(2002,	Explorative	There is statistically strong positive relationship between all the variables of work satisfaction and motivation, promotional opportunities correlates significantly with work motivation and satisfaction
Human Resource Management in Public Higher Education in Tempus Partner Countries specifically on career progression of	Mariakel(2011),	Causal	Political consideration and personal relation is least important among other factors such as continued training and education, research output, years of seniority, results of performance evaluation.

academic staff			
On the study the perception of career development of African American research university faculty	Jonathon (2011).	Descriptive	African American faculty members perceived their chances for career development to be positive overall
A study on the relationship between human resource practices and employee retention in public organization.	Alnqbi (2011),	Descriptive	Employee's desire to quit is related strongly and negatively to job satisfaction.
The Report of the Working Group on Academic Career development in NUI	Galway (2011)	Descriptive	Personal factors that might hinder their academic performance/progression is family responsibility General reluctance to put oneself forward and waiting to be recognized as barriers to their progression
A study on staff development as an imperative avenue in ensuring quality in the experience of Adama University.	Seyoum (2012),	Cross sectional	In Addis Abeba University, Level of organizational support not so much valued by participants, not happy in absence of follow up of implementation, lack of reward for the training.

Study on factors affecting employees retention: evidence from literature review	Irshad(2012)	Descriptive	Training and career development was found motivating factor and which leads to retention and career development was also associated with employee retention
Job Satisfaction among Academic Staff: A Comparative Analysis between Public and Private Sector Universities of Punjab, Pakistan. Author	Irshad (2012),	Descriptive	suggested that limited opportunities for promotion were common in public organization there by discouraging the qualified employees from remaining the job. As per the finding of this study in public university respondent feel that opportunity for promotion are limited
Education and Career Development as Motivational factors in Companies in Bosnia and Herzegovina,	Rahimić (2012),	Descriptive	The possibility for career development and specialization which the organization offers to its employees is low, according to importance criteria

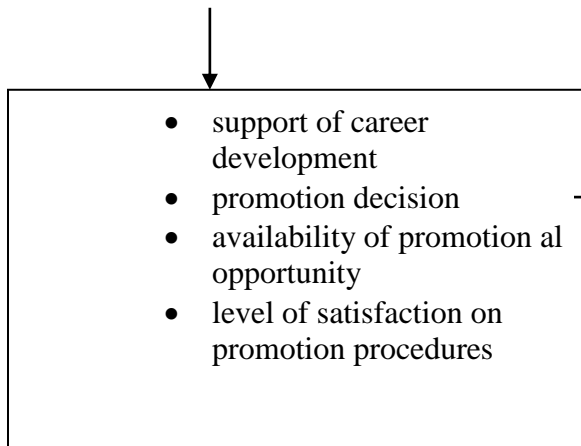
<p>The study of Human Resource Management in Public Higher Education in the Tempus Partner Countries , Hungary,</p>	<p>Maria, (2012)</p>	<p>Explorative</p>	<p>In the Maghreb and Eastern European countries it is understandable that attendance to training is not part of the promotion criteria</p> <p>In several Middle Eastern and Western Balkan countries, as well as in Russia, promotions may also take into account years of service, but performance and training (with the exception of Russia and some Western Balkan countries), are important factors in promotion decisions</p>
<p>On the study of career advancement</p>	<p>Louie (2013)</p>	<p>Descriptive</p>	<p>There is a significant gap between employees' desire for career development and the actual opportunities they are afforded in the workplace</p> <p>According to Victor Lipman of Forbes, clear opportunities for career advancement are an "especially powerful" employee motivator.</p> <p>Lack of Career development is the one of the most common reasons an employee gives for leaving an organization.</p>

<p>Factors Affecting the Motivation of Academic Staff (A case study of University College</p>	<p>Kotli, Imrab .S. (2013)</p>	<p>Descriptive</p>	<p>: Majority of academicians agreed on getting support from administration in finding career development opportunities within or outside of their university but not motivated and satisfied with their present salary Majority of teachers said that university administration have fair and transparent placement policies</p>
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2.11. Conceptual Framework.

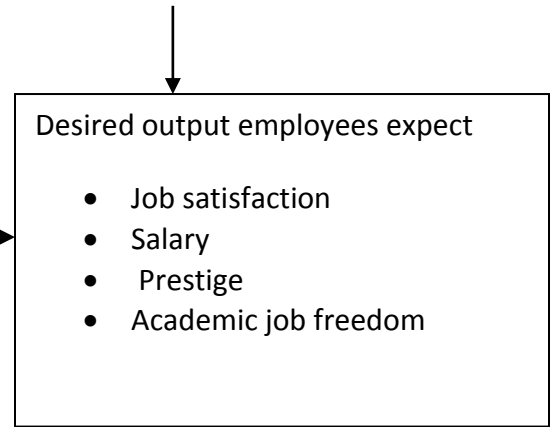
Independent variables

Career development



Dependent variable

Staff motivation



Source: developed by researcher, 2020

Figure: 1 Conceptual framework of the study

To determine level of motivation, the approach of this study is based upon Herzberg's Two Factor theory of motivation. Among the two factor the so called “hygiene factors” includes salary, work conditions, interpersonal relations (with the subordinates, senior management and colleagues), quality of life, prestige, job security, policy and administration. Herzberg believes that if these factors are missing, there will be necessarily exist dissatisfaction; in turn, he also believes that if these factors are present it does not necessarily mean that they will contribute to employee motivation and satisfaction. The second group of factors, known as “motivators”, encompasses achievements, recognition, career development as well as personal growth and development (Herzberg, 1976).

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction:

Kothari (1990) defines Research Methodology as a means to systematically solving the research problems. Research methodology formulates the steps to be used in conducting the research study and the logic behind with an objective of providing important information that a reader needs understand how the data would be gathered and analyzed. The following research methodology outlines research design, sampling procedure, and method of data collection and data analysis.

3.2 Description of the study area

Jimma University(JU) is a public higher educational institute established in December 1999 by the amalgamation of Jimma College of Agriculture (founded in 1952), and Jimma Institute of Health Sciences (established in1983).The two campuses are located in Jimma town 335 km southwest of Addis Ababa.Jimma University (JU) is a public university located in Jimma, Ethiopia. It is recognized as the leading national university, as ranked first by the Federal Ministry of Education for four successive years (2009 – 2012).

The vision of Jimma University is to be the leading public premier in the country, renown in Africa and recognized in the world where it's mission: JU is a center of academic excellence integrating Training, Research and Service It offers a wide range of higher education programs both at undergraduate and graduate levels.

The University trains higher caliber professionals at undergraduate and post-graduate levels through its cherished and innovative Community Based Education (CBE) as well in PHD. The academic staff of higher learning educational institute is one of the crucial resources to the institution's success. In order to achieve the major goal of the Jimma University (JU) the Academic staff, in particular, accounts for a significant component of higher education institutions and has a major role to play in achieving the overall objectives of the University. Its main goal include train competent and responsive professionals who can address the community's problems through innovative and practical means, Promote the philosophy of

Community Based Education (CBE) with the aim of bringing about palpable change in the community through active community participation and collaboration, contribute to societal development through the training of responsive professionals, the conduct of high-quality relevant research and professional encouragement in addition to Promote the principle of educational equity irrespective of ethnicity, religion, sex and political background (www.ju.edu.et).

3.3. Research Design

The design of this study was descriptive and cause and effects .Since the study was descriptive this type of case study would be used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003). It facilitates the understanding of something. The case would often looked at in depth, its contexts scrutinized, its ordinary activities detailed, and because it was help the researcher pursue the external interest more over case study research design is chosen because it will be possible for the researcher among other things, to keep attention on a specific group of people within a specific context in the study area. To “catch” an existing, unique, complex and very interesting single case; and as Yin (2004) noted, a case study was focus on a contemporary issue.

Case study methodology is particularly useful for: “How” and “why” questions, discovering important contextual conditions, when the boundaries between the phenomenon and the context are not clear, therefore in this particular research only the researcher have doubt about the uncertainty of career development. Generally, case studies are interested in contextual conditions in which something unique has occurred, often from the perspective(s) of the people who experienced the unique phenomenon where this supports the researcher in that, the aim of the study would have to knowledge on the phenomenon of career development at Jimma University as well as to determine the level of staff motivation. It has also advantage such as allows for thorough in-depth analysis. It may contribute to establishing causal relationships between interventions and their immediate results and also incorporates various research techniques within one focused case study, which strengthens the credibility of results. The study was focused on career development and staff motivation at Jimma University where the study was limited to the permanent academic staffs who are working at Jimma University.

3.4 Research population, sample size, and sampling technique

3.4 .1. Research Population

The main population of this study would be academic staff of Jimma University that incorporated all colleges. The study was cover some of the academic staffs who are working at Jimma University were the total number of academic staffs would be consider for the purpose of this study would be 2199 (Source:JUHRM,2020) . The population size includes those academics on the study that taken due to the fact that they would be available when the survey carried out because of various reasons, for instance the selection of the sample size was on the bases of the experience of the academic staff of Jimma University.

3.4.2. Sample size

Leary (2004) defines sampling as “the process by which a researcher selects a sample of participants for a study from the population of interest”. Since career development opportunity is almost similar across the colleges at JU, so data would be collected from some selected respondents can be replicated and projected for the rest of the employees as well.

Table 1: Sample size

S.No	College/institute	Male	Female	Number of Academic staff	Numbers of experienced staff	Number of sample taken
1	College of agriculture and veterinary medicine	174	40	214	158	48
2	Health and medical institute	605	157	762	170	45
3	Jimma University institute of Technology	382	102	484	150	40
4	Natural science college	205	23	228	106	32
5	Social and humanity college	201	39	240	62	30
6	Business and economics college	114	34	148	71	30
7	Education and behavioral science college	58	4	62	45	22
8	Law and governance college	51	7	61	40	20
9	Total	1793	406	2199	802	267

In Jimma University, there are 2199 numbers of academic staffs, but attempting to include all these academic staff in the study is too difficult. Therefore, the researcher was took the sample size of the study on the bases of the experience of the academic staff .As the table below indicated that sample size determination above indicated that , first among the 2199 academic staff of JU, 802 of them were taken those who have good experience , and among these experienced academic staff , the researcher identified 267 sample for the study . Finally , the sample size determination was calculated by considered 802 experienced academic staff and 267 sample taken of the study using Guilford and Flruchter (1973)'s formula for estimating sample size is applied to determine the study sample because relatively provides good number of representative among other formulas to determine sample size.

$$\frac{N}{1 + \alpha^2 N} = \frac{802}{1 + (0.05^2)802} = \frac{802}{1.2005} = 267$$

Where N= Total number of Academic staff $\alpha = 0.05$ (margin of error)

Peretomde (1992) and Owojori (2002) maintain that a sample size that is not less than 10% of the study population is a good representative of the population.

3.4.3. Sampling Technique

Simple random sampling would be preferred as it gives a sample that would be a representative of the population. A total of 267 academic staff participates in the study the simple random sampling method with proportional to size sampling of:

$$Y = \frac{267}{802}(X)$$

That means number of Academic staff in the study area with respect to the Colleges is as follows:

Where X is the number of Academic staff in the respective Colleges Y is the number of Academic staff selected into the sample from each college. The individual sample representatives from each college are taken into the respondent based on the equal chance that is the questionnaires would be administered to the staff after they would be selected through convenience sampling method.

3.5. Method of Data Collection Instruments

The approach involves surveying people to gather data for analysis. Data would be collected using a structured self-administered questionnaire. Closed-ended and open ended questions would be designed for effective collection of primary data from the target respondents related to career development and level of academic staff motivation at Jimma University. Hence, participants' opinion on this issue is related to career development and motivations were include capturing a variety of rich data. Advantage of using the questionnaires was providing adequate privacy, not costly and possibility of making questions standard.

The data collection was undertaken using a structured self-administered questionnaire. The questionnaire consists of 30 items that includes closed-ended and open ended questions and consists of eight sections.

Section one consists of four questions to determine background information of respondents that include age, sex, educational qualification and length of service. Section two consists of eight items in order to assess the opinion of academic staff regarding chances of promotion/career development where academics able to express their level of agreement on promotion decision would handle fairly; support academics get for the career development at Jimma University, whether there are very good promotional opportunities at Jimma University and academics would be promoted according to rules and policies of the university and also satisfied with promotion procedures of Jimma University; Section three includes four questions in order to determine level of agreement of the academics whether there would be organizational support related to research and teaching;

Section four consists three items concerning training and development that enable the researcher to have knowledge regarding policy issue, whether there would have opportunities for training and adequacy of funds moreover academics would be asked whether considered in management posts.

Section five includes one open ended item is important when questions provide information more close to the phenomenon of the study. Academics would be asked to determine barrier/obstacles to career development or promotion at JU if they exist moreover in this section two closed ended questions were included that provide information where academics give more importance on the available and practiced criteria for career development that is rank the factors important for the academics career progression and whether there would be move within subsystem; Section six includes two items to seek opinions of academics regarding possible strategies to overcome or minimize obstacles to career development; Section seven : consists three items to gather information related to financial remuneration, reward and incentives and salary increment;

Section eight includes an item to assess the level of motivation among academics based on Herzberg approach. The second part of the instrument contains items that measure academics job

satisfaction based on modifying a 5-point Likert scale: Strongly disagree = SD; Disagree = DA; Neutral = N; Agree = A; and strongly agree = SA where Items in this section would be adapted from Weiss (1967). Copy of the questionnaire is available in appendix A simple random sampling would be used and Guilford et al., (1973)'s formula for estimating sample size would be applied to determine the study sample (see 3.6.2). Next interview was carried out between department head of the selected colleges and among the dean of the college were carried out in order to know about how career development and staff motivation in Jimma University is clearly performing.

3.6. Procedures of data collection

The researcher would be travel to all colleges in the study and would be administer the instrument to academics after the approval of their management. Following the instructions on the instrument, the questionnaires would be filled and returned. In addition, under close supervision two data collector would be hired so that they participate in data collection.

3.7 Methods of Data Analysis

Data analysis in a general way involves a number of closely related operations, which are performed based on collected data and organizing these in such a manner that they answer the research question (Kothari, 1990). The data would be analyzed with the aid of computer program statistical package for social sciences (SPSS) version 21 and to measure the impacts of career development on the staff motivation of Jimma University academic staff. In addition, secondary data from other sources such as published and unpublished documents (pamphlet and policy documents), books, research works, Internet and other related resources would be employed in this study.

After data is collected from both primary and secondary sources, the collected data would be organized, interpreted, analyzed and observed using SPSS version 21 a statistical software package. For variables a five point Likert scale; measurement which is on the basis of the survey; 5=strongly agree; 4=agree; 3=undecided (indifferent); 2 = disagree; 1=strongly disagree and, to make more comfortable for analysis three basic scales would be used. For the analysis the descriptive statistics would be used: frequency, counts, percentages, tables, graphs, mean and standard deviation determined, and inferential statistics. In determining any score (mean and/or grand mean) between 1.00 to 1.99 would be considered as an indication of very low, 2.00 to

2.99 low, 3.0 to 3.49 moderate, 3.50 3.99 would be an indication of high, 4.00 to 5.00 would be considered to be very high.

3.8. Validity and Reliability of the instrument

The validity of the applied instruments of this study was tested before administration. Internal validity is a measure of accuracy and whether it matches reality; external validity, on the other hand, is a measure of generalizability (David and Marlene, 2006). To demonstrate content validity the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover (Louis C. and et al, 2007). Validity is an indication of whether the instrument measures what it claims to measure. Content validity is the extent to which a measuring instrument covers a representative sample of the domain of behaviours to be measured. Face validity is the extent to which a measuring instrument appears valid on its surface (Sherri, L.J., 2010).

Thus, this study tried to check the face and content validities of the data collection instruments by administering them to some experts and staff members as well as the researcher's advisor and co-advisor. All these validity tests were carried out to enrich the contents and eliminate irrelevant items of the instruments.

Cranach's alpha method would be used to determine reliability of the scales where it measures the average of measurable items and its correlation and if the result is generally above 0.5 (or 50%), it is considered to be reliable Peighambari (2007). Analysis would be revealed that a chance of career development scale is reliable by 82.5%, Job dissatisfaction by 89.8%, Job satisfaction by 89.8% (motivating factor) and other variables would be single measure factors but categorized under the same title since they would be related. Regarding validity, this would be defined as extent to which the measurement measures what is intended to measure. The instrument would be designed by taking in to consideration the basic questions and all items would be included in the questionnaires consistent with the objective of the study that is during the construction of the instrument for gathering data, the researcher would be check all questions in the questionnaires with the advisors repeatedly and this would be able to have well prepared and constructed items to collect data.

Reliability, on the other hand, is used as a measure of quality and the term means repeatability or consistency. A measure is reliable if it provides the same results on two or more separate occasions, when the assumption is made that the object being measured has not changed. Whether quantitative or qualitative measures are used, the key to successfully applying a notion of reliability is that the object being measured remains stable (David and Marlene, 2006). Reliability is an indication of the consistency or stability of measuring instrument (Sherri L., J, 2010).

Table 2 Reliability Coefficients of the Research Variables

Factor	Number of Item	Cronbach Alpha
Career development	10	0.825
Job dissatisfaction (hygiene factors)	10	0.898
Job satisfaction (Motivating factor)	10	0.901

3. 9 Ethical Considerations

Ethical clearance and permission is obtained from the College of Business and Economics, Jimma University. Before the data collection, permission from each selected sectors was requested. During the distribution of the questionnaire, respondents were informed about the purpose and the benefit of the study along with their full right to refuse or accept the participation. The respondents` were told their response would be kept confidential and their identity shall not be exposed. Every person involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm were caused to subjects in the research. Information obtained is held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn were acknowledged.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This section is expected to presentation, analysis and interpretation data that would be obtained from quantitative and qualitative data. The researcher was designed 30 questions for the 192 and out of this 182 respondents were returned the questionnaire and the rest 10 respondents were not responded .The interview was carried out between the Jimma University department heads and experienced employee and officers .The data obtained from the respondents were analyzed concurrently in which the result from both data were analyzed and interpreted parallel, and intermingle described the result.

DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

Table 4 .1: Profile of Respondents

Variable	Category	Frequency	percent
Age	21-30years	96	55.2
	31-40years	67	35.9
	41 and above	19	8.9
Sex	Female	31	16.1
	Male	151	83.9
Educational qualification	Diploma	6	3.1
	BA/BSc	55	28.9
	Master's Degree	85	49.5
	Medical Doctor and DVM	19	9.9
	Doctorate/PHD	17	8.9
Length of service	Less than 2 years	4	2.1
	2-6 years	94	49
	6-10 years	64	38.5
	11 years and above	20	10.4

Source: Field Survey, 2020

As table 4.1 show that, 96(55.2%) of the respondents were find between 21-30 years, 67(35.9%) of the participants were find between 31-40 years, and about 19(8.9%) of the participants were find 41and above age.

Regarding the sex, majority 151(83.9%) of the participants were male and the rest 31(16.1%) of them were female. This indicated that in Jimma University the numbers of the male exceeds the numbers of female in JU .Regarding the educational qualification , 6(3.1%) of the participants were diploma holders ,55(28.9%) of them were BA /BSC holders , 85(49.5%) of the participants were masters holders , 19(9.9%) of them were medical doctorate and the rest 17(8.9%) of them were PhD holders . The educational qualification of the Jimma University realized that, the career development in Jimma University is continuously implemented.

CAREER DEVELOPMENT AND STAFF MOTIVATION RELATED DISCUSSION

TABLE: 4.2: Barriers to career development and academic staff

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Jimma university support employees career development	48(18.7%)	91(54%)	23(15.3%)	16(10.7%)	4(1.3%)	2.22	.92
Jimma university promotion decisions are handled fairly	35(16.7%)	109(59.3%)	21(14%)	14(8%)	3(2%)	2.19	.88
There are very good promotional opportunities at Jimma university	41(14%)	93(55.3%)	27(18%)	15(10%)	6(2.7%)	2.32	.93
An effort to make assist academic staff is overcome career development problems	40(13.3%)	98(58.7%)	23(15.3%)	16(10.7%)	5(2%)	2.29	.90
Employees are promoted according to rules and policies of the university	17(11.3%)	17(11.3%)	9(6%)	103(55.3%)	36(16%)	3.53	1.22
Employees are satisfied with promotion procedures of the university	29(12.7%)	96(49.3%)	37(24.7%)	19(12.7%)	1(0.7%)	2.39	.89
Academic staff can get ahead in Jimma University if he/she make effort in their work	36(16%)	89(46%)	39(26%)	13(8.7%)	5(3.3%)	2.37	.97

Sources: Field survey, 2020

As table 4.2 revealed that , majority (73%) of the participants were replied disagree, (15%) of them were said neutral ,and the rest (12%)of participants were replied agree .Therefore, this show that Jimma University is not support employees career development for further career up grading of the employees . On the same table, participants were asked about how promotion decisions are handled, majority (76%) of the participants said disagree, (14%) of the asked respondents replied that neutral, and about (10%) of the participants replied that agree. This portrayed that, as Jimma University promotion decisions is handled unfairly that is tend to bias and partiality is seen in the institution.

Progressively that as participants were also asked about opportunities of the promotions in Jimma University, majority (69%) of the participants were replied that disagree, and (18%)of them being neutral , and (13%) of the respondents were agree . This confirm that getting an opportunities of promotions difficult in the institution

Regarding an effort to make assist on academic staff, majority (72%) of them replied that disagree, (15%) of the participants were being neutral, and the rest, (13%) of the participants were replied that agree. This indicated that the institution has also challenges on the effort to make assist an academic staff to solve career development problems.

In addition, participants were also asked about how employees are promoted according to rules and policies of the university, majority (71%) replied agree, (11%) of the participants were being neutral, (18%) of the participants of them were disagree .This portrayed that employees in Jimma University are promoted according to rules and policies of the university.

Regarding the employees satisfaction with promotion procedures of the University , majority (62%) of the participants replied that disagree, (25%) of the respondents said that neutral, and the rest (13%) of the participants were agree . So, this show that employees of Jimma University are not satisfied with promotional procedures.

Finally, participants were also asked about how academic staff gets ahead when employees make an effort, majority (62%) of the participants replied disagree, (26%) were neutral, and the

rest (12%) of them were replied that agree. Therefore, this portrayed that academic staff could not get ahead easily in the institution.

The result shown that the fact that Jimma University academic staff composed of inexperienced staff members (51.2% less than 6 years' service) and (38.5% were 6-10 years) might in part be because of uncertainty of lack of career development .According to Hilary et al., (July 2005) in some cases Academic staff in particular from public universities face uncertain career development and this is one of the factors affecting leaving the sector where in this survey majority of respondents 129(67.2%) reported that uncertainty of career development is the cause for migration of Academic staff at Jimma University this indicates that highly trained and experienced academics have been leaving their positions in higher learning institutions and this conforms conveniently with Hilary et al.,(July 2005) employee career advance aspect or promotion opportunities have significant relation with employee's retention and Muhammed (2012) training and career development was found motivating factor and which leads to retention and career development also associated with employee retention.

The mean score 3.4219 result indicates that academics were moderately obtain support for their career advancement at Jimma University (JU) that it creates moderate promotion opportunities within the organization and provides training opportunities and skill development this can easily be understood on measuring the attitude of respondents whether there is very good promotional opportunities at JU where the computed mean score were 3.1146 and also according to the respondents feeling on fairness of promotion decision at Jimma University the mean score 3.2552 show that respondents were indifferent or moderate that means respondents were not well communicated related to promotion procedures and other promotion related information. Moreover the present study investigated and found that efforts made by JU to assist the academics to overcome barrier to career advancements was moderate which reflects majority of the respondents felt that JU did care moderately to minimize or eliminate the problem in this regard where the mean score was 3.3646 which indicates moderate and this makes difficult to retain academics. In circumstances where organization support is not favorable, employees may change jobs for reasons of professional and personal advancement, or switch to another organization that provides more attractive pay packages as well as career growth (Shaw et al.,(2003).

In chances of promotion related questions particularly whether academics satisfied with promotion procedures, majority of participants 54.2% reported that they were promoted according to rules and policies as well as they were achievement to get an ahead to be considered on management posts when effort made accounts 42.2%. But, generally this result somewhat contradicts with African American faculty members perceived their chances for career advancement to be positive overall (Modica, 2011). But, a good number of respondents were not satisfied in these regard.

Table: 4.3: EXISTING BARRIERS TO CAREER DEVELOPMENT

Statements	Strongly disagree	disagree	Neutral	Agree	Strongly agree	Mean	SD
Employees are get little support and guidance in preparation of staff with specific reference to research.	5(3.3%)	17(10%)	33(22%)	98(52%)	29(12.7%)	2.39	0.95
Employees possess the required skills to publish research works .	4(1.3%)	16(10.7%)	30(20%)	107(58%)	25(10%)	2.35	0.85
Employees do not receive any clear job description, guidelines or training and support and given module related to subject and expected to be productive.	17(11.3%)	107(51.3%)	39(26%)	15(10%)	4(1.3%)	2.39	0.87
Employees are always obtained information about opportunities and career development.	27(11.3%)	94(56%)	32(21.3%)	16(9.3%)	13(2%)	2.35	0.87
There is no policy regarding staff development in the institution.	29(12.7%)	86(50.7%)	37(24.7%)	14(9.3%)	4(2.7%)	2.39	0.92
There is limited opportunities for growth and limited funds made available to extend subjects knowledge for training	7(3.3%)	13(8.7%)	35(23.3%)	97(51.3%)	30(13.3%)	2.37	0.94
Employees as academic staff and not considered suitable for any management .	30(20%)	104(56%)	30(20%)	13(8.7%)	5(2%)	2.30	0.88
The institution allow mobility within subsystem (shifting from one college to another .	29(12.7%)	102(54.7%)	34(22.7%)	10(6.7%)	7(3.3%)	2.33	0.90

Sources : Field survey, 2020

As table 4.3 portrayed that majority (68%) of the participants were agree, (20%) of them were replied neutral, and the rest (12%) of the respondents were disagree .This confirm that employees in Jimma University are get little support and guidance in preparation of staff that reference to research .

Regarding the employees possess the required skills to publish research works, majority (68%) of the participants replied that agree, (20%) said neutral, and the rest (12%) of the participants replied disagree. Therefore, this show that in Jimma University, employees possess the required skills to publish research works.

Concerning how employees receives any clear job description ,guidelines or training and support related with subject that let to productive ,majority (64%) of the participants were said disagree , (26%)were neutral , and the rest (10%) of them were agree. Therefore, this revealed that , employees in Jimma University are receives any clear job description , guideline or training and support and given module related to subject and expected to be productive .

In addition, participants were also asked about information on opportunities and career development , majority (66%) of the participants said disagree, (21%) were being neutral and the rest (12%) of the participants were said agree .So, this revealed that employees are not always obtained information about opportunities and career development in JimmaUniversity.

Regarding the policy of staff development, majority (63%) of the participants were replied disagree, (25%) of the participants were remain neutral, and the rest (12%) of the respondents were replied agree .This portrayed that Jimma University follow institutional policy regarding staff development.

Further , participants were also asked about opportunities for growth and limited funds made available to extends subjects knowledge training ,majority (65%) of the participants were replied agree,(23%) of them were remain neutral and the rest (12%) of them were disagree . Therefore, this revealed that Jimma University has limited opportunities for growth and limited funds for the training given in the institution.

Regarding the employees engagement on management, majority (69%) of the participants were replied disagree, (20%) of the respondents were being neutral, (11%) of the participants were

replied agree. This indicated that employees as academic staff in Jimma University are considered suitable for any management

Finally, participants were asked about how the institution allow mobility within subsystem, majority (67%) of the participants were replied disagree,(23%) of them were said neutral, and the rest (10%) of the respondents were said agree. This portrayed that Jimma University as institution does not allow mobility within subsystem that is shifting from one college to another.

Although majority of respondents reported that Jimma University had promotion policies applicable to permanent academic staff this research work result revealed that highest proportion of respondents believed that support from Jimma University in terms of fund to extend subject knowledge training is limited which has an impact on career progression that is training funds were not found to be very adequate and this confirms in a report study on appointment, retention and promotion of academic staff in higher education institutions in general there is a perceived inadequate fund for staff development Higher Education Funding Council for England, Bristol. (2003) in addition they also felt that limited opportunity for growth exists also important to career progression as well as affect the performance of the staff. While on the other hand the study also has realized that (66.7%) academics were also perceived that they have good conducive conditions to be considered suitable for any management posts.

Table: 4.4: Relation of career development and staff motivation

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Jimma university encourages research through rewards and incentives.	4(1.3%)	12(8%)	21 (27.3%)	122(54.7%)	23(8.7%)	2.39	0.81
Academic staff financial remuneration is notmarkedrelated.	29(12.7%)	117(51.3%)	22(28%)	10(6.7%)	4(1.3%)	2.33	0.83
Employees feel satisfied by the overall opportunities for growth and career development system of the institution that employees proud of their current job	15(10%)	112(54.7%)	36(24%)	16(10.7%)	3(0.7%)	2.37	0.83
Uncertainty of career development is the cause for turnover of the academic staff of the institution	1(0.7%)	15(10%)	36 (24%)	107(56.7%)	23(8.7%)	2.37	0.81
In jimma university , academic freedom is highly satisfactory	1(0.7%)	18(5.3%)	35(27.3%)	108(58.7%)	20(8%)	2.32	0.73
The career development is an especially powerful employees motivator in the institution	3(0.9%)	12(8%)	32(21.3%)	110(8%)	25(10%)	2.29	0.78
Employees satisfied with their chances for salary increase.	25(10%)	115(62%)	29(19.3%)	12(8%)	1(0.7%)	2.27	0.78

Sources : Field survey, 2020

As table 4.4. Indicated that, majority (63%) of the participants were replied that agree, (27%) of the respondents were said neutral, and the rest (9%) of them were replied disagree. This revealed that Jimma University encourages research through rewards and incentives.

Participants were also asked about academic staff financial remuneration, majority (64%) of the respondents replied that disagree , (28%) of them were said neutral, (8%) of them were replied

agree. This portrayed that in Jimma University academic staff financial remuneration is not marked related with what the employees taken as payments for what they do in the organization.

Further, participants were also asked about how employees feel satisfied by overall opportunities for growth and career development, majority (65%) of the participants were replied that disagree, (24%) of the respondents were said neutral, and the rest (11%) of them were said agree. Therefore, this indicated that employees in Jimma University feel bad and unsatisfied by the overall opportunities for growth and career development system of the institution.

In addition, participants were also asked about causes for the turnover of the academic staff of Jimma University, majority (65%) of the participants were replied that agree, (24%) of them were said neutral, and about (11%) of the participants were disagree. This indicated that uncertainty of career development is the causes for the turnover of the academic staff of the institution.

Regarding the academic staff freedom, majority (67%) of the respondents were said agree, (27%) of them were neutral, and the rest (6%) of the participants were said disagree. This refers that as Jimma University gives freedom for the academic staff.

Concerning how career development is powerful that motivate employees, majority (70%) of the participants were replied that agree, (21%) of them were responded that neutral, and (9%) of them were said disagree, which confirm that, as the career development is especial powerful of the motivators for the employees in the institution.

Finally, participants were also asked about how the employees are satisfied with chances of the salary increase, majority (72%) of the asked participants replied disagree, (19%) of them were said neutral, and the rest (9%) of the respondents were said agree. This portrayed that employees in Jimma University are unsatisfied with their chances for the salary increase.

Career Development and Staff motivation

Table 4.5 : Impacts of career development on staff motivation

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	mean	SD
In jimma university policy and administration are transparent and effective	54(29.3%)	105(56.7%)	10(6.7%)	10(6.7%)	3(0.7%)	1.93	0.83
High prestige relations with other cordial in the institution	39(21%)	118(64.7%)	17(11.3%)	7(3.3%)	1(. 7%)	2.08	0.70
Working conditions is conducive in jimma university	46(30.7%)	98(52%)	29(12.7%)	4(2.7%)	5(2%)	1.93	0.85
There is attractive salary in the institution.	50(32%)	107(51.3%)	20(13.3%)	4(2.7%)	1(0.7%)	1.90	0.80
Quality of life of employee has improved.	53(35.3%)	94(49.3%)	25(10%)	8(5.3%)	2(0.9%)	1.85	0.81
There is high job security in the institution	51(34%)	106(50.7%)	18(12%)	6(2.7%)	1(0.7%)	1.85	0.78
Academic staff is given due recognition at work place	63(35.3%)	96(52%)	17(8.7%)	2(1.3%)	4(2.7%)	1.84	0.84
Employee development or promotion on the current job is satisfactory.	63(35.3%)	86(50.70%)	22(10%)	10(3.3%)	1(0.7%)	1.83	0.79
Personal growth (skills acquired through training and development)	55(35.3%)	95(50%)	23(8.7%)	6(4%)	3(2%)	1.87	0.88

Sources: field survey , 2020

As table 4.5 indicated that majority (86%) of the participants were said that disagree, and (7%) of them were replied neutral, and the rest (7%) were also responded agree. This implies that in Jimma University policy and administration are not transparent and effective.

Participants were also asked about how prestige has relation with other cordial in the institution , majority(85%)of the participants were agree ,(11%)were replied neutral , and the rest (4%) of

them were disagree . This indicated that, in Jimma University there is high prestige relations with other cordial in the institution

Regarding the working conditions , majority (81%) of the participants were replied that disagree , (13%) of them were answered neutral, and the rest (5%) of the participants were said agree .This confirm that ,in Jimma University the working condition is not conducive , rather employees faces challenges in performing their daily activities in the institution.

Concerning the attractive salary of the institution, (83%) of the participants were disagree, (13%) of them were being neutral, and the others (3%) of the participants were said agree. Therefore, this indicated that as employees of Jimma University are not paid an attractive salary.

In addition participants were also asked about, how is the quality of the life of the employees, and majority (85%) of the participants were replied disagree, (10%) of them were replied neutral , and the other (5%) of the participants replied that agree. This revealed that there is no quality of life employees has improved in Jimma University , rather the result indicated that as there is constraints of certain important facilities employees are not yet fulfilled .

Regarding the job security of the institution, majority (85%) of the participants were replied that disagree, (12%) were said that neutral, and the others (3%) of them were said disagree. This portrayed that in Jimma University, there is no high job security is find.

Concerning the how academic staff is given due recognition at work place, majority (87%) of the participants were said agree, (9%) of the respondent were replied neutral, and (4%) of them were said disagree. This show that Jimma University is given due recognition for the employees at work place, which is the one of the strong side of this institution.

Further, participants were also asked about how employees are satisfactory on the current promotion that given by the institution, majority (86%) of the asked participants were replied that disagree, (10%) of them were remain neutral, and (4%) of them were said agree. This indicated that employees at Jimma University are not satisfactory on the current promotion of job

Finally, participants were also asked about how the personal growth through training and development, majority (85%) of the participants were said agree , (9%) of them replied that

neutral , and (6%) of them were replied disagree. This confirm that how personal growth(skills acquired through training and development)

In response to overall satisfaction on opportunity for growth and career development system of JU in table 16 the study result revealed that 109 (56.8%) the highest proportion of respondents believe that somewhat satisfied with only insignificant proportion that accounts 31(16.1%) agree that satisfied in this regard but the mean score 2.7448 on assessing the views of academics on lack of opportunity for growth and career development the analyses indicates that among other factors it was least suggested problems which actually contradicts with Zijada (2012) the possibility for career development and specialization which the organization offers to its employees is low moreover the result also indicate that 83 (43.22) highest proportion of respondents felt that they were proud in the current academic job.

The study also highlights the fact that in general majority of respondents believe clear career advancement is an "especially powerful" employee motivator where the computed mean score were 3.7812 which is above average it is clear to understand from the study highest proportion of participants agree on the aforementioned statement and help the organization to retain academic staff however the study result also show that only 55(28.6%) agreed that academic freedom is highly satisfactory with 89 (46.4%) moderately satisfied

Concerning to the presence of hygiene factors which includes policy and administration are transparent and effective, high prestige, relations with others cordial, working conditions conduciveness, attractive salary, quality life and job security academics' views were asked based on Likert scale to express their level of agreement and the computed grand mean score were 3.040817 which indicate that respondents were moderately satisfied or undecided/ have no opinion to assure that they were satisfied on the aforementioned factors and is major reason to continue working at Jimma University. Since hygiene factors are supportive of staff motivation (Quick, 2003) much effort is expected to improve satisfaction of staff in this factors so that JU minimize dissatisfaction, existing hygiene provision by the University expectedly lead to moderate level of motivation that may affect the performance of academics where also agree with Waleed (2011) in public organization mentioned, lack of job security, poor salaries and aspects of their companies' policies and practices which they most disliked by majority of workers.

Respondents were also asked to investigate level of satisfaction on motivational factors that may contribute to continue working at Jimma University that includes achievement, recognition at work, advancement, personal growth and development. It was evident from the findings of the study that the computed grand mean score were 3.50346 which is above average indicate that participants were highly satisfied and this enables University to retain academic staff which confirm conveniently with employee's desire to quit is related strongly and negatively to job satisfaction. (Shaw,etal., 2000).

Regarding the relationship between chances of promotion and overall level of motivation of staff since all questions was on Likert scale these were tested on SPSS using the spearman correlation. It has been found that some variables related to chances of promotion were correlated with overall level of motivation.

From the analysis as it shown in table 4.7 the study indicates that all correlations were positive but there is no strong positive relationship between all components of chances of promotion and overall level of motivation of the academic staff. More specifically the study result reveal that there were weak positive relationship between overall level of motivation and organizational support of JU regarding career development , fair handling of promotion decision, availability of good promotional opportunity, level of satisfaction on promotion, the effort JU make to assist the staff in order to overcome barriers to career advancement which does not confirm conveniently with (Hilary et al2005) promotion at their current university were not at all fair thus JU need to improve the organizational support regarding career advancement so that when staffs realize that the effort is adequate, they exert much effort on their current job where previous study show that employees tend to perform better to pay back the support when they perceive it exists Rhoades et al (2002).

Respondents used a 5-point Likert scale (1=strongly disagree to 5= strongly agree) to express their level of disagreement or agreement with the statement of Jimma University promotion decisions are handled fairly. The perceived fairness of promotion decision in Jimma University and whether there are very good promotional opportunities at Jimma University.

The analyses reveal that highest proportion of the respondents expressed their agreement on whether they have supported their career advancement accounts about 29.2% of the respondents

agree and 18.8% strongly agree on this factor and this constitutes 48% of the total respondents. Whereas, 19.8% of the participants did not feel get support with only 4.7% strongly disagree and 15.1% disagree. Furthermore the analysis indicates that 32.3% respondents were indifferent. The Mean of the distribution of responses was 3.42. Therefore, it can be concluded that majority of the Academic staff feel moderately obtain support on career development in Jimma University.

Table 4.6: Summary of opinions of respondents concerning of career development

Item	Responses, counts and percentages					Mean	SD
	Strongly Disagree	Disagree	Undecided/neutral	Agree	Strongly agree		
Does Jimma University support your career development	8 4.7%	27 15.1%	65 32.3%	46 29.2%	36 18.8%	3.4219	1.0993
The perceived fairness of career development decision in Jimma University	13 6.8%	36 18.8%	52 29.7%	56 31.8%	25 13%	3.2552	1.1127
There are very good career development opportunities at Jimma University	19 9.9%	35 18.2%	58 32.8%	50 28.6%	20 10.41%	3.1146	1.1290
Grand mean						3.263	

Source: Field survey, 2020

In this section highest proportion of respondents expressed their level of agreement on whether Jimma University handled promotions decisions fairly with 31.8% agree and 13% strongly agree that constitutes a total of 44.8%. The analysis also indicates that with only 6.8% strongly disagree and 18.8% disagree where as 29.7% of participants were indifferent. Accordingly it can be concluded that higher proportion of the academics believe that relatively promotion decisions were handled fairly.

Furthermore, from the analyses reveal majority of the respondents believed that there were good promotional opportunities at Jimma University. About 39% of the respondents expressed their agreement specifically, 28.6% of the Academic staff agreed and 10.4% strongly agreed on this issue. On the other hand, 32.8% of the respondents were neutral while only 9.9% strongly disagreed and 18.2% disagreed which constitutes a total of 28.1%. It can be understood also the mean of the distribution of responses was 3.1146 that indicates the respondents were undecided or neutral concerning promotional opportunity.

4.7 Views on overall level of motivation and career development is employee motivator

The study result regarding overall level of motivation show that 100 or 52.1% of respondents felt that level of motivation were high and 20.8% of them were still undecided where as 27.1% of participants disagree with the statement of overall level of motivation is high. Furthermore, the analyses result also show that 75.5% of the respondents agree that career advancement is an "especially powerful" employee motivator while 16.8% disagree, 7.8% of them were undecided in this factor. It is possible to see that the mean score regarding the result show that it is 3.1979 which indicate that overall level of motivation is moderately high.

As it has been shown data presentation and analysis in table 4.6 in response to rank on criteria's for promotion in terms of promotion the study result show that personal relation were ranked last that indicates which is least important that confirms with Yishu (2009) personal and political factors were least important to be considered for academic progression. The study result also shows that continued training and education and research output very important for categories of academics possessed first degree and second degree and next performance evaluation and seniority were important. Generally, it can be realized from this study result performance evaluation; years of seniority(service year) and continuing education as well as research output are very important requirements which indicates promotion is merit based this result show that Jimma University experience confirms with the experience of Netherlands (Anderson, etal., (2006), promotion which is on merit based.

Table 4.7: Opinions of respondents concerning career development and staff motivation

Item	Responses					Mean	SD
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree		
Overall level of motivation is high	25 10.4%	37 16.7%	40 20.8%	70 46.9%	10 5.2%	3.1979	1.1079
Believe career advancement is an "especially powerful" employee motivator	15 6.9%	17 9.9%	18 7.8%	85 49.5%	47 26%	3.7812	1.1413

Sources: Field survey, 2020

In this section respondents also rank on suggested problems related to career development system at Jimma University.

Table 4.8: Mean rates and rank orders of the proposed problems in the Jimma University.

Item	Mean	Ranking
Low level of academic job freedom	2.9688	4
Lack of promotion	2.7448	5
Lack of salary increment	4.6094	2
Lack of participation in decision making	3.5990	3
Insufficient salary and incentive	5.0104	1
Lack of opportunity for growth and career development	2.7448	6

Source: Field survey, 2020

As shown in the above (table 4.7) insufficient salary and incentive; lack of salary increment ranked first and second respectively whereas lack of opportunity for growth and career development ranked last from the listed six problems. Therefore, it can be concluded that there is no significant or severe problem regarding opportunity for growth and career development relatively with aforementioned factors.

Although 53.5% of respondents expressed that there are no barriers and severe hindrances to be promoted in the existing situation 46.5% of respondents felt that there were some difficulties such as personal relation and political affiliations as well as lack of transparency of procedures and inadequate information related to staff development specifically constitute 11.5% and 10.3% respectively and this confirms with a report study on appointment, retention and promotion of academic staff in higher education institutions(2003) many stakeholders have commented on the lack of transparent promotions procedures which also confirms conveniently with (Hilary et al., 2005) lack of communication and understanding between the academics and the university exist administration including the human resource specialists . Moreover the study result has also shown that there were factors prevent academic staff which include insufficient fund to conduct research as well as lack of participation in decision making and unequal treatment among colleges where emphasis is given on selected programs which accounts about 5.8% and this discourage academic staff. Workers participation in management provides intrinsic motivation as what is indicated by Herzberg's theory therefore the result shows respondents were dissatisfied in this regard.

Funding priorities and mismatch of needs between JU strategic plan and academics interest is also reported among the factors that hinders promotion/ career advancement accounts 5.9% lack of fairness and unequal treatment could lead to sectorial turnover; it could be problematic improved fairness and clarity in decisions would help increase retention; and with 4.6% of respondents identified that work load (administrative problem and service) were barrier in the context of Jimma University where academics were expected to manage laboratory , workshop facilities and other academic activities as well as participating in committees where limits time to conduct research work and this confirms (Liz et al 2011) with majority cited insufficient time not enables the staff to conduct research which is one of the requirements to be promoted in certain categories

About possibility of mobility from one college to another although majority of respondents perceived that such practice exist in Jimma University 35.4% of respondents believed that there is no possibilities where 21.2% of them agree sometimes exist. Therefore it can be concluded that majority of the academics may be lack of awareness or did not have knowledge such kind of practice exist at JU.

Table 4. 9: Respondents level of dissatisfaction at work based on Hygiene factors

Item	Mean	Standard deviation	Ranking
JU Policy and administration are transparent and effective	3.2135	2.60712	4
High prestige	3.2240	1.23086	3
Relations with others cordial	3.3802	1.02136	1
Working conditions conducive	3.2552	1.26262	2
Attractive salary	2.6094	1.34145	7
Quality life has improved	2.7344	1.35263	6
High job Security	3.0417	1.29370	5
Grand mean	3.040817		

Source: Field survey, 2020

The study investigated the level of staff dissatisfaction on their job that determine to continue working in Jimma University. The study analysis revealed that the mean scores for each of the 7 items/determinants of academic staff job dissatisfaction (see appendix D for frequency distribution on staff dissatisfaction) based on a five-point scale, the mean score for JU Policy and administration were transparent and effective was 3.2135 (sd = 2.60712). The high prestige is 3.2240 (sd = 1.23086), relationship with others cordial is 3.3802 (sd = 1.02136), working conditions is 3.2552 (1.26262), Attractive salary is 2.6094 (sd = 1.34145), Quality life has improved is 2.7344 (sd = 1.35263), and high job security is 3.0417 (sd = 1.29370) shown in table 20. The results indicate that academic staffs are highly dissatisfied on each of 2 job dissatisfaction factors – attractive salary, and quality life has improved in the arranged descending order.

However, the result shows that staffs are dissatisfied on the remaining 5 job dissatisfaction factors: high job security, JU Policy and administration are transparent and effective, high prestige, working conditions conducive, relations with others cordial, and high job security, in that descending order (see table 20). Overall, the academic staff are indifferent/undecided whether dissatisfied in their job (Note that Grand mean = 3.040817).

Table 4. 10: Respondents Level of satisfaction at work based on motivating factors

Item	Mean	Standard deviation	Ranking
My achievement on the current job is satisfactory	3.7760	1.19635	1
Academic staff is given due recognition at work	3.5260	1.28599	2
My advancement (i.e. promotion) on the current job is satisfactory	3.5156	1.30635	3
Personal growth (i.e. skills acquired through training and development) currently is satisfactory	3.4688	1.31007	4
Grand Mean	3.50346		

Source: Field survey, 2020

Concerning academic staff’s level of motivation, the analysis reveals that the mean scores for each of 4 item/determinants of motivation that determine to continue working in Jimma University (see appendix D for frequency distribution on agreeing on level of motivation). On a five-point scale, the mean score for achievement is 3.7760 (sd = 1.19635), recognition is 3.5260 (sd = 1.28599), advancement is 3.5156 (sd = 1.30635), and personal growth is 3.4688 (sd = 1.31007) shown in table 21. The results indicate that academic staffs were highly motivated on achievement of the current job, recognition and advancement in motivational factors – in the arranged descending order. However, the result shows that respondents were almost on average motivated – personal growth (see table 21). In general, the result revealed high level of motivation among the academic staff (Grand mean = 3.50346) which is above average.

The relationship between chances of promotion and overall level of motivation of the staff investigated and summarized in table 10

The survey result indicates that 148 (77.1%) participants felt that the currently available financial remuneration at Jimma University is not market related that indicates other sectors with the same qualification employees receive better payment and this confirms with (Berhan Ayenew GSR/7560/97) stated that other organizations pay better for the same type of job more over higher proportion of the respondents which accounts 93 (48.4%) Jimma University encourages research through rewards and incentives were not satisfactory or not adequate and this situation may not enable in order to secure their commitment to the organization Somewhat confirms with (Berhan Ayenew GSR/7560/97) a considerable proportion of employees expressed dislike for the incentive systems of their colleges (Royal College and Infonet Colleges), which they regarded as poor

In addition, the result also shows that majority of participants 97 (50.5%) felt that they were not satisfied on salary increment. Even some of respondents suggested in the open ended questions revealed that in the query of suggestion regarding for minimizing or eliminating obstacles or problems related to career advancement or promotion. One option raised is to make periodic revision on policy related to increment of salary (annually or within every two years) and this relates to the experience of the department of Higher Education and Training (2013) says at Walter Sisulu University (WSU), salary increase not viable the mean score on assessing views of academics on lack of salary increment as well as insufficient salary and incentive were found to be 4.6094 and 5.0104 indicates that second and first ranked problems exist in the context of Jimma University respectively .

Table 4. 11: The Relationship between career development and staff motivation

	Does Jimma University support your career development	Ju career development decisions are handled fairly	There are very good career development opportunities at Jimma University	Effort JU assist academic staff to overcome barriers to career development	level of satisfaction with career development procedures of JU
Overall level of motivation is high					
Correlation coe.	.286**	.263**	.345**	.360**	.279**
Sig (2-tailed)	.000	.000	.000	.000	.000
N	182	182	182	182	182

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field survey, 2020

Since the pair variables in this correlation analysis are ordinal in measurement scale, it would have been statistically more proper to use Spearman's Rank correlation coefficients to measure the relationship. A nonparametric (distribution-free) rank statistic proposed by Spearman in 1904 as a measure of the strength of the associations between two variables (Lehmann et al., 1998). The Spearman rank correlation coefficient can be used to give an R-estimate where the coefficient, r_s , can take values from +1 to -1. A r_s of +1 indicates a perfect association of ranks, a r_s of zero indicates no association between ranks and a r_s of -1 indicates a perfect negative association of ranks. The closer r_s is to zero, the weaker the association between the ranks.

From the above analysis of questionnaire through SPSS by applying Spear's man correlation the result shows in all pairs of variable the sig value or P-value <0.01 and all correlations are positive that is there is positive correlation between pairs correlated

- 1) There is positive correlation between support of career advancement obtained at JU and the academic staff overall level of motivation
- 2 There is positive correlation between on agreeing on promotion decisions were handled fairly and the academic staff overall level of motivation
- 3) There is positive correlation between on agreeing availability of good promotional opportunity and the academic staff overall level of motivation
- 4) There is positive correlation between on agreeing the effort JU makes to assist in order to overcome barriers to career advancement and the academic staff overall level of motivation.
- 5) There is positive correlation between agreeing level of satisfaction on promotion procedure and the academic staff overall level of motivation.

Even though all pairs correlated have positive relationship between them their association or relationship is weaker i.e. all pairs considered have no strong relationship because r value falls between 0 and 0.5(0-0.5).

4.13 Analysis of Interview with Human Resource Personnel.

4.13.1 The impacts of the career development and staff motivation at your working place

The interviewee replied that “the staff of Jimma University motivated by incentives rather than monthly salary .However, there is a black and white staff career development .It also brings high performance of job, it brings skill development of the staff, it also enhance the staff job satisfaction, and brings individual staff development which leads to job satisfaction and ensure job interests. The career development can affect employee’s job satisfaction, work quality time, accuracy, team work and pressure on work place .Therefore, the interviewee replied that, it has both positive and negative impacts based on the situation of the organization ”

4.13.2 The relation between the career development and staff motivation

The interviewee replied that “ It is clear that career development enhances staff motivation than enhance staff working performance , and this indicated that as there is great relation between career development and staff motivation .Both brings job satisfaction and high job performance

to achieve the goals of the organization .Yes, if there is good career development with frequent promotion and evaluation , a fruitful job performance with how ownership level may ensure.

4.13.3 Career development programs in the JU

The interviewee replied that “Yes, there is its implementation is related with budget, which is not always available “.The interviewee also said Yes, there is even if its not as expected plan , a little bit , we have plan to work on career development and staff motivation. Some interviewee said that there is no clear career development programs related with our specific offices .The other interviewee replied that every two years there is promotion on the position of the employees through completion and assign staff on vacant positions and recommended when opened competition.

4.13. How motivate the staff to perform further tasks

The interviewee replied that “No, because ,employees need extra payments for the extra works so as it is difficult to force the employee to work extra work in the institution”.. The interviewee were definitely said No , because of the lack of the budget and large numbers of the staff and not compatible to motivate the staff as expected .It is also difficult to motivate employees to specific offices rather as organization a whole , but I trained to motivate my employees using different management styles .

4.13 .5.The extent the office motivate employees to do further tasks

The interviewee replied that “as much as possible employees are motivates by additional work with additional payment that they are working during their par time and summer programs “. Some times by preparing rewards letter , but it is very rare cases .It also ensure by bring clear duties and responsibilities creating training opportunities fairly. Recommendation for further education and short term trainings and work shop are expected.

4.13.6 The quality and criteria you need to implement to motivate staff motivation

the interviewee replied that “there should be detailed payments scheme that brings the employees to perform more and extra work on their profession, employees has to be given career development to be satisfied with their career”. It is based on their job performance evaluation and job discipline of the employee. The other quality is related with working environment, rewards benefits, job security, concern for the employee personal issues and clear accountability. The quality has to include skill knowledge, competent, achievement and experience

4.13.7. How often you are attempting to improve the staff development at your offices

The interviewee said that “by placing or appointing the right person at the right place or post “. It is perform through our short ranges and long ranges staff development plan.

4.13.8. Measures have you been taken to solve problems related with career development and staff motivation

They replied that “by providing incentives, provide salary that meets the needs of the employees .We have tried to increase staff training numbers every years by dealing with HRM and Jimma University concerning motivation by requesting budget for rewards .

4.13.9. Complain coming from the employees regarding the career development and staff motivation?

The interviewee replied that,” Yes, for instance by forwarding to the University, then to MoFFD to make clear payment scheme “.Yes, there is , but we have tried to solve it by setting priority based on annual and long range career development plan and by dealing with the staff .

4.13.10. What is your suggestion and recommendation about Jimma University career development and staff motivation?

The interviewee replied that “I recommend that Jimma University need to revise its legislation in a timely manner around 3-5 years “. Here are some measures to be taken as staff , first staff training numbers for the staff should be increased each year , second , budget for the staff training and staff motivation should be allocated and adequately , third, individuals staff personal development plan should be included with the organization plan side by side .Reward

promotion and salary adjustment and rewards revisions or modification ,motivating staff ,providing short term training and further education is needed .

4.13 .11 Discussion of the finding

Along with the data that have been gathered from the employees through questionnaire, the researcher has conducted interview with the organization human resource personnel.

According to the human resource personnel response for the question whether employees has motivational techniques in place he replied that, there exist no formal, standardized and planned motivational practice and commonly agreed on the current motivational practices cannot be considered as sufficient. However he claimed that the employees were motivated to some extent to perform the assigned duties regardless of the organization's contribution.

The attitude of employees in his department towards motivation is very low in addition there is no regular motivation for the employees. Previously there was a practice to motivate highly performing employees through participatory performance appraisal with the employees themselves but now it is not practicable.

The motivational process is the steps that one may follow to get motivated. It is a process, that when followed to produce the desired results. And getting properly motivated is a matter of following the motivational process. Like any other process it takes a little work and foresight and planning in advance. However, the return on ones investment of time is significant, and it is important when needing extra motivation that may apply the motivational process. Concerning the above issue he replied that at there is no such planned motivational process to increase employees' performance. According to him the main purposes of motivations are:

- It encourages employees to increase their level of performance and productivity
- It creates commitment and able to exerts extra effort
- To make the employees honesty and increases sense of ownership

According to him the factors that would contribute to the motivation and de-motivation of employees are good relationship between employees and management, honesty, delegation of authority with full responsibility, transparency, respect, recognition, good working atmosphere, good salary, full benefit package and bonus if these all are missed the employees feel de-

motivated in turn has strong impact on their performance and the organization efficacy and viability as a competitor at large.

Other factors that must be considered and performed well by the organization other than extrinsic source of motivation are:

- Giving formal recognition for employee efforts to “make a difference”
- Recognizing employees whose efforts make a difference
- Co-workers and peers recognizing employees who are making a difference
- Recognizing individual team members equally for their efforts
- Building a spirit of teamwork and cooperation among co-workers
- Demonstrating that their work is valued and respected
- Treating employees fairly
- Recognizing and appreciating outstanding attendance
- Recognizing years of service to the organization

Out of the above mentioned demonstrating that their work is valued and respected and treating employees fairly take the lion share.

CHAPTER FIVE: MAJOR FINDING, CONCLUSION AND RECOMMENDATION

5.1 MAJOR FINDING

This study was conducted on the assessment of the career development and staff motivation in higher institution particularly focused in Jimma University .This study was conducted using descriptive survey design with mixed approach of the study

This study was attempted to address, these basic research questions: What constraints to career development have academic staff experienced specific to Jimma University? .How can the existing barriers to career development be overcome or minimized specific to Jimma University? .What is the relationship between career development and staff motivation in the Jimma University? How is the career development affecting staff motivation in Jimma University?

Based on the result of analyzed data, the researcher found out the following issues:

As majority (73%) revealed of the participants were replied disagree .Therefore, this show that Jimma University is not support employees career development for further career up grading of the employees . On the same table, participants were asked about how promotion decisions are handled, majority (76%) of the participants said disagree. This portrayed that, as Jimma University promotion decisions is handled unfairly that is tend to bias and partiality is seen in the institution. Progressively that as participants was also asked about opportunities of the promotions in Jimma University, majority (69%) of the participants were replied that disagree. This confirm that getting an opportunities of promotion is difficult in the institution

Regarding an effort to make assist on academic staff, majority (72%) of them replied that disagree. This indicated that the institution has also challenges on the effort to make assist an academic staff to solve career development problems.

In addition, participants were also asked about how employees are promoted according to rules and policies of the university , majority (71%) replied agree .This portrayed that employees in Jimma University are promoted according to rules and policies of the university. Regarding the employee's satisfaction with promotion procedures of the University, majority (62%) of the participants replied that disagree. So, this show that employees of Jimma University are not satisfied with promotional procedures.

Finally, participants were also asked about how academic staff get ahead when employees make an effort, majority (62%) of the participants replied disagree. Therefore, this portrayed that academic staff could not get ahead easily in the institution.

As table 4.4.2 portrayed that majority (68%) of the participants were agree. This confirm that employees in Jimma University are get little support and guidance in preparation of staff that reference to research. Regarding the employees possess the required skills to publish research works, majority (68%) of the participants replied that agree. Therefore, this show that in Jimma University, employees possess the required skills to publish research works.

Concerning how employees receives any clear job description, guidelines or training and support related with subject that let to productive, majority (64%) of the participants were said disagree. Therefore, this revealed that, employees in Jimma University are receives any clear job description, guideline or training and support and given module related to subject and expected to be productive.

In addition participants were also asked about information on opportunities and career development, majority (66%) of the participants said disagree. So, this revealed that employees are not always obtained information about opportunities and career development in Jimma University. Regarding the policy of staff development, majority (63%) of the participants were replied disagree. This portrayed that Jimma University follow institutional policy regarding staff development.

Further, participants were also asked about opportunities for growth and limited funds made available to extends subjects knowledge training, majority (65%) of the participants were replied agree. Therefore, this revealed that Jimma University has limited opportunities for growth and limited funds for the training given in the institution. Regarding the employees engagement on management, majority (69%) of the participants were replied disagree. This indicated that employees as academic staff in Jimma University are considered suitable for any management

Finally, participants were asked about how the institution allow mobility within subsystem, majority (67%) of the participants were replied disagree. This portrayed that Jimma University as institution does not allow mobility within subsystem that is shifting from one college to another.

As table 4.3 indicated that, majority (63%) of the participants were replied that agree. This revealed that Jimma University encourages research through rewards and incentives. Participants were also asked about academic staff financial remuneration, majority (64%) of the respondents replied that disagree. This portrayed that in Jimma University academic staff financial remuneration is not marked related with what the employees taken as payments for what they did in the organization.

Further, participants were also asked about how employees feel satisfied by overall opportunities for growth and career development, majority (65%) of the participants were replied that disagree. Therefore, this indicated that employees in Jimma University feels bad and un satisfied by the overall opportunities for growth and career development system of the institution.

In addition, participants were also asked about causes for the turnover of the academic staff of Jimma University, majority (65%) of the participants were replied that agree. This indicated that uncertainty of career development is the causes for the turnover of the academic staff of the institution. Regarding the academic staff freedom, majority (67%) of the respondents were said agree. This refers that as Jimma University gives freedom for the academic staff. Concerning how career development is powerful that motivate employees, majority (70%) of the participants were replied that agree, which confirm that, as the career development is especial powerful of the motivators for the employees in the institution.

Finally, participants were also asked about how the employees are satisfied with chances of the salary increase, majority (72%) of the asked participants replied disagree. This portrayed that employees in Jimma University are un satisfied with their chances for the salary increase.

5.2 Conclusion

The study attempted to examine the overall career development and staff motivation particularly to identify barriers to career development related to organizational support, individual factors and others at JU. It also tried to find out the level of staff motivation as well as its relationship with career development.

The research study is conclusively enlightened the motivation factors therefore, are developed by staff motivational agents. The statistical results are above revealed the significant and substantial outcomes towards motivation of employee. Employee motivation increases when

corresponding professional attributes positively impact on an individual employee within organization. The predictors are described manifested results of work environment which deals to employee satisfaction from motivational assessment. Career development is most essential part of building recognition of competent employment in organization. Therefore, employee motivation something got from supervision that can guide properly at every stage of professionalism and direct their activity. By this, employee as being an individual who thinks to understand the goals of expectations that mutually agreed upon it. In this study, further evaluated the motivational concepts directly determined by organization's well designed human resource management policies which regulates employee's benefits in the form of rewards and bonus for competent and diligent employees and they got recognition in within work environment increases directly motivational level.

In addition majority of the academics were not happy on the existing promotion procedure but even if it opposes this finding the study result shows that there are problems with the promotion procedure this supported in open ended query suggested there were lack of transparency.

From the study it is clear that current financial remuneration is not market related and also at JU rewarding through incentives and others is not satisfactory moreover the existing salary increment is discouraging and if this situation worsens, it may lead to dissatisfaction and may enhance the migration of academic staff to other organization and this confirms conveniently with S. Nawab (2011) reveal that compensation systems may affect faculty's job satisfaction and thus influence intentions to quite as well retention rates

From the study analysis and discussion it can be concluded that the overall opportunity for growth and career development system of JU somewhat satisfactory with some difficulty this may leads to migration of academic staff to the same or the other sector ,who believe that uncertainty of career development is the cause for migration of academic staff from Jimma University confirms with Hilary et al (2005) public universities face uncertain career advancement and this is one of the factors affecting leaving the sector in addition there is no significant problem regarding academic freedom. Adequate financing for Jimma University is essential part in the promotion of academic process which includes (research, training, ect....) since these are important requirement for career development

All correlations are positive relationship between overall level of motivation and availability of promotional opportunities, support on career development , unfair handling of the decision regarding career development , effort the University make in assisting the academic staff to overcome career development as well as satisfaction level on promotion procedure where this does not confirm conveniently with Rizwan Qaiser Danish(2010) promotional opportunities correlates significantly with work motivation and satisfaction and this situation demand the University has to make effort to improve in these aspects that enable it to enhance staff satisfaction and also able the University to retain the staff. Otherwise the effort academics make on their current job decline where this confirms conveniently with Mosadeghrad et al 2008b Commitment towards the organization is degraded if there is a perception of underhanded methods in promotion activities.

In general speaking, both motivator and hygiene factors has impacts on career development and staff motivation by this it is concluded that if there is high career development, there is also high staff motivation and also if there is low career development, there is also low staff motivation as well .

5.3 Recommendations

Having looked at the implication of the study and based on the aforementioned conclusion, the researcher makes the following recommendations.

Even if there is no significant problem on obstacles to career development in order to reduce some troubles or difficulties in the living environment, the university needs to work for eliminating this identified problems particularly related to career advancement through making promotion procedures more open and transparency, and other required information available to academics be improved. This can be achieved through uploading electronically all required documents regarding career development information to all academic staff.

Motivates employees needs clear achievement of goals what they are set for satisfaction, control over their work and respect from their superiors. Career guidance is important to determine and help out to reach every employee to their motivational level.

Jimma University may provide academics assistance with career development plans which contributes to eliminate need mismatch between academics and the University.

Facilitate quality circles among academic staff and encourage active participation and involvement of academics in decision-making with regard to all divisions affecting the career of the academics with clearly defined roles and responsibilities

The reward package should be restructured to motivate the academics more. This can be performed by comparing and implementing packages based on assessing those of best practices in the sector or other sectors.

Jimma University needs to improve the extrinsic factors of work, such as, salary, working condition, personal life and status, and job security by assessing the level of those factors available at Jimma University within and outside the sector. It is thus important that the University first give attention to hygiene factors.

Jimma University need to provide bonuses for improved academics because monetary rewards are the strongest incentive for employees, especially salary increases or performance based award.

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Appendix
Jimma University
Collage of Business and Economics

Dear Colleague:

I am currently engaged in post-graduate studies in Masters of business administration at Jimma University. Focus on the assessment of career development on staff motivation higher institution .in case of Jimma University.

For the purpose of this study , the researcher will conduct a series of surveys to obtain data on the obstacles that academic staff face in order to advance in the workplace and how it can be overcome and its relationship with motivation more over to explore overall level of motivation of academic staff

As a result of your experience that you have, your views and opinions concerning existing practices will be of major importance, not only in respect of this study but also as a further contribution to the advancement of academic staff in the University, Ethiopia.

Should you require any further information related the study as a whole or this survey in particular, please do not hesitate to contact me at----

Questionnaire for collecting information

This questionnaire is only for educational purpose and all the information about the respondents will be kept confidential

It is not necessary to indicate your name on this questionnaire. No individual will be identifiable at any stage of this research. Please answer as honestly as you can.

Thank you in advance.

Your faithfully.

SECTION 1: Characteristics of the Respondents

Please indicate with a tick on the following background information

1) Age below 20 years 21-30years 31-40years 41 Or above

2) Gender
 Female Male

3) Educational qualification

Diploma Bachelor degree (BA) Medical Doctor/DVM

Masters Degree (MA/Msc) Phd

4) Length of service at Jimma University

Less than 2 years 2-6 years 6-10 years 11 years and above

Part Two: I. Instruction on how questions can be filled

The following questions are designed with 5 alternatives which encompasses the assessment of career development on staff motivation higher institution .in case of Jimma University.

. Therefore, you're kindly requested to identify the effects of career development on staff motivation is currently looking for and put putting a tick mark /√/for all questions. The numbers in the top of the tables indicates how you measure the effects, so you have to use the numbers that represent the scale as follow.

Please state your agreements or disagreements for the following statements that indicate about the effects of the career development on staff motivation.

KEY: 5 = strongly agree, 4 = agree, 3 = Neutral, 2 = disagree, 1= strongly disagree

I	<i>Barriers to career development have academic staff experienced</i>	Possible options				
		5	4	3	2	1
1	Jimma University support employees career development					
2	Jimma University promotion decisions are handled fairly					
3	There are very good promotional opportunities at Jimma University					
4	An effort given in Jimma University making to assist academic staff in your organization to overcome barriers to career development					
5	Employees are promoted according to rules and policies of the university					
6	Employees are satisfied with promotion procedures of JimmaUniversity					
7	Academic staff can get ahead in Jimma University if he/she makes efforts					

II	<i>The existing barriers to career development be overcome or minimized</i>	Possible options				
		5	4	3	2	1
1	In Jimma University, employees get little support and guidance in the preparation of staff, with specific reference to research					
2	Employees possess the required skills to publish research works					
3	Employees don't receive any clear job description, guidelines or training and support and given a module related to subject, and expected to be productive					
4	Employees are always obtain information about opportunities and career development					
5	There is no policy regarding staff development at Jimma University					
6	There is limited opportunities for growth and limited funds made available to extend subject knowledge for training					
7	Employee as academic staff and not considered suitable for any management posts					
8	Jimma University allow mobility within a subsystem (shifting from one college to another college)					
9	There are strategies that can be used to eliminate or minimize obstacles to career development at Jimma University					

III	<i>The relationship between career development /promotion and staff motivation in the study area</i>	Possible options				
		5	4	3	2	1
1	Jimma University encourage research through rewards and incentive					
2	Academic staff financial remuneration is not market related					
3	Employees feel satisfied with their chances for salary increase					
4	The employee satisfied by the overall opportunity for growth and career development system of JU you proud of your current academic job					
5	Uncertainty of career development is the cause for turnover of Academic staff from Jimma University					
6	In Jimma University, academic freedom is highly satisfactory					
7	The career development is an "especially powerful" employee motivator in the institution.					
8						

IV	<i>The staff motivation affecting the career development in Jimma University</i>	Possible options				
		5	4	3	2	1
	<i>Hygiene factors</i>					
1	Jimma university policy and administration are transparent and effective					
2	High prestige relations with others cordial in the institution					
3	Working conditions is conducive in Jimma University					
4	There is attractive salary in Jimma University					
5	Quality of life of employee has improved.					
6	There is high job security in the institution					
	<i>Motivation factors</i>					
	Employees achievement on the current job is satisfactory					
8	Academic staff is given due recognition at work place					
9	Employee development (i.e. promotion) on the current job is satisfactory					
10	Personal growth (i.e. skills acquired through training and development)					

Open ended questions

11. Mention factors that prevent academic staff of Jimma University from being promoted

12. Please mention possible strategies that can be used to remove or minimize obstacles to career development at Jimma University

Interview Questions

- 1 .What is the impacts of the career development and staff motivation at your working place?
- 2 .Do you think that there is relation between the career development and staff motivation? if it is so specify the relation
3. Is there any career development programs in your offices? If there is specify how it can be given this career development programs for the employee?
4. Do you motivate the staff to perform further tasks in your working area?
5. To what extent your office motivate employees to do further tasks?
- 6 .What is the quality and criteria you need to implement to motivate staff motivation?
7. How often you are attempting to improve the staff development at your offices ?
8. What measures have you been taken to solve problems related with career development and staff motivation?
9. As a leader, have you encounter complain coming from the employees regarding the career development and staff motivation?
10. What is your suggestion and recommendation about Jimma University career development and staff motivation?