

DURBAN UNIVERSITY OF TECHNOLOGY

**THE INFLUENCE OF CAREER DEVELOPMENT ON JOB
SATISFACTION AT A SELECTED UNIVERSITY OF
TECHNOLOGY IN KWAZULU-NATAL**

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SELECTED UNIVERISTY OF TECHNOLOGY IN KWAZULU-NATAL**

by

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ABSTRACT

The aim of the study was to investigate the influence of career development on job satisfaction at Durban University of Technology. Related material from journals, textbooks, theses, and theses have been reviewed. Quantitative research design was applied to this study through the management of a structured and closed questionnaire for 291 employees of Durban University of Technology. Only 240 out of 291 questionnaires were answered. Data collected from respondents was analysed using Statistical Package for the Social Sciences (SPSS) version 28 to conduct parametric tests that generated hypotheses. The study involved creating 16 hypotheses for empirical analysis. Additionally, the formula underwent Pearson Chi square and spearman correlation test. The results conducted from this study indicates that the employees of this institution do not feel valued enough to partake in the development of their workplace. Furthermore, the results of the study underscore the need for companies to take a serious inventory of existing career development and job satisfaction. Top management should involve employees when making decisions and introduce training programmes for all employees.

Key words: Job satisfaction, Career development, Higher Education Institutions (HEIs), Employee Development.

DECLARATION

I the undersigned hereby declare that this dissertation submitted for the Degree of master's in management sciences specialising in Human Resources Management in the Faculty of Management Sciences at the Durban University of Technology is my own original work and has not been previously submitted to any other institution of higher learning. I further declare that all sources cited or quoted are indicated and acknowledged in the comprehensive bibliography list.

Signed Date.....

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It has been a difficult journey, filled with tears, many sleepless nights, headaches, heartbreak, and distrust. But one night he came and told me the battle was not over yet. I fought a war that seemed invincible. Dear God, thank you for your eternal love, thank you for the positive voices I heard in my head that told me not to give up. From power to power, you are still God. I also thank you for sharing your strength with those who stood by my side. My mom (Mary Molokwane), my brother (Resego Molokwane) and my dad (Dr. Revelation Molokwane. Speaking of you dad, I do not know where to start, you are a difficult father to impress. One thing about you is that you always push me to work hard and never give up. There were days when I cried and wondered why you are pushing me whilst I did not have the strength but now, I see the reward of the hard work. To Mom, thank you for all prayers you always share with me, you are indeed my pillar and a shoulder to cry on. Thank you to my grandparents who are still alive and who those who have left us in this world, Joyce Molokwane, Mr. Ntising Molokwane, Matsidiso Ntepe, and Mr. Raphael Ntepe. And the whole family of Matsoso, Molokwane, Serathi, Ntepe and Mohale. To my only friend, Lorato Confidence Molokwane, thank you for being such a friend, you are truly a star.

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DEDICATION

This study is dedicated to my parents. Mum and Dad “Thank you for the love, motivation and believing in me. You both have sacrificed a lot of help me in completing my study.

I am nothing without you

Modimo o na le matla

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CHAPTER 1

BACKGROUND AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Organisations, especially institutions, face several challenges in having to meet the goals of the workplace, including those of the employees in the workplace, according to (Smith and Johnson, 2023:12). It is important that every Higher Education Institution (HEI) maintain the standard of having satisfied employees. Job satisfaction has long been considered a significant and persistent challenge in higher institutions, as stated by (Hambuda, 2017). Changes in higher education have led to changes in the workplace for staff members, whereby they must seek new skills, knowledge and keep abreast of trends in their fields of expertise (Shava, 2015:11). The quality of staff in tertiary institutions such as polytechnics, colleges and universities are central to their effectiveness.

Furthermore, the study in question reported that employees' performance improved once positive action was taken by management to correct the identified problems that had contributed to the employees' job dissatisfaction levels. Due to the competitive environment for scarce skills, it has become imperative that managers focus on attracting and retaining quality employees. Several universities of technology have also emerged in the HE landscapes (Williams and Carter, 2023). Therefore, top management should consider job satisfaction as a key factor to making the workplace a happy and accommodating environment for employees, because job satisfaction will encourage employees to perform well and have a healthy commitment to the HEIs.

Grobler and Erasmus (2015:33) have expressed that attracting and retaining highly sort after and performing employees has become a cause for concern for HEIs in general. Recruitment and Retention are very expensive exercises that have led to a negative and perhaps detrimental situation for Higher Education Institutions (HEIs). Studies and theories have been developed to identify the causes of job satisfaction and how to ensure that employees are always encouraged to study further so that they can possibly apply for their desired job internally or externally.

1.2 BACKGROUND TO THE STUDY

Wan Ahmad and Abdurahman (2015) mention that there have been very few studies that focused on non-academic staff in terms of their job satisfactions in Higher Education Institutions, as all these studies have focused on academic staff only. According to Arrington (2015), non-academic staff are also known as non-teaching employees or employees that deal with administration duties in higher education. Arrington (2015) further states that support staff have been neglected compared to academic staff. These support staff do not gain any skills enhancement, do not gain an opportunity to further their studies while they still work, and they do not get an opportunity to apply for jobs internally. Employee dissatisfaction has been the main reason that companies, especially Higher Education Institutions, are losing employees because of a lack of career development opportunities and job satisfaction.

The private sector offers well-paid positions to the detriment of Higher Education Institutions, which lose highly qualified employees to the Private Sector. For this reason, the quality of education and sustainability of educational institutions is affected negatively in the long run through the loss of well-qualified and committed academic staff. Intellectual capital, commitment and creative abilities are the major pillars that Higher education institutions depend on to remain relevant (Asian, 2017:4). Persistent skills shortages remain the major cause of low productivity, as well as a tight labour market with too many institutions chasing too few qualified individuals, thus making the public and private sector compete for these scarce skills (Greenberg and Baron, 2017:148).

Patrick (2014:10) supports the statement above that HEIs have realised that their employees should be considered as assets in their workplace. According to Du Plessis and Barkhuizen (2015), higher education institutions are more dependent on the commitment and capacity of employees than most of the other types of institutions. Ever since 1994, there has been a drastic change globally, especially in the Higher Education Institutions of South Africa. These changes included strategic planning, capacity building and many more tools used to ensure that employees in the workplace are satisfied and well accommodated (Dorasamy and Letoane, 2015: 258).

1.3 DEFINITION OF KEY TERMS

Concept clarifications are presented below by offering the definitions of authors on career development and job satisfaction. It should be noted that these concept clarifications are merely to introduce the concepts as descriptions that are more detailed are highlighted in the literature review.

1.3.1 Career development

Asian (2017:4) describes career development as a process used to enhance or improve the knowledge and skills of an individual. The process normally requires two parties, the individual and the workplace, to provide an opportunity for employees to further their studies and gain more knowledge as workers.

1.3.2 Job satisfaction

Job satisfaction is a feeling of happiness and comfort in the HEI by an employee. It is also a tool or factor that can be used to ensure that the workplace is safe and healthy for individuals within it (Nazir and Islam, 2017:98).

1.4 PROBLEM STATEMENT

Greenberg and Baron (2017:148) have concluded that in the early 21st century, career development and general levels of job satisfaction have continued to drop sharply. Employees often decide to go on strike and protests when they are dissatisfied with their working conditions. This leaves many institutions in trouble as their competitors will view them as a weak contender and those institutions will lose qualified employees. According to Fitchett (2015), politics, technology and globalisation have brought about global competitiveness, which has had a major impact on Higher education institutions. Furthermore, the external environment has a major impact on these institutions. Employees are viewed as assets who help the growth and sustainability of the institutions whilst considering the challenges faced due to the external environment. Higher education institutions are encouraging staff members to perform at their optimal capacity as a strategy to survive through the challenging economic environment in South Africa. This has led to employees becoming dissatisfied with their jobs as the

institutional focus is on improved financial returns while neglecting the needs of the employees.

A report presented by the higher education department, Fitchett (2015) highlighted that higher education institutions are facing a real crisis regarding their ability to attract and retain staff members of a suitable calibre. A study conducted by Costantini, De Paola, Ceschi, Sartori and Di Fabio (2017) in relation to career development has showed some percent highlighting that the majority of workers are not happy with their present vacancies. If this trend is not reversed with urgency, it could harm employee performance and reduce their motivation to complete allocated tasks optimally. To support the above statement, another study established by Hijazi, Kasim and Daud (2017) identified that all staff members working across the HEIs are not satisfied with the jobs they have as they are not motivated by their managers through systems like reward management and career development. Ensuring that employees in all levels of management are treated equally in terms of enhancing their skills internally and externally, rewarding them will reduce the high level of labour turnover that is faced by many companies due to the dissatisfaction of employees (Greenberg and Baron, 2017:148).

1.5 AIM OF THE STUDY

The aim of this study was examining the impact of career development on job satisfaction at the Durban University of Technology. The research sought to provide insight into how the implementation of career development and job satisfaction initiatives can benefit the administration and support staff at DUT.

1.6 OBJECTIVES OF THE STUDY

- To investigate the importance of career development at DUT.
- To establish whether a correlation exists between career development and job satisfaction at DUT;
- To provide recommendations from the analysis and develop progressiveness of staff members at DUT.

1.7 RESEARCH QUESTIONS

- What is the importance of career development at DUT?
- What is the association between job satisfaction and career development for administrative or support staff at DUT?
- What interventions can be developed and implemented to enhance the career development of administrative or support personnel at DUT?

1.8 SIGNIFICANCE OF THE STUDY

Job satisfaction is a key concept in every HEI and is considered a major factor in the field of Human Resources Management. For that reason, Higher education institutions need to strive towards ensuring the job satisfaction of all their employees. Ensuring that employees are happy in terms of providing training, rewarding them, motivating them to study further and applying for internal job posts could reduce the factors causing high labour turnover in many HEIs around the world. The significance of this study is the aim of improving job satisfaction in higher education institutions, in this case the Durban University of Technology. It is paramount for the survival and sustainability of the institution that day-to-day service delivery is good, especially in the functional areas of research, teaching and administration.

1.9 SCOPE OF THE STUDY

This research focused on one South African university, the Durban University of Technology (DUT), located in Kwa-Zulu Natal. The focus was on the administrative or support staff members of the higher education institution. The study did not include other institutions in the higher education sector, as that would have made the study too longitudinal in nature. However, other institutions in the higher education sector were referenced in the literature review to support the research of the study.

1.10 LITERATURE REVIEW OF THE STUDY: A BRIEF OVERVIEW

Job satisfaction and career development play a major role in institutions as they ensure that every HEI has well-equipped and happy staff members. The problem statement addressed two main variables, namely career development and job satisfaction at the

Durban University of Technology. A brief literature review of career development and job satisfaction in HEIs around the world, as well as possible theories, will be conducted to gauge the level of contentment amongst employees globally.

1.10.1 An overview of recent studies on career development and job satisfaction at HEIs in developed countries

Adhikari and Barbhuiva (2016) state that job satisfaction in the context of HEIs has been deemed important in developed countries. Du Plessis and Barkhuizen (2015) add that job satisfaction is receiving attention in various HE contexts, which will be briefly referred to in the discussion that follows. Turkey has been going through financial crises ever since 2018, which has led the country to face challenges like unemployment and it has struggled in providing resources for employee skills development. According to Clark (2015:341), HEIs in Turkey emphasised the importance of employees in achieving the objectives of the institutions. The institution ensures that employee satisfaction is crucial and that employees are given a chance to further their studies. Furthermore, Turkish HEIs focus on obtaining feedback from both academic and administrative staff by means of circulating surveys to gauge the opinion of employees relating to their working environment and career development. Similarly, EUROSTAT (2016) emphasises the importance of the human factor in the management of HEIs in the context of Kenya and supports the opinion of and clarifies the significance of combining job satisfaction and career development in order to retain valuable human capital at HEIs.

In addition, research has been conducted and supported by Anitha (2014) that Kenya is nominated to be one of the countries that has developed tremendously. It has been proven that with investigation and teamwork, change can take place. As mentioned by Kyule, Kangu, Wambua, Mutinda and Kamua (2014), research was conducted that established that the HEIs in Kenya did not touch on ensuring that there is unity and healthy relationships in the workplace. To solve the issue, universities in Kenya conducted a study that played a huge role in the development of the country and its universities. The study aimed at introducing an employee involvement program to drive the positive performance and growth of universities, as well as to have growth for regional and global markets. This is very essential as happy employees perform well in the workplace and generate profit for the workplace, and the economy of the country

increases (Kong, Sun and Yan, 2016).

The program provided ways in which employers can ensure that employees are satisfied in the workplace; the environment is safe to work in; and that employees of all level of management can have a say in the change and progress of the HEIs. Authors Pacheco and Webber (2016) highlighted that one of the key factors of job satisfaction is employee involvement, having employees being part of any decision-making in the institutions is essential as it will keep employees happy and provide positive performance that will provide more profit for the institutions. Another country that has developed is the United Kingdom (UK). The economy of the country gave them a way to provide tools for the growth of workplaces as well. One of the tools is the Russell Group Membership (RGM). According to Boliver (2013) cited by Adhikariparajuli, Hassan and Fletcher (2021), cited by Boliver (2013), the membership helped universities in UK to provide skills development programs that will help the employees to be able to perform well and meet requirements of employers. In addition, it established tools that an employer uses to ensure that their employees are satisfied at all times in their work environment, and it is a safe working space.

1.10.2 An overview of recent studies on career development and job satisfaction at HEI in less developed countries.

It has been established that a number of countries are struggling economically, which has affected employment. Moreover, employers do not have sufficient resources to provide to employees, so there is less job satisfaction and performance. The countries and HEIs will be discussed as follows: South Africa have been one of the countries that has faced many challenges, namely COVID-19, a pandemic that has caused a massive drain in HEIs as the institutions had to lose a number of employees and also struggled to retain its employees. To support the above statement, the South African Council of Higher Education (2021) mentioned that the pandemic caused a huge problem as institutions had to spend money on creating facilities that are COVID safe. The institutions had to reduce staff members, as well as spend money to provide laptops and data for students as there had to be online learning to prevent the spread of the virus. Even if we still have a long way to go. In a recent case, the country is trying to recover from the massive losses created by the pandemic, promoting jobs for the youth (for example teaching assistant programs to reduce the struggle of youth unemployment, especially after being done with their HEIs studies) and also reduce

the restrictions so that business can assist to generate the economy of the country (McGrath, 2015).

A relation to China, the country was going through a rapid development of HEIs, namely the expansion of the universities of the country, which has created competition in colleges and universities. Workers in the HEIs experienced a high workload, pressure and a number of workers went through depression (Pan, Shen, Liu, Yang and Wang, 2015). Motivation amongst employees dropped, which created dissatisfaction with their work. To solve the issue, studies were conducted, and a suggestion was finalised to China's universities that job satisfaction is the key factor to ensuring that employees are happy. Recommendations were provided that the employers had to provide evaluation orientation so that skills development for employees will be established. Grobler and Erasmus (2015) mention that providing factors that will accommodate employees will promote healthy and happy work environments, and one of the tools that can be used in psychological sessions. This will be provided when employees are under pressure with personal issues that will affect their performance in the HEIs, and pressure received from the work environment. In that way, employees will see their worth in the institutions. As for other HEIs, a statement by (McGrath, 2015) mentions that employees from Assam University in India have shown that it is important for top management in the HEIs to pay employees accordingly and provide some allowance and bonus. Thus, the employees can stay satisfied in their designed workplace. The country has been through economic crises that have led to HEIs lacking in providing satisfaction for employees. The institutions could not provide enough training for employees' skills development, and there is poor employee involvement.

1.11 POTENTIAL VALUE OF THE STUDY

The rationale for this study was to establish the job satisfaction factors that could be applied to administrative employees of higher educational institutions in South Africa. The study also aimed to determine the level of career fulfillment among employees in higher education in South Africa, as well as the factors that could be used to create an environment accommodating employees from all levels of management in higher education institutions. It is important that career development and job satisfaction is practised in the workplace, namely HEIs in this case. The study aimed to ensure that in higher education institutions (HEIs) across the continent, practices were well

established, research was conducted, and solutions were implemented to promote employee involvement, provide healthy workplaces, ensure career advancement opportunities, and guarantee that salaries met contractual agreements. The focus was primarily on DUT, where an investigation was conducted to determine whether career development and job satisfaction were effectively practiced for employees at all levels of management, and recommendations were made accordingly.

Higher Education has increased in importance due to globalisation and the need to prepare the workforce for the future. Therefore, study of this nature will have several potential benefits for both the DUT and the Higher Education sector at large. In the context of the DUT, it is important to promote equality between employees in all levels of management. Job satisfaction factors are essential, as they will provide healthy work environment. Furthermore, as DUT is part of the South African UoT sector, this study will provide guidance to managers to address shortfalls in their current Human Resources Management practices and procedures. Similarly, the results will be able to inform all HEI in South Africa about the potential pitfalls associated with career planning and job satisfaction. South Africa leadership position in terms of SADC and BRICS countries. The study anticipates on the three major contributions, namely:

- Firstly, the focus is on the field of career development and job satisfaction, its frameworks and models in the context of the Higher Education. There are referrals from written thesis on the given topics that support the study.
- Secondly, the research proposes existing HEIs frameworks linked to career development and job satisfaction for countries all over the world. Mainly, on DUT and what models, frameworks that they can use to promote career development and job satisfaction for administrative or support staff in all Higher Education institutions in South Africa and other countries.
- Thirdly, recommendation will be practised to all universities including DUT in regard to career development and job satisfaction.

1.12 RESEARCH METHODOLOGY AND DESIGN

Vosloo (2014) state that is a drawing or plan used to conduct how research will be collected, gathered, and analysed. The tools that are normally used in research design are data analyses, theory formulation and conclusion. The aim of the research design was to provide a clear framework for the researcher regarding the research process,

data interpretation, and decision-making. The research design used to support the study was a close-ended structured quantitative questionnaire.

1.12.1 Quantitative method

Quantitative method is a research design used to gather answers to research questions by collecting accountable data through statistical and computational systems (Barnham, 2015). This approach is particularly effective for surveys and questionnaires, producing results in numerical format (Bhat, 2018). Hypothesis testing was used to assess specific research questions and determine the statistical significance of the results, thereby providing a rigorous evaluation of the data.

1.12.2 Secondary data collection

According to Huff (2016), this is a data collected by anyone rather than the main user. The data used for the study was sourced from journal articles, related textbooks, and the internet, articles from the newspapers, publications by the government, thesis and dissertations.

1.12.3 Primary data

Douglas (2015) explains it as a data collected from a first-hand procedure by the researcher him or herself. Primary data includes the following surveys, questionnaires, and interview.

1.12.4 Target population

The target population is several individuals grouped together to be part of a sample for a research conducted (McLeod, 2014) in this case the Durban University of Technology staff members at the Durban campuses. The researcher targeted the administrative and support staff members. The source list is obtained from the administrative staff at DUT. The total population for the study equated to $N = 1180$, which include administrative and support staff at Durban University of Technology.

1.12.5 Sampling techniques

Alvi (2016) describes a sample as a few individuals who are chosen from the target population for empirical investigations. According to Rajkoomar (2015:83), the quality of the inferences made by the researcher are informed by the quality of testing the technique. There are number of sample methods, but this research two will be mentioned: According to Zamir (2015), probability sampling is based on taking chances it can be either flipping coins or picking accident or random numbers. For this study, probability sampling is used as any of the administration and support personnel at DUT campus in Durban. The sample size was $n = 291$. Probability sampling is categorized under quantitative methods of gathering data. According to Avishcek (2017), quantitative techniques are used to provide the decisions that make a summary of the analysis based on the results conducted from quantitative data. One of the benefits of this method is that data can be analysed quickly and easily, and statistical analysis can be used (Gordon, 2014).

1.12.6 Selection of the sample

Alvi (2016) describes a sample as a few individuals who are selected from the target population for empirical investigations. According to Rajkoomar (2015:83), sampling is a very important movement in the research process because it notifies the findings of the research to the researcher and what ways can be established to improve poor findings. There are number of sample methods, but this research two will be mentioned: According to Zamir (2015), probability sampling is based on taking chances it can be either flipping coins or picking accident or random numbers. For this study, probability sampling will be used giving all administrators and support personnel an equal probability of being chosen as part of the sample at the DUT campus in Durban. The sample size is $n = 291$.

1.12.7 Questionnaire design and protocols

The questionnaire (Annexure B) was crafted based on the guidelines provided by Steward (2017:98), which emphasized conciseness, closed-ended questions, and the protection of participants' privacy. The Likert-scale format was employed to structure the questionnaire, allowing participants to indicate their level of agreement or

disagreement with each statement related to the variables (Stredwick, 2015:87).

1.12.8 Pilot test

According to Hilton (2015:3), a pilot study is a tool used to evaluate whether the questions are clear to participants and do not invade their privacy. The individual conducting the research administered a pilot study to 20 homogeneous administrative or support staff members, who were excluded from the main sampling frame.

1.13 RELIABILITY AND VALIDITY

The terms' reliability and validity are used to assess the quality of research. They describe the accuracy with which a method, approach or test measure something.

The methods are defined as follows:

1.13.1 Reliability

The consistency with which a method measures something is referred to as reliability. The measurement is considered reliable if the same results can be regularly achieved using the same procedures under the same conditions (Bryman and Bell, 2015). Unreliability is when the instruments are not stable, the instruments are inconsistent in their performance. Methods for determining reliability estimate how much measurement error is present.

1.13.2 Validity

The accuracy with which a method is referred to as validity, is when research has a high level of validity, it delivers results that correspond to real-world traits, characteristics and variances (Zulu, 2016:112). The below states two types of validity: Face validities establish the way that a test sizes what it was essentially intended to measure when designed. Content validity, also known as logical validity is the extent to which test items are representative of the domain the is designed to measure and is considered a non-numerical type of validity (Moser and Kalton, 2017:5). In addition, the research assistant will be able to fix the concerns raised by the respondents.

1.14 ANALYSIS OF DATA

The foundation of the research is to focus on the variables of employee satisfaction and career development at a selected Higher Education Institution in South Africa, namely, the Durban University of Technology. The study will explore the current concepts, practices and theories applicable to career development and job satisfaction in the Higher Education University of Technology context focusing on administrative and/or support staff. Using Sekaran and Bougie (2016) the researcher computed a statistical table, out of a target number of 180 elements of a trial size of $n = 291$. The simple random sample without replacement will be used to select the requisite sample. The completed questionnaires will be personally collected by the researcher. The data will be apprehended to formulate figures set and after statistically tested using the more robust tools of parametric tests using the Statistical Package for Social Sciences (SPSS) version 24 for Windows as an aid. According to Field (2018) hypotheses are used as a test to determine the difference between dependent and independent variable of the study. The hypotheses in this study are to test the tenability of the exploratory framework of career development and job satisfaction.

1.15 ETHICAL CONSIDERATIONS AND CONFIDENTIALITY

Bryman and Bell (2015), morals also known as ethics as a tool that is important when there is an opportunity of “harm to the participants”, “a lack of informed consent”, “an invasion of privacy” and when dishonesty may remain used throughout the study. To address this concern relating to ethics, a consent form was formulated and distributed. Creswell (2014:3) advised that participation must be made clear that it is voluntary to ensure that prospective study participants do not feel under duress or coerced to participate. The right to privacy was also emphasised on the form through ensuring that the respondents all remain anonymous, and the researcher has pledged his/her commitment to confidentiality. The researcher read the consent form to the respondents before commencement of the survey, thereafter the respondent had an opportunity to request clarity on the content of the form and thereafter give consent before the survey was initiated.

1.16 STRUCTURE OF THE CHAPTERS

- **Chapter 1: Introduction**

The resolution of this interval is to introduce the topic and purpose of the research. It will include a summary of the study, outlining its objectives and ideas, as well as providing an overview of the entire structure of the research paper.

- **Chapter 2: Literature Review**

The literature review outlines career management and job satisfaction by drawing on a range of academic sources. It analysis the literature to identify any limitations and discusses research findings relevant to the research problem.

- **Chapter 3: Research Methodology**

This provided a detailed description of each phase of the research study. The chapter highlighted the methods employed to gather relevant information, including the research methodology, research design, sampling technique, questionnaire design, and data investigation techniques used for the study.

- **Chapter 4: Data Analysis**

This chapter comprised the analysis of the data collected, as well as its interpretation. It reflected the outcome of the study, which was presented in either graphical or tabular form, and then interpreted.

- **Chapter 5: Results and Discussions**

This chapter had a detailed and critical dialogue of the results obtained from the study in relation to relevant literature. Appropriate statistical testing was conducted to analyze and interpret the data collected through the questionnaire. Following this, the data was analyzed to establish patterns and relationships within the study.

- **Chapter 6: Conclusion and Recommendations**

This included a brief of the study and the recommendations to the Human Resources Department at the DUT to assist in the planning and implementation of career development and to improve job satisfaction among administrative or support staff. The chapter incorporated the conclusion in relation to the findings from the study, as well as the limitations of the research. It also highlighted areas identified as necessitating further research.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In the previous chapter, an introduction and background to the study was discussed, as well as the problem statement addressing two main variables: (i) job satisfaction and (ii) career development, at a selected University of Technology. In this chapter, the literature review will provide a definition and a detailed explanation of the impact, influences, theories, determinants and measuring scales of the before mentioned variables. The development has a broad scope, in order to improve and increase knowledge, abilities, attitude and personality qualities, with the aim of taking on different or greater tasks within the business (Kim, 2018). In variables, job satisfaction, career development and human resources development are important activities that institutions must undertake to ensure that their employee's knowledge, abilities and skills are up-to-date. Over the last fifteen years, universities all over the world have transformed dramatically. According to Strand and Britz (2018: 372) this is due to a variety of factors, including the expansion of university systems to include larger and more diverse student populations, the introduction of new and more advanced technology, and the perception that students now only study to prepare for the job market, (versus studying for the student experience, as in the past.) This has had an impact on university curricula, which are now more career-oriented than previously.

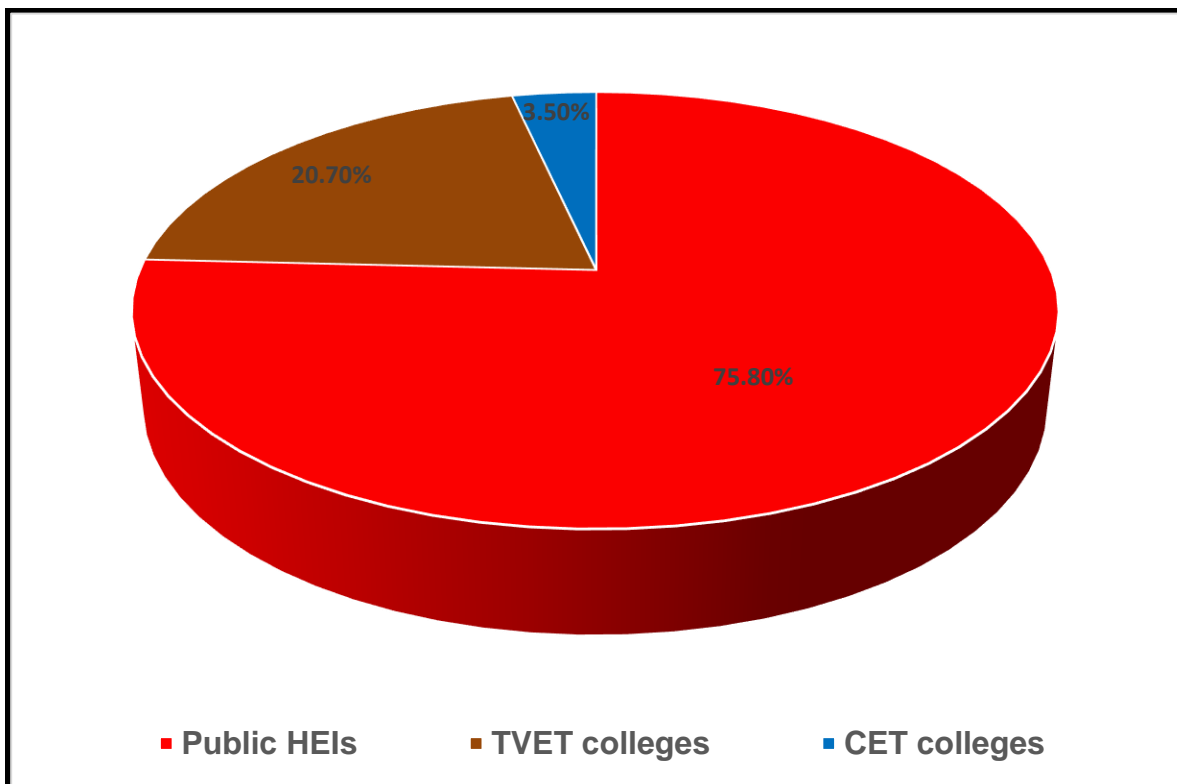
This chapter will investigate and provide a broad review of the relevant literature and will aim to better understand the elements that influence working administrative support employees. It will also discuss the relevant factors that appear to have an impact on this relationship, such as how universities have changed significantly over time, HEI power dynamics, administrative support staff disciplining, collaboration and staff workloads, tensions within HEIs, and how attitudes, career development, and job satisfaction are all important elements that aid in identifying and exploring the factors that influence the working relationship between HEIs.

2.2 OVERVIEW OF HIGHER EDUCATION IN SOUTH AFRICA

The election of a new democratic administration in South Africa in 1994, triggered a restructuring of the public service sector, which included the merger of various government agencies. Strydom (2016: 62) claims that mergers were extended to the higher education sector, following the path taken by several countries (including Australia, the United States of America, Norway, Sweden, Finland, the Netherlands, and the United Kingdom) to restructure HE in the pursuit of greater efficiency, higher quality teaching, and lower public spending (Mohamedbhai, 2017). During the Apartheid era, different races were divided into three categories: whites, coloured or Indians, and blacks, with "non-white" universities being located in the country's most remote areas. Ironically, the resistance movement was born out of these very same colleges, to combat the Apartheid system with liberal movements in the 1970s and 1980s seeking strategies to offset the Bantu education system, according to Tsoaledi (2013: 3).

The new South African higher education landscape distinguished between universities of technology (hence referred to as UoTs) and traditional universities. Due to population expansion, commercialization, and funding, the HE landscape is a complicated notion that faces several problems globally. As a result, countries must constantly re-assess their strategies to keep up with these shifts. Strand and Britz (2018: 372) discussed the dramatic changes in the political landscape, stating that significant changes in South African HE was unavoidable. Given this occurrence, HEIs are driven to go above and beyond student happiness by emphasizing service quality as the most important factor. Significantly, Martirosyan (2015: 188) suggested that public institutions must focus assessing their services to pupils. The HE sector's quality is worth investigating because it has a substantial impact on the country's economic growth. HE faces great obstacles due to political, global and competitive considerations, while still being acknowledged and considered by all (Strand and Britz, 2018: 372).

Figure 2. 1: Funding for public post school education in South Africa



Source: 2020 HEMIS database.

According to Chaudhry (2015: 5), higher education worldwide keeps changing in many various including decreases in funding and universities being unable to accommodate rising numbers of students. With these changes, difficulties and challenges arise. Some of these challenges include limited space, lack of finance, and large student numbers. With funding campaigns, the amount of funding has increased, with more than three quarters of total funding being allocated to public HEIs: R43.1 billion or 75.8% of total funding and R11.8 billion or 20.7% of total funding allocated respectively between the years 2020-2021. The scarce Skills Development Fund is one the major funders of Higher Education Institutions, having partnered with departments on all levels of study, from Honour's to B-TECH to post-doctoral investment. According to research conducted by the South African Academy of Science, NRF doctoral candidates took less time to earn their degrees than the national average age. The Thuthuka program was also another way to support finance research and provide a PHD track for university staff pursuing doctoral studies.

2.2.1 National Student Financial Aid Scheme (NSFAS)

For the 2020 academic year, NSFAS allotted R37.1 billion, R9.3 billion (33.5 percent) more than what was allocated in 2019(R27.8 billion). In 2020, there were 765 740 students who received NSFAS assistance, a 3.5 percent increase (25703 more students) over the number of recipients in 2019(740 037). When compared to TVET colleges, public HEIs had a higher percentage of students that benefited from NSFAS 65.9%.

2.2.2 The Funza Lushaka Bursary Scheme

In 2020, Funza Lushaka bursaries, bursaries intended to aid students majoring in education, were awarded to a total of 12 964 students, compared to 2019, this was an increase of 23.8 percent.

2.2.3 The Skills Development Levy Fund

About R12.4 billion was distributed through the skills levy system during the 2020–21 fiscal year, with a larger amount going to the SETAs (R9.9 billion) and R2.5 billion going to the National Skills Fund (NSF). Due to the four-month payment break for skills development levies (from May to August 2020), which was announced in April 2020, the amount collected in the fiscal year 2020–21 was relatively low. The respite was designed to help employers manage the unfavourable effects of the lockdown brought on by the COVID-19 outbreak. The table below represents all the UoTs in South Africa:

Table 2. 1: South African Institutions

Institution	Nickname	Founded	University status	Location (s)
Cape Peninsula University of Technology	CPUT	2005	2005	Bellville, Cape Town
Central University Technology	CUT	1981		Bloemfontein, Welkom
Durban University of Technology	DUT	2002	2002	Durban, Pietermaritzburg
Mangosuthu University of Technology	MUT	1979	2007	Umlazi, KwaZulu-Natal
University of Mpumalanga	UMP	2013		Mbombela, Mpumalanga
Sol Plaatje University	SPU	2013	2013	Kimberly, Northern Cape
Tshwane University of Technology	TUT	2003	2003	Pretoria, Mbombela, Polokwane

Source: Mayer, Louw and Baxter (2015)

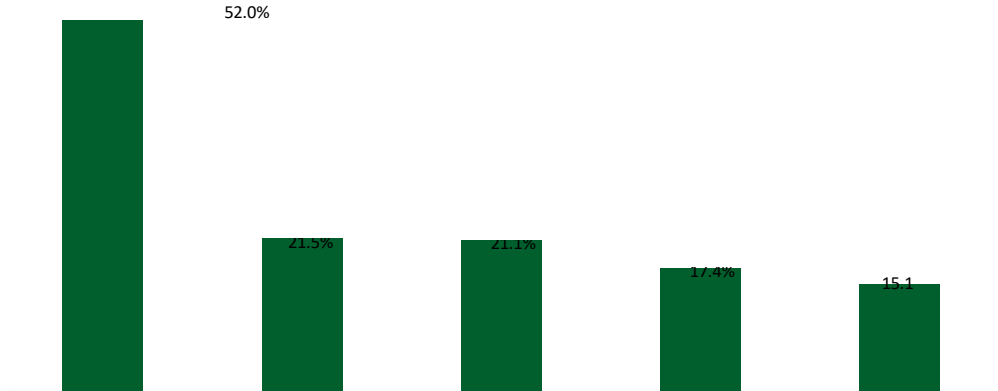
Table 2. 2: Overview of student enrolment in Higher Education Institutions

	HEIs			Colleges				Total PSET
	Public	Private	Total	TVET	CET	Private	Total	
Number of institutions	26	124	150	50	9	133	192	342
Number of students enrolled	1 068 046	232 915	1 300 961	589 083	143 031	85 787	817 901	2 118 862

Sources: 2020 HEMIS database, data extracted in November 2021

The number of PSET institutions in South Africa was 343 in 2020, of which 85 were public institutions (26 public HEIs, 50 TVET colleges and 9 CET colleges) and 258 were private institutions. These institutions enrolled more than 2.0 million students, with the highest proportion enrolled in the higher education sector (over 1.31 million). Over 1.6 million (84.3%) enrolments were in the public sector while private sector enrolment accounted for 15.7%.

Figure 2. 2: Rates of student graduates in public HEIs



Source: 2019 HEMIS database, data extracted in November 2021.

The highest graduation rate was for postgraduate below master's level (52.0%), and the lowest was for doctoral degrees (15.1%). Higher than normal graduation rates, for postgraduate below master's level, were recorded by the University of Mpumalanga (81.0%), Mangosuthu University of Technology (75.4%) and Sefako Makgatho Health Science University (74.9%). Due to the method of calculation, these higher graduation rates will be as a result of the low number of enrolments in the postgraduate below master's level, for these institutions, who have only recently received accreditation for qualifications in this category.

Table 2. 3: Staffing in Higher Education Institutions (HEIs)

Population Group	Instruction and research			Administrative			Services			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
African	3 688	5 089	8 777	10 147	8 731	18 878	5 458	4 973	10 431	19 293	18 793	38 086
Coloured	815	683	1 498	3 330	1 889	5 219	554	475	1 029	4 699	3 047	7 746
Indian/Asian	912	725	1 637	1 085	697	1 782	12	47	59	2 009	1 469	3 478
White	4 319	3 676	7 995	4 622	2 060	6 682	29	47	76	8 970	5 783	14 753
Unknown	95	307	402	34	49	83	3	0	3	132	356	488
Total	9 829	10 480	20 309	19 218	13 426	32 644	6 056	5 542	11 598	35 103	29 448	64 551

Source: 2019 HEMIS database.

The total number of permanent staff members in public HEIs was 64 551 in 2020, and over half of them were employed as administrative staff (50.6% or 32 644), followed by instruction and research staff (31.5% or 20 309) and services staff (18.0% or 11 598). More than half of permanent staff were employed at the following universities: UNISA (9.2% or 5 938), the University of Witwatersrand (7.6% or 4 903), the University of Cape Town (7.5% or 4 865), the University of Pretoria (7.1% or 4 598), the University of Johannesburg (6.9% or 4 462), the University of KwaZulu-Natal (6.7% or 4 338) and Northwest University (6.3% or 4 086). The number of permanent female staff was 35 103 (54.4% of the overall staff complement), with 5 655 more female staff employed than males, (29 448 or 45.6% of the overall staff complement).

There was an overall higher number of female staff employed in the administrative and services category, as compared to males, with greater difference in numbers existing in the in the administrative category, (5 792 more females employed versus male counterparts). On the other hand, 651 more males were employed as instruction and research staff, compared to female employees. In terms of the population group, the majority of permanent staff were Africans (59.0% or 38 086), followed by White staff (22.9% or 14 753), coloured (12.0% or 7 746) and Indian/Asian (5.4% or 3 478). The majority of African, coloured and Indian/Asian staff were employed as administrative staff, while more than half of White staff were employed as instruction and research staff (7 995 out of 14 753).

Table 2. 4: Staffing in Higher Education Institutions (HEIs)

PERSONNEL CATEGORY	FEMALE	MALE	TOTAL
Management staff	247	284	531
Lecturer Staff	808	1 113	1 921
Support Staff	784	345	1 129
Total	1 839	1 742	3 581

Source: 2019 HEMIS database.

In 2020, a total of 3 581 staff members, and the bulk of them were lecturers (53.6% or 1 921), followed by support staff (31.5% or 1 129), with management being the lowest (14.8% or 531). In terms of gender, 51.4% of employee positions were filled by female employees (1 839), as opposed to 48.6% positions being filled (1 742) by males. A large gender gap was observed for support staff, with 439 more females employed in this category than males.

Table 2. 5: Employment rate after Postgraduate

	Registered				Certificated			
	Learnerships	Internships	Skills Development	Total	Learnerships	Internship s	Skills Development	Total
Workers	15 199	n.a.	39 945	55 144	12 224	n.a.	52 723	64 947
Unemployed persons	31 347	6 022	26 028	63 397	25 460	7 405	28 913	61 778
Total	46 546	6 022	65 973	118 541	37 684	7 405	81 636	126 725

Source: SETMIS 2020/21.

A number of 118 541 workers and unemployed people signed up for SETA-sponsored learning programs during the 2020–21 fiscal year. Of those, more than half (55.7 percent, or 65 973) registered for skills programs, followed by more than one third (39.3 percent, or 46 546) registered for learnerships, while fewer students signed up for internships (5.1 percent or 6 022). The unemployed also benefited greatly from these learnerships, with 63 397 more registrations from unemployed (versus employed) people. Unemployed registrations made up more than two thirds of learnership registrations, whilst workers made up the majority of registrations for skill development programs. For learnerships, a significant difference was noted with 16 148 more unemployed people registering than employed people.

During the 2020–21 fiscal year, there were 126 725 certifications issued. Of these, nearly two-thirds (64.4 percent, or 81 636) were for skills development programs, followed by learnerships (29.7 percent, or 37 684), and a lesser percentage was for internships (5.8 percent or 7 405). Similar to registrations, slightly more certifications (64 947) went to employees than to jobless people (61 778). Nearly two-thirds (64.6 percent or 52 723) of certifications for skill programs were given to employees, whereas certifications for learnerships were more common among unemployed people (67.6 percent or 25 460).

2.3 CONCEPTUAL CLARIFICATION OF THE CAREER DEVELOPMENT CONCEPT

Career development is understood as a designed method used to support employees

fulfil their job requirements and prepare themselves for other roles within the organisation, in line with organisational needs and requirements (Akkermans, Brenninkmeijer, Schaufeli and Blonk, 2015). George (2015) emphasized that Career development has been highlighted as one of the practices that helps retain staff by ensuring that employee's needs and desires are met and realising that the success of the organisation is dependent on the staff. Another study by Presbitero, Roxas and Chadee (2016) indicates that lack of career development opportunities within an organisation leads to high employee turnover, due to staff not being able to see their worth in the workplace, and subsequently feeling that it is if they leave the workplace.

2.3.1 Conceptual clarification of career development from organisational perspective

Organisations play a crucial part in job advancement. An organisation that prioritizes career development planning is more likely to harvest high production from a properly trained, skilled, and talented personnel, the HR manager who understands this may be able to take his company to new heights and gain a competitive advantage (Dixon, 2017). Organisation-centred career planning focuses on a well-planned career development program that includes talent management, performance review, development activities, transfer and promotion opportunities, and succession planning. Career paths, or "maps," are a major strategy used by firms to aid HR managers in developing employee careers. A career path depicts an employee's progression through opportunities over time. Although most people think of professional pathways as leading upward, good chances can also be found in horizontal directions (Risha, 2019). Normally, this is prepared and distributed to individual employees.

The planning and administration aspects of this collaborative endeavour are made explicit. Akkermans, Richardson and Kraimer (2020) state that career planning occurs when an individual employee examines himself and intentionally searches for possibilities, restrictions, choices, and repercussions, as well as trains himself through training and education to equip himself with the necessary attitudes, skills, and knowledge. Providing career development interventions and establishing associated policies that can promote ongoing career development and progression of all sorts of employees are two major elements that organisations should assist employee career development during the crisis (McDonald and Hitem, 2016). The ongoing growth of

staff for upcoming positions ensures an organisation of a supply of committed and qualified employees who can replace the higher-level employees in the future. In addition, career development enables organisations to advance and place personnel in positions well-matched with their separate job benefits, needs, and aims (Wilson, 2015:1).

2.3.2 Conceptual clarification of career development from the employee perspective

Individual development is the first step in advancing one's profession. Career advancement is likely to suffer unless each person accepts responsibility for their own development. Individual employees bear primary responsibility for career planning and development. After you have made the personal commitment, you can take a number of steps to advance your profession (Dixon, 2017). Employees are the most essential agents, as they are the ones who are ultimately responsible for their own professional development. Satisfied employees have positive attitudes toward their employers if their career expectations are met. They engage in proactive behaviour to perform better at work and to contribute to positive organisational outcomes (Fleisher, Khapova and Jansen, 2014). The individuals are not limited to the role they are currently playing within the HEIs. Career development allows them to pursue new positions within the HEIs and maybe perhaps get an opportunity for relocation. For this reason, career development remains paramount for the success of the HEI (Serbes and Albay, 2017).

2.4 DEFINITION OF CAREER DEVELOPMENT

Career development is defined in South Africa as an enduring procedure, beginning as early as childhood development and spanning through to retirement (Kjeldsberg, 2015:7). The term "career development" was coined during the process to develop the Framework for Cooperation in the Provision of Career Development (Information, Advice and Guidance) Services in South Africa DHET (2014) and is now being used consistently in literature and by stakeholders who were engaged in the development of this research agenda. Career development is an essential aspect of the teaching and guidance system, and it is guided and supported by multiple services and programmes including the running of career material, career guidance, career, career psychotherapy and career preparation (DHET, 2014). Previous studies have shown that career development increases employee's commitment to their HEIs and reduces

their intention to leave because they feel accommodated and well-treated in the HEIs (Jansen, 2015). Career development reflects a process rather than the status of an employee, meaning an employee never stops learning and deserves an opportunity to advance his or her studies. Through the process of career development, both the employee and the employer gradually find out what the potential of the employee is (George, 2015).

2.4.1 International history in terms of career development

Many problems of research on the Belt and Road Initiative's higher education have been discovered, owing to the current situation and changes in education for international employees (Zhu and Hu, 2018). These include a lack of research depth and breadth, lack of research connectivity and an insufficient combination of macro and micro researchers. According to Norton (2016) Higher education in Australia has adapted to changing political circumstances throughout the previous few decades. The emphasis on economic outcomes, which has become inextricably linked with the concept of 'value for money,' has become a dominant theme in public debate over higher education. As a result, concerted efforts have been made to ensure that universities produce demonstrable economic consequences, such as employable graduates. The importance of higher education in adequately preparing graduates for the professional world has been emphasized by governments and policymakers (Jackson and Bridgstock, 2018).

Universities have been subjected to a number of policy measures aimed at ensuring that they implement a variety of employability-focused measures, practices, and activities that will improve graduates' future employability (Bennett, 2019). Many institutions are now openly evaluated in the form of national and international league tables that show how well they are able to provide their graduates with a solid job market return (Tomlinson and Tran, 2020). Work Integrated learning (WIL) is one of the most well-known programs aimed at improving graduate employability at Australian universities. It aims to help graduates by improving their career management skills preparing them for future employment (Jackson and Collings, 2018), and exposing them to the intersection of academic disciplines and professional practices (Jorre de St Jorre and Oliver, 2018). As for Japan, because of the nature of Japanese labour markets, career help was provided to enable students a smooth transition to

employment following graduation (Jackson and Wilton, 2016). After World War II, many Japanese corporations practiced life-long employment and did not discharge employees. As a result, work prospects were scarce, and it was difficult to shift employers; this posed a problem for graduates who wanted to obtain full-time jobs before graduation (Zhu and Hu, 2018).

2.4.2 Nationally history in terms of career development

A report conducted by Department of Higher Education and Training DHET (2014:5) states that career advancement is unspoken of as an ultimate procedure involving the delivery of evidence on careers, career guidance and psychotherapy. Despite numerous attempts by the post-apartheid administration to address inequality through the National Skills Development Strategy other corrective policies, inequality persists (Albien and Naidoo, 2016). In the last 20 years, there has been a substantial shift in career development interventions and research (Coetzee, Ferreira, and Potgieter, 2015). Because of the ever-changing nature of the workplace, it is widely accepted in career development literature that the traditional career no longer exists in the twenty-first century (Sehunoe, Viviers and Mayer, 2015).

The interaction between internal and external variables, as well as the individual's ability to navigate between their personal interests, attributes, personality type, psychological resources, and contextual factors that create the platform for the individual to express themselves, are integral to the definition of career development (Buyukgoze-Kavas, 2016). From 2006 to 2016, according to Papanthymou and Darra (2017:138), numerous countries, including South Africa, contributed to quality management. Patel and Robinson (2023: 27), agreed, stating that in order to attain global economic integration, African countries must prioritize service quality in education. This would allow HEIs to build methods to ensure service quality, giving them a competitive advantage over their competitors both locally and internationally. Quality is an essential perspective for transformation in post-apartheid South Africa, according to the University of the Free State in South Africa (Martins 2018: 62).

2.5 IMPORTANCE OF CAREER DEVELOPMENT

It is important that every employee understands their career path within a HEIs, which

will ultimately motivate them to stay in the workplace in order to achieve their personal career goals (Deems, 2014). An article conducted by Maree (2017) stated that endorsing career growth in the early years of a person's life completes the self, and career creation psychotherapy is important for an individual's success. The process of organizational career progression benefits both employees and businesses. Several unintended and undesirable changes, as well as repercussions, may occur, completely changing the situation. Both employees and employers must be ready to adapt to changing conditions and respond accordingly in such a situation. To meet current demands, people must constantly enhance their skills and competences, and firms must be equipped with personnel who can effectively handle pressure and limit the chance of falling prey to the changing environment (Jansen, 2015).

According to Bennett (2019) career development plays a huge role in enhancing skills for employees as satisfied employees stay longer in the HEIs. It plays a vital role in elevating the human capital element of an establishment. Career development is critical because it allows employees to set more realistic career development goals by providing current information about the firm and future trends. Learning possibilities are enhanced by a focus on skill development (Tomlinson and Tran, 2020). In human resources management, the basic purpose of career development is to build and sustain an effective workforce. Career development assists institutions in matching the needs, abilities, and ambitions of employees with the existing and future needs of HEIs. This is to ensure that the higher education institutions sector places the right personnel in the right location at the right time, allowing the employee to find personal fulfilment in their work (Ashour, 2017). Employees demand more job satisfaction and career alternatives, and the new generation of younger employees wants more influence over their careers. Employees have a higher quality of life at work when they can grow. According to Patel and Robinson (2023: 27), rapid developments in technology and changes in customer needs lead skills to become obsolete, therefore encourage people to learn new skills to avoid obsolescence. Employees will experience less frustration and higher levels of job satisfaction, because of their ability to rise in HEIs, thereby minimizing staff turnover.

2.5.1 IMPORTANCE OF CAREER DEVELOPMENT FOR ADMINISTRATIVE EMPLOYEES

Individuals are looking for a sense of direction in their careers and a knowledge of what a successful profession means to them in today's unpredictable world (Bennett, 2019). Career development leads to personal improvement for staff allowing them to achieve their career goals. This is a crucial aspect of employee motivation. Career development programs must assist individuals in developing a long-term, future-proof, and adaptive approach to career development. Career development is the ability of an employee and the HEIs jointly to develop the skills of the employee and ensure that they are competent in the work they currently do and any future roles they may take on (Wilson, 2015:2). One of the goals of career development is to find a common ground for people's professional development in the workplace. The activities to be carried out for career development are not designed to compete with the needs of higher education institutions rather, they should complement and enhance each other. In this regard, higher education institution's human resources departments or career planning offices must devise the necessary strategies and programs while taking personal needs and HEIs into account.

In this regard, career development plays a role in promoting equity, where all employees from all levels of management can have equal opportunities to improve themselves and advance their careers. This will also promote teamwork by all employees and ultimately boost the performance of the HEIs (Wilson, 2015:5). Individuals can improve their performance and develop their capabilities through career development. If an administrative professional participates in a career development program or pro cadre, their skills will increase. These programs are designed to improve numerous aspects of a worker's life, allowing them to perform better at work (Kjeldsberg, 2015:8). The more money HEIs make from skilled personnel, the more money they have to offer back to them in terms of remuneration, rewards, and special advantages. Any employee's job satisfaction is determined by how they feel about their task and the monetary advantages they receive. When an individual exhibits passion and interest in their work for their learning and personal improvement while contributing to the company, the allocated duty appears to be enjoyable (Strydom, 2016: 62).

2.6 FACTORS THAT INFLUENCE CAREER DEVELOPMENT

One of the key elements influencing how support employees develop professionally is the organisational component. There are numerous persons in an organisation. To succeed, each person competes in how well they complete their tasks. Without causing any harm, the organisation will support and advance their workers. The atmosphere and culture of the organisation are also significant factors. Having the information through education and training is highlighted as one of the essential components of professional growth, because the more the employee wants to advance their studies, the more they will realize how vital it is to maintain their education in HEIs. When the company upgrades, this makes professional growth simpler (Hidayat, and Latief, 2018). The employees most likely to be hired are those who possess the necessary skills. Hence, it is critical for businesses to support their employees' further education.

According to Berberoglu (2018), in this manner, the worker will experience career fulfilment, and the HEIs will be proud to employ a qualified individual (Jansen) (2015). Social cognitive theory is one theory that can be applied to organisational factors. It is based on Bandura's self-efficacy theory (1977, 1997), which proposed that people and their environment have a mutually influencing connection. The social cognitive career theory affects how people interact with their surroundings. The self-efficacy expectations that are influenced by four main information sources or learning experiences—personal performance accomplishments, vicarious learning, social persuasion, and physiological and affective states—can be explained by the social cognitive career theory. Regarding the individual factor, it is believed that individual traits are crucial to women's job success because they motivate them to take greater risks and believe in their abilities without sacrificing their personalities. An employee should be aware of their personality qualities early in their career path, as this will help them plan ahead and advance their career accordingly. Francis (2015) asserts that an employee's attitude toward personal growth and willingness to advance their career, serves as the foundation for career development success. It is crucial for the HEIs to comprehend the personality of the employee and other key details for the appropriate training to be arranged in accordance with the needs of both the employee and the HEIs (Kakui and Gachunga, 2016).

If this is not done, it is possible that a shy employee will advance slower within the HEIs

if their personality is not understood (Kanagarj, Archana and Malathi, 2014). Another element that influences career development is: Political Factors. HEIs with unclear policies can hinder career development mostly when there are forms of nepotism, ethnicity, corruption, and many other aspects within the Higher Education Institutions. Kakui and Gachunga (2016) argue that managers create some circumstances which block some employees from prospering in their career. On the other hand, some HEIs for example may have to be conceptualized in the larger context of national politics. The last influence is the social factor. As previously mentioned, one's career development starts from his or her childhood. Branching out in a new field for a more flexible job in which to raise children may also hinder one's aspirations in an HIEs which had provided stable employment. This interruption of one's career pathway is highlighted by Kakui and Gachunga (2016).

2.7 INTERNATIONAL AND NATIONAL TRENDS ON CAREER DEVELOPMENT

2.7.1 Career development studies in South African Higher education

The literature review of occupation growth research in the country confirmed the difficulty of access to this research. Very few research reports were identified through a search of peer reviewed journal articles and theses, sourced through the SABINET electronic database of South African e-publications, as well as other research reports sourced through the internet (Ingusci, 2018). The research reviewed was conducted by researchers in universities, government departments, research consultancies, SETAs, the HSRC, and Statistics South Africa (StatsSA), 2014. A search on "career development" on EBSCOHOST Academic Search Complete generated 28 310 results of academic research on the area. Furthermore, there are numerous country-based research sites for funded research on career development. The international review revealed that social cognitive career theory plays an important role. It is viewed as useful in research studies as it forecasts employee's career interests, choices, persistence, success and other contextual variables in career development.

Challenges being faced by support staff in organisations and higher education institutions are that there are limited career opportunities within the institution, such that there is a need for an indigenous body of knowledge that can inform a career development system that is directly relevant to the South African context. However, globally, such theory is viewed as important, and therefore is also dominant in terms

of what students in South Africa tend to access (Siagian, 2020). The following key findings from the international review have implications for South African career development practice and research.

The individual is at the centre of career development, with support from school, parents, peers, and the community. Government is at the centre of career development policy formulation and plays an oversight role in the provision of services and programmes, which are usually dispersed and provided by several agencies and entities (Mcmahan and Patton, 2022). Multi-stakeholder collaboration is necessary to ensure development of a common understanding and a more coherent strategy for career development within a country (Brimrose and Brown, 2020): Collaboration in a platform, such as a forum, will enable sharing of information and ideas, resources, and coordination of efforts to avoid unnecessary duplication and wastage. Collaboration at micro level, between schools and universities, can be a useful way to expose students to their career trajectories while they are still in school, to motivate them by showing them the relevance of schooling and its impact on their lives. A career development framework or strategy enables a common understanding of career development that can be used to guide planning and design of interventions (Yates, 2019).

2.8 SIGNIFICANCE OF CAREER DEVELOPMENT IN HIGHER EDUCATION INSTITUTIONS

Career development is about providing opportunities for employees in the workplace to grow as individuals and as workers in the organisation (Brimrose and Brown, 2020). Career development provides the framework with skills, goals, awareness, assessment, and performance which helps an individual to move in the right direction and achieve the goals one has in one's career. Below are some of significant of conducting a career development in the HEIs:

2.8.1 Labour turnover

According to Presbitero, Roxas and Chadee (2016) career development helps every organisation including higher education institutions by reducing labour turnover. When the workplace ensures that employee's needs are met. Having a good practise of career development does not only help the institution, but also the employees within it.

It helps boost the employee morale and motivation. When employees notice that their presence is highlighted, this enhances employee satisfaction this boosts self-esteem.

2.8.2 Skills development

Career development ensures better utilization of employee's skills and provides increased work satisfaction to employees. Courtney and Younkyoung (2017) states that it gives an opportunity to employees to not only further their studies but also enhance their skills as during career development, training also takes place.

2.8.3 Challenges faced in higher education in relation to career development

According to Lewis (2014) many workplaces have concluded that employees must take part in planning their own personnel development for career development to be implemented. The challenges of the contemporary higher education environment competitive funding models, performance agendas, globalisation and internationalisation, and technological developments, to name but a few, have seen the rapid evolution of many of the norms, practices, and activities of universities and colleges worldwide (Lo and Yat, 2017).

The changes brought about by these technological, socio-political, and market forces on the careers and workplace experiences of academic staff are well documented. What has not been examined extensively is their impact on the opportunities and experiences of professional and support staff. Other shared challenges, such as workload complexity and the increasing priority of performance-driven activity (Lewis, 2014; Ricketts and Pringle, 2014), have changed, and are constantly changing the nature of existing roles in higher education, as well as leading to the creation of new professional roles. Multiple authors mention challenges faced in higher education in terms of career development of employees:

2.8.3.1 Slow advancement

Maree (2017) states that many institutions still struggle with ensuring that employees from all levels of management feel welcomed or are encouraged to study further so that they can get a chance to be promoted within the organisation. Most job posts within the institution are for academic staff and training is provided for any new staff.

Administrative roles have very low qualifying requirements such as a Grade 12 qualification requirement. EBSCOHOST Academic Search Complete highlighted that academic and other types of employees in the institutions are not satisfied with the service provided by the workplace (Maree, 2017). Academic staff are offered training in order to perform their task whereas administrative staff are deprived of any training interventions. Furthermore, Administrative staff are not recognised for their work through initiatives such as salary increases, bonuses or training (Lo and Yat, 2017).

2.9 CAREER DEVELOPMENT THEORIES / MODELS

2.9.1 Donald's super developmental self-concept

Super's (1990) Career Development theory, which focuses on self-concepts related to leadership identity and gender stereotypes, is relevant and useful in explaining career choice and career development. According to Super (1990) cited by Lent and Brown, (2020) Career development is a lifelong process of making career decisions that reflect self-image. Self-concept in this sense means to what extent people perceive themselves with respect to a particular career choice, in this case, how they perceive themselves overall. Super points out that self-concepts change over time and evolve through different experiences that influence professional maturity.

He further hypothesized that during career development, people exercise and develop their self- concept through the process of making professional decisions that allow them to express themselves. According to Haskins and Singh (2015), these choices influence certain 'image norms' and beliefs about which careers are suitable, given a particular self-image. This theory deals with how workers view themselves, how they are viewed by others and what they can do to better themselves. This also indicates what role they should play within the organisation. This theory can be used in Higher Education Institutions especially with administration employees, because from the data collection I established that the employees do not see their value in the institution. This will help them be heard by top management and treated equal to academic employees.

Table 2. 6: Stages of Super Development theory

Stage 1: Growth	Age 0-14	Characteristics: Development of self-concept, attitudes, needs and general world of work
Stage 2: Exploration	Age 15-24	Characteristics: "Trying out" through classes, work experience, hobbies. Tentative choice and skill development
Stage 3: Establishment	Age 25-44	Characteristics: Entry-level skill building and stabilisation through work experience
Stage 4: Maintenance	Age 45-64	Characteristics: Continual adjustment process to improve position
Stage 5: Decline	Age 65+	Characteristics: Reduced output, prepare for retirement

Source: Lent and Brown (2020).

Lent and Brown (2020) identified his five stages of career development: growth, exploration, establishment, maintenance, and decline. Within this framework, career development unfolds over time through a series of professional positions and social roles carried over a lifetime. This model recognizes that career interests should be considered alongside other life interests and recognizes that women's career patterns differ from men's. Although it has been criticized for its lack of sophistication and nuance on gender issues (Bimrose et al., 2014), it is considered one of the first career models to focus attention on women. Thus, we find that the concept of Super's self-concept is used to view career development as an HEIs framework that helps describe the practical experience of employee's career transition and development. Lend and Brown (2020) the first stage is growth, during which a person develops self-concepts, attitudes, and needs that are relevant to the wider world of work.

This is followed by exploration where people explore their potential through classes, jobs and hobbies and develop interim choices and skills to succeed. Branch is her third level and forms the entry her level for developing and stabilizing skills through professional experience. During this phase, teachers seek to hone their career-advancing skills in preparation for the fourth phase, maintenance. This includes maintaining your self-concept or confidence regarding your current professional status. Finally, a decline period means a decline in performance in preparation for retirement. Super acknowledged that these stages may or may not occur linearly and do not

necessarily correspond to chronological age as individuals go through stages as they undergo career transitions.

2.9.1.1 Developmental tasks at the different stages

Super argues that occupational preferences and competencies, along with an individual's life situations all change with time and experience. Super developed the concept of vocational maturity, which may or may not correspond to chronological age: people cycle through each of these stages when they go through career transitions.

Table 2. 7: Cycle of life

Decline			
In adolescence: Giving less time to hobbies	In early adulthood: Reducing sports participation	In middle adulthood: Focusing on essentials	In late adulthood: Reducing working hours
Maintenance			
In adolescence: Verifying current occupational choice	In early adulthood: Making occupational position secure	In middle adulthood: Holding one's own against competition	In late adulthood: Keeping what one enjoys
Establishment			
In adolescence: Getting started in a chosen field	In early adulthood: Settling down in a suitable position	In middle adulthood: Developing new skills	In late adulthood: Doing things one has wanted to do
Exploration			
In adolescence: Learning more about opportunities	In early adulthood: Finding desired opportunity	In middle adulthood: Identifying new tasks to work on	In late adulthood: Finding a good retirement place
Growth			
In adolescence: Developing a realistic self-concept	In early adulthood: Learning to relate to others	In middle adulthood: Accepting one's own limitations	In late adulthood: Developing and valuing non-occupational roles

2.10 Krumboltz's Social Learning Theory

Krumboltz's Social Learning Theory, developed by John Crumbol, is based on social learning as a fundamental element. Krumboltz believed that social, cultural, political, and economic factors influence an individual's career choice (Sharf, 2013). His theoretical concepts work within the framework of cognitive behavioral therapy (CBT). Scharf describes several ways to change misconceptions about career issues. One of them is to articulate a precise, identifiable goal. We will research with you and make decisions based on you. Combined with client selection, the skills that need to be mastered are assessed.

Another aspect of Krumboltz's theory of social learning is that of planned chance. This means that employees act on their curiosity and create random events. By learning to accept these opportunities, new possibilities are free to blossom. Task-approach skills, cognitive and behavioural skills, and planned randomness. One of her main goals is to identify Katie's task approach her skills. You can articulate their goals and values, review them, reframe them, and consider alternatives. Second, all false beliefs must be dealt with and replaced with positive thoughts. Negative thought processes are replaced by practicing or rehearsing positive statements. Counselling should pay attention to contradictions in thoughts and actions. Conflicts can negatively impact the pursuit of career goals. In addition to recognizing and incorporating chance events and planned coincidences, Katie needs to remain open to new occurrences, the willingness to take risks is encouraged. Doing things outside your comfort zone is the key to growth. Finally, positive reinforcement increases the occurrence of positive outcomes. Genetics, experience, and environmental conditions also affect results and should be examined.

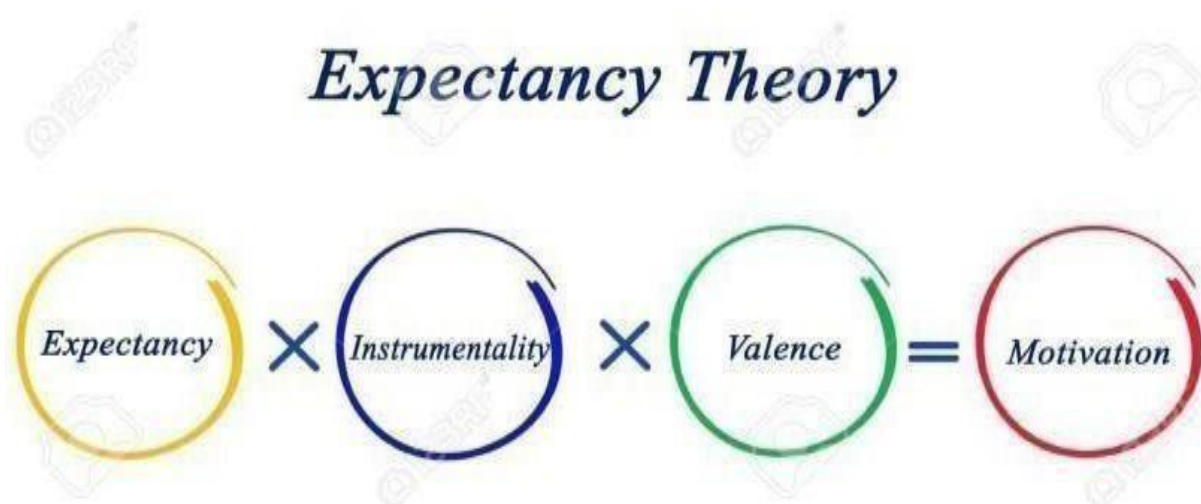
This theory differs from other theories in that it does not imply that beliefs, interests, and values are consistent over the years. Instead, we follow the belief that we evolve and grow throughout our lives. The first stage of super is growth, which occurs between the ages of 4 and 7. At this stage, it's all about curiosity, fantasies, interests and skills. "Self-concepts are typically developed at this stage and are based on actual perceived mental and physical abilities. Family and peer relationships and roles influence beliefs and attitudes about self-concept" (Sharf, 2013). This phase includes materialization, identification, and implementation. The exploratory period occurs in the early teens to

mid-twenties. At this stage, you begin to have a clearer understanding of different professions and begin to imagine yourself in a particular profession. In the third stage, formation, a person is integrated and begins to advance in their career. At this stage, a person selects and enters a specific job. Self-exploration will determine if it's a good fit for them. The maintenance phase usually occurs in the mid-40s to mid-60s and involves innovation and slowdown.

2.11 The expectancy theory of motivation

The Expectancy Theory of Motivation was developed by Victor H. Vroom in 1964 and extended by Porter and Lawler in 1968. The theory assumes that one's actions are based on making conscious choices from a range of possible alternative actions.

Figure 2. 3: Three major factors that determine a person's motivation in expectancy theory



Source: Osabiva (2015)

Expectancy theory focuses primarily on the motivational process and seeks to address the way people choose to act in a particular way. The essence of Expectancy Theory is to try to identify the main motivations for behaviour and why individuals choose a particular behaviour to achieve their goals (Harpaz, 1983, cited by Karak and Sen, 2019). His proposed theory is known as the VIE theory (Osabiva, 2015). Vroom (1964) developed this theory of motivation as an extension and elaboration of the main principles of Maslow (1954) cited by Navy 2020, Herzberg (1959) and (Harpaz, 1983). According to Vroom (1964), individuals act to achieve their goals only if they believe they can achieve them. Second, when individuals choose to act, they will support their

actions based on the potential and likely consequences of those actions (Harpaz, 1983).

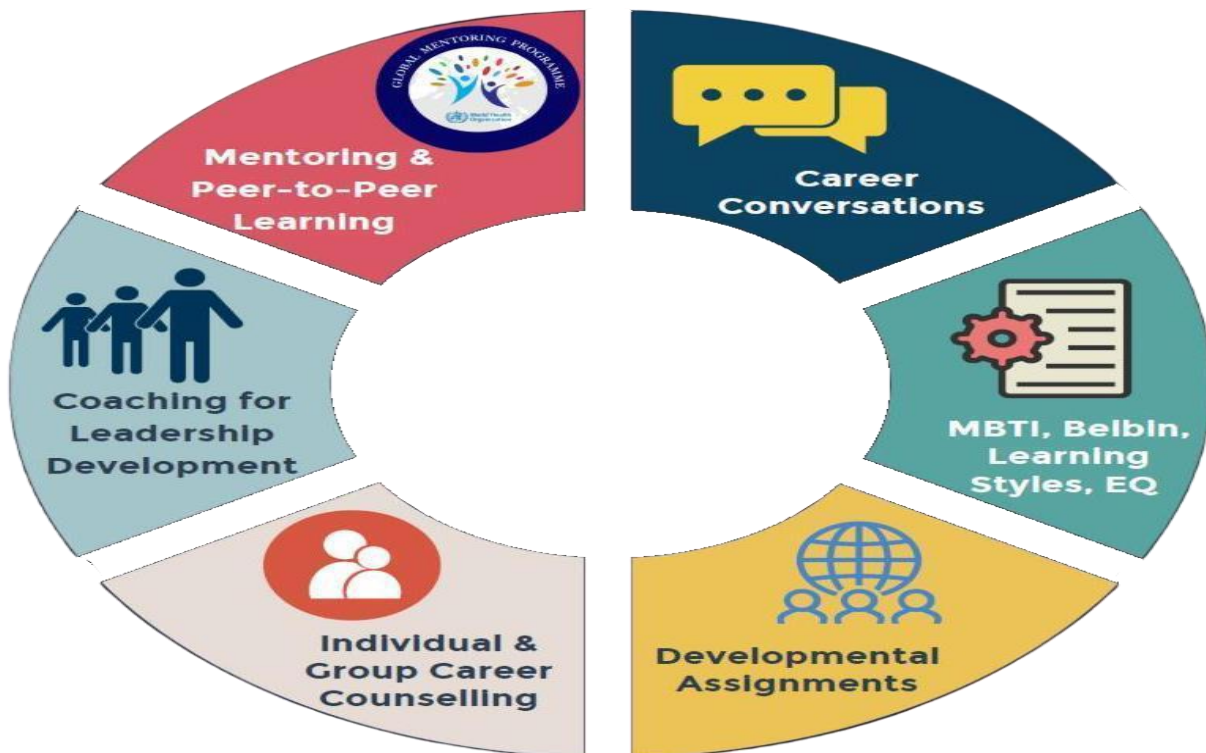
From an HEIs work environmental point of view, Hanaysha (2016) argues that valence is related to the strength of an employee's initial decision on a particular outcome. For example, if there is a high need for employee awareness, such a configuration is of great value to the individual (Hamidi, 2019). Vroom (1964) describes expectations as short-term beliefs about a particular expectation followed by a particular outcome (Harpaz, 1983). Expected values range from 0 to 1, and a zero expected value means that a person's behaviour does not lead to a particular result. In contrast, when the expectation level is 1, one has a subjective belief that one's actions lead to results. Expectations are therefore considered an individual assessment of the potential success of an effort. The level of self-efficacy and the trajectory of control contribute to an individual's belief in their abilities.

Valence is defined as "emotional orientation towards a particular outcome". Based on the assumptions of Vroom (1964 :15), he defined outcome as positive value if one prefers to achieve rather than not to achieve and if one does not wish to achieve, the outcome has a value of zero. If he does not want to achieve it, it is a negative value. There can be a mismatch between value (expected satisfaction associated with a particular outcome) and value (actual satisfaction based on the outcome). (Harpaz, 1983) From an HEIs perspective, Van Dijk and Schodl (2015) argues that valence is related to the strength of an employee's initial decision for a particular outcome. Such structures are of high value to individuals that need high evaluation (Srivastava, 2005).

Vroom (1964) describes expectation as a short-term belief in a particular expectation followed by a particular outcome (Harpaz, 1983). Expectation ranges range from zero to one and an expectation of zero means that a person's actions do not lead to any particular outcome. In contrast, at Expectation Level 1, people have a subjective belief that their actions will lead to consequences. Expectations are therefore viewed as an individual's assessment of the likelihood that efforts will lead to success. Levels of self-efficacy and locus of control contribute to a person's belief in their own abilities (Van Dijk and Schodl, 2015). Instrumentality is an individual's subjective assessment of the likelihood that his or her performance will lead to subsequent outcomes. Hanaysha (2016) argues that it relates to an individual's perception or expectation that certain rewards will follow when certain actions occur. Osabiva (2015) supports this concept

by referring to instrumentality, as the employee's perception that a reward is expected once the work is completed. Employees therefore make subjective assumptions about the value their organisation places on their efforts.

Figure 2. 4: Career development model



Source: Levine, Sutherland and Cole (2018).

Mentoring and peer-to-peer learning careers, personal development and learning by leveraging the knowledge and experience of a pool of select and trained WHO mentors and speakers who share their wisdom and expertise (Dixon, 2017). This initiative links to personalized career advice, coaching and career talks. In regard to the career conversation, that is when managers and employees can discuss career development goals and plans (ad hoc, ePMDS learning and development plans, etc.). This initiative is related to coaching and mentoring. A set of psychometric and behavioural tools can be used for individual and team development. These tools are MBTI, Belbin, Learning Style, EQ particularly relevant to coaching and mentoring initiatives, but can be applied to any situation where self-awareness and team awareness are required.

Every employee deserves a chance to advance their studies, learning and career development opportunities through temporary assignments (up to 6 months), in

another institution or function while maintaining their current job (Risha, 2019). According to Shaito (2019), this initiative is related to coaching, career advice and mentoring. In this process, individual and group counselling is very relevant in the employee's careers. Employees are provided with opportunities to think, brainstorm, and plan their next career move, one-on-one, or in small groups (Storme and Celik, 2017). These initiatives are linked to career talks. The last tool that can be used in career development is coaching, one of the most recognized leadership development methods. Certified coaches will offer private sessions or workshops in small groups. Both managers and employees can benefit from this. This initiative is related to WHO's Leadership and Management Development Programme (Kapur, 2018).

In this study, no specific career development theory was applied. This decision was made to maintain a broad and flexible approach, allowing the research to explore career development from a more generalized perspective. By not adhering to a particular theoretical framework, the study aimed to capture a wider range of insights and experiences related to career development, rather than being constrained by the limitations of a specific theory. This approach enabled the research to address diverse aspects of career development and incorporate a variety of viewpoints, thus providing a more comprehensive understanding of the subject.

2.12 JOB SATISFACTION

According to Alshmemri (2014:25), factors influencing employee satisfaction levels amongst non-academic staff in higher learning institutions are important in ensuring the sustainability of good quality service offered to customers (in this case the students in the University). Rahman, Osmangani and Daud (2015) stated that the nonacademic staff must share knowledge between themselves to reduce previous mistakes made.

2.12.1 DEFINITION OF JOB SATISFACTION

Job satisfaction is defined in different ways. According to Heathfield (2016), job satisfaction is a terminology used to describe whether employees are happy, content and fulfilling their desires and needs at work. In the Cambridge business dictionary, job satisfaction is defined as the happiness that workers feel when they are satisfied with their jobs and work conditions (Dictionary, 2016). Nazir and Islam (2017:98) agree with the above statement that Job satisfaction is referred to as a multi-dimensional, dynamic

phenomenon with several determinants, which includes satisfaction with the remuneration, promotion opportunities, job itself, supervision, and relationships with colleagues (Nazir and Islam, 2017:98).

Bekru, Chrie and Anjulo (2017:02) and Ekici, Cerit and Mert (2017:129) further describe job satisfaction as a pleasant emotion felt by an individual who has been appraised by their employer or superior for good achievement and maintaining job values. Job satisfaction is therefore a blend of mental, physiological and natural circumstances that bring about people to honestly say that they are satisfied in their jobs (Rahman et al., 2017:03). Job Satisfaction is an individual's subjective viewpoint encompassing the way he/she feels about his or her job and the employing organisation. Moreover, job satisfaction is the pleasurable emotional state that results from the achievement of job values (Courtney and Younkyoung, 2017).

Rue and Ryaes (2003) as cited by Inuwa (2016) state that salaries, advancements, working conditions, opportunities and work groups are what determine job satisfaction. Squires, Hoben, Carleton and Graham (2015) argue that though dissatisfied employees may not quit their jobs, feelings of dissatisfaction can impact on them, their colleagues, as well as their quality of performance and the service they deliver to their clients. Dissatisfied employees have the tendency of displaying hostility on other employees in the workplace. Bakotic and Babic (2013) as cited by Hanaysha and Tahir (2016:3) highlight that job satisfaction is an important element that comes from employee's working experience and encompasses several factors such as the nature of the job, payment of salaries, level of stress, working environment, team members and the workload.

2.13 HISTORY RELATING TO JOB SATISFACTION

Job satisfaction studies have been traced as far back as the 19th century. Elton Mayo in 1924 conducted the first research study in Massachusetts. This study was named the "Hawthorne Study" which explored the impact of observation on workers' productivity (Alshmemri, 2014:27). In Stellenbosch University (1935), a study on job satisfaction in relation to the work itself and relations between co-workers and managers was conducted by Robert Hoppock. Prior to the study, Hoppock (1935:47) defined job satisfaction as a combination of environmental, physiological and

psychological circumstances that influence employees to claim that they are satisfied with their jobs. In 1940, Minnesota University carried out a satisfaction survey that revealed that salaries, working hours, work interest, advancement and possible promotion opportunities specifically for support staff, influence job satisfaction. (Andrioti, Skitsou, Karlsson, Pandouris, Krassias and Charalambous, 2017:77). According to Ugwa and Charity (2016:79), a study was carried out on staff in the United States of America in 1971 around job satisfaction amongst health professionals. Since then many other research studies relating to job satisfaction have been conducted globally. Job satisfaction studies remain an important tool to assess employee career development and it ensures that staff have an equal opportunity to enhance their qualifications and/or careers (Ugwa and Charity, 2016:79). Support Staff and their decision to either remain or leave their employment was a causal effect that made organisations realise the importance of job satisfaction and career development (Heydari, Meshkinyazd and Soudmand, 2017:128).

2.14 IMPORTANCE OF JOB SATISFACTION

Human Resource Management must consider focusing on Job Satisfaction with an organisation as Best Practice. A lot of literature has been published that emphasises the importance of job satisfaction within the higher education sector. Ayranci (2011:89) states in the context of the higher education sector that job satisfaction directly equates to how happy an employee is at an HEI from work and work-related factors such as salary, opportunities, promotion, colleagues and senior staff members. Previous research has examined job satisfaction and its importance in the workplace and has found that job satisfaction is essential and is a fundamental determinant of growth, service, and quality of work within an organization (Lee, 2017). Findings reported in the literature confirm that satisfied staff perform better and contribute to the total success of an organization. On the other hand, unsatisfied staff do not perform well and become a barrier to success (Shmailan, 2015).

2.14.1 The Effect of Training on Employee Satisfaction

It is commonly believed that satisfied employees will not leave their organisations (Rahman, Rahman and Ali, 2015). Rewards and training are prerequisites to create an appropriate institutional atmosphere in the professional public service that contributes

to a performance evaluation system (Faizal, 2005). A study with Malaysian

academics found positive effects of organizational support and person-job fit on career success (Said, Rasdi, Samah, Silong and Sulaiman, 2015).

Nowadays, training programs are becoming a vital success element for organizations. Educating the workforce at all levels make the work processes of all departments run smoothly as per the organizational plan. The employer needs to provide various forms of training for the employees to ensure the job duties are performed at a high standard (Hoekstra, 2013; McGrath, 2015). According to McGrath (2015), training is designed to further the learning of the employees, and it is also implied that it will improve the output of the employee. From this, the researcher can say that the organization needs to have training because it can develop the capabilities of the employee. In addition, McGrath (2015) also states that training improves an employee's individual performance and gives the employee confidence that they will be able to reach their career goals. This contributes to the satisfaction levels of the employees and reduces labour turnover. Hanaysha and Tahir (2016) describe training as development of knowledge and skills to achieve certain measurable objectives, where it can lead to favourable changes in employee's behaviour.

2.14.2 The Importance of Job Satisfaction for Administrative Employees

In the world of business, the main purpose of higher education institution is to generate profit and to be efficient in what they do. Rapid development and increasingly intense competitive conditions in this business world have led to businesses focusing on job satisfaction. According to Jung and Shin (2015:881-882) the role of Administrators within HEIs has had to widen beyond office work to ensure the institutions effectively compete globally. This has led to administrators assisting academic staff in areas such as research, community outreach and teaching.

2.14.3 Employee Satisfaction amongst Non-Academic Staff

Employee satisfaction is crucial for an organisation to remain sustainable over the long-term. High levels of employee satisfaction have become a competitive advantage in the employment market. Most of the previous research was only focused on measuring job satisfaction of academic staff (Watts and O'Neil, 2021). Studies focusing on employee satisfaction among non-academic staff are very limited in number. Several issues have

been discussed regarding employee satisfaction among non-academic staff in universities. One of the issues is the difficulties faced by university students, especially in communicating and dealing with non-academic staff. Although students can obtain some of the information from other sources (example senior students, websites, and more), they need to interact with the non-academic staff for some other purposes that required their assistance (i.e. applications, registration, examinations and more).

2.15 FACTORS THAT INFLUENCE JOB SATISFACTION

Studies by Ozkara San (2015:55), Herzberg (1971:58-59) and Andrioti *et al.* (2017:77) state that motivational and hygiene factors influence job satisfaction.

2.15.1 Motivational factors

Achievement, recognition, responsibility, personal growth and advancement are all considered as Motivational factors for improved organisational performance from staff.

2.15.1.1 Responsibility

Autonomy of employees in an organisation is seen to create independence and initiative from staff and is seen as a measure of job satisfaction. Employees have the power to make independent decisions that might affect the organisation (Mitchell and Esnard, 2014:28). Alshmemri (2014:80) states that delegation of work and responsibility of managers to their subordinates, gives the staff a sense of work satisfaction and achievement. In this case responsibility relates to staff being given the freedom and power to make autonomous decisions.

2.15.1.2 Personal growth and advancement

The prospect of getting a promotion within the organisation is seen to increase job satisfaction and therefore considered as an effective motivational factor (Ozpehlivan and Acar, 2015:290). The prospect of getting promoted positively affects employees' performance, but at times, to the detriment of the organisation's goal of making a profit and being successful as a whole.

2.15.1.3 The work itself

The expression “the work itself” is defined as the opportunities given to employees for learning and professional growth that are harnessed through training initiatives (Harris, 2023: 64). The author further explains that the employees’ impact in the organisation is determined by their position within the organisation and their personal stress levels. That is why it is important to focus on employees in their individual capacities.

2.15.1.4 Recognition

Johnson and Miller (2023:129) define recognition as rewarding or acknowledging superior or exceptional performance within a work environment. Every worker in the workplace has a right to be acknowledged and recognised for their work. This way the worker will feel that they are a positive asset to the company. According to Harris, (2023: 64) recognition gives an employee feedback on their performance and can either be communicated verbally, be written or have a monetary value attached to it.

2.15.1.5 Hygiene factors

Relationships between co-workers, remuneration, working conditions and incentives are all considered to be Hygiene factors (Toode, Routasalo, Helminen and Suominen, 2015:31).

2.15.1.6 Working conditions

Workers in the organisation feel motivated once there are characteristics within the work environment such as the autonomy to make decisions, a positive work climate, a sense of teamwork, skills being used effectively, an environment of learning, achievable work assignments and a culture with flexible working hours (Toode, Routasalo, Helminen and Suominen, 2015:31).

2.15.1.7 Salaries and incentives pay

Incentive pays and salaries can be referred to as the remuneration and fringe benefits received for work done which ultimately fulfil all other monetary requirements of an

individual (Mitchell and Esnard, 2014:28; Wahab, 2015:8). Employee's pay is an incentive, which is important for an individual's sustenance and social standing (Walker, 2023: 59). A well-managed compensation strategy within the organisation is useful in managing the satisfaction levels of employees (Ozpehlivan and Acar, 2015:285). Remuneration management contributes to ensuring that staff are retained, and prospective staff have interest in working for the organization. Remuneration needs to be managed on the basis of an employee's determination, their work values and structures and therefore their remuneration should be reflective of their work assignments while considering working conditions (Ozpehlivan and Acar, 2015:285).

2.15.1.8 Relationships between co-workers

Toode, Routasalo, Helminen and Suominen (2015) states that the fifth strongest determinant of job satisfaction is the relationship between co-workers. Non-exclusive voluntary workplace associations that comprise of commitment, mutual trust, reciprocity and shared interests and values define relationships among employees (Wahab, 2015). A healthy relationship between colleagues is important as it creates a healthy work environment and positive team working activities (Ozpehlivan and Acar, 2015:290). In this study, no specific job satisfaction theory was employed. This choice was made to avoid restricting the analysis to the constraints of any single theoretical framework, thereby allowing for a more inclusive exploration of job satisfaction. By not adhering to a particular theory, the research aimed to capture a broader range of factors and perspectives that influence job satisfaction, rather than limiting the study to the parameters defined by a specific theory. This approach facilitated a more comprehensive examination of job satisfaction, enabling the incorporation of diverse viewpoints and variables that contribute to overall job satisfaction.

2.16 INTERNATIONAL TRENDS ON JOB SATISFACTION

The International Trends in Higher Education (ITHE) 2015 report highlighted the growing popularity of a range of job satisfaction initiatives on support staff versus academic staff members. A lot of studies have been focused on academic staff in higher education. The ITHE (2015) report has highlighted what has happened in the past and what needs to be done for both academic and support staff to be content within their working environment.

2.16.1 Job satisfaction studies in Europe Universities

According to Asan and Wirba (2017), in recent years, staff-centred approaches have become one of the key features of higher education quality assurance systems. Parallel to this, academic and administrative staff within the university are treated as internal customers. Meeting the university employees' needs involves taking care of the satisfaction levels in the workplace (Jung and Shin, 2015:883). A few studies have attempted to determine relationships between job satisfaction and career development (Bakotić, 2016) in higher education institutions. Other earlier studies show that variables such as age and education level have a certain impact on employee job satisfaction (Kampkotter, 2016). An example is that of an employee who has just graduated will work additional hours to impress his or her superiors and retain the job within the organization. In the case of university employees, job satisfaction must be considered as essential as a student's satisfaction, because ultimately the satisfaction of a student is reliant on the university employees. If treated right employees will translate the university's vision into a reality (Hamburg, 2012). Therefore, helping education managers understand the importance of having a high level of job satisfaction among the respective faculties, can assist them to better understand the faculty needs, and improve the quality management culture at universities in general.

2.16.2 Job satisfaction studies in Europe, UK

Alshmemri (2014:28) states that administrative staff play a critical role in planning, budgeting and international networking as well as supporting conventional teaching and research work. Universities have developed various training programs to improve administrative staff members' job competency. The certification for institutional research in the USA (example, Penn State, Indiana University and Florida State University) is an example and shows the efforts to enhance the management skill of both professional administrative staff, as well as human resource officers at the institutional level. This trend is particularly strong in Anglo-Saxon higher education systems (example, USA, UK, and Australia). Training for administrative staff varies in different countries. For example, administrative staff in Korea, Japan, Taiwan, Germany and France have civil servant status, and their employment, promotion, salary, pension and retirement age are the same as, or similar to, other civil servants (Courtney and Younkyoung, 2017).

2.16.3 Job satisfaction studies in Vietnamese Universities

According to Trines (2017), administrative staff, who implement supportive and administrative services to overall operations of the university, occupy about 25-30% of the total workforce in the Vietnamese university. Therefore, the urgent and important task at Vietnamese public university is to stimulate administrative staff motivation and job satisfaction (Ngoc, 2019). A survey was conducted in the Vietnamese university, and the statistics state that Job Satisfaction of Administrative Staff in the University reflects that 78.06% of the respondents are satisfied and 0.65% are dissatisfied with their jobs.

2.17 SIGNIFANCE OF JOB SATISFACTION IN HIGHER EDUCATION INSTITUTION

Studies conducted by Ayranci (2011:89) state that job satisfaction is important as it plays the role of ensuring that organisation has well skilled employees who are happily in the organisation. In the organisation factors such as promotion opportunities, salary increase need to be practised as these are tools that ensure that healthy job satisfaction is practised in the institution. Identification of factors influencing job satisfaction is essential for the best practice of human resources management. There is an abundance of literature available that emphasises the significance of job satisfaction in the higher education sector. In the context of a higher education sector.

Ayranci (2011:89) states that job satisfaction signifies the happiness gained by an academic, from work and work-related factors, which include salary, promotion opportunities, colleagues and senior staff members. Job satisfaction among academics is a main turnover forecaster and can further influence students' discernment of service excellence offered by the organisation (Molontoa, 2015:18). However, academics can become disconsolate about their jobs and even terminate their services, due to high stress, not communicating with colleagues, none-recognition of achievements or even inadequate prospects for growth (Ucho, Mkavga and Onyish, 2012: 378). Hence, job satisfaction of academic employees also relies on the management of the institution of higher education actively managing people for sustainable success. Hinai and Bajrachary (2014:13) state that employee satisfaction influences organisational performance as much as customer satisfaction. Employees are the internal customers of the business; they satisfy the current working

environment.

2.18 CHALLENGES IN HIGHER EDUCATION RELATION TO JOB SATISFACTION

The factors below are challenges that can be closely linked to levels of job satisfaction and therefore should be closely monitored:

2.18.1 Absenteeism

It is one of the most serious challenges of any organisation and has been identified as a variable that reduces organisational effectiveness and efficiency, which results in lower job satisfaction (Tarigan and Wahyu Ariani, 2015). Absenteeism can take a toll on any organisation's productivity. It increases costs, such as replacement of staff, paying overtime to others to fill the gap and paying staff for taking leave dishonestly (Wilson,2015:4).The correlation between job satisfaction and absenteeism, according to Tarigan and Wahyu Ariani (2015) , may be distorted due to the fact that a worker who is satisfied may miss work due to personal matters or an illness that may have arisen, conversely a dissatisfied worker may choose not to miss work because they need the money and/or they do not get sick during work days. These aspects need to be monitored closely. Without any distortion an employee who is not satisfied is expected to have a higher probability of being absent from work which links absenteeism with job satisfaction. Therefore, this aspect can be linked to job satisfaction in that, if an employee is not satisfied with his or her work, the probability of them being absent at work is very high. This reduces the organisation's productivity and ultimately lowers performance.

2.18.2 Staff Turnover

Research indicates a very strong relationship between satisfaction and staff turnover. If they are satisfied, employers have lower levels of staff turnover (Robbins and Coulter,

2010: 375) cited by McGrath (2015). This means job satisfaction needs to be monitored closely to ensure the success of any organisation. Staff turnover can also be high due to an economic downturn. This generally results in dissatisfaction from employees who fear that they will lose their jobs and will not be able to find alternative employment. There appears to be a very low level of understanding at a national level, in Lesotho, of the impact that institutional work and professional life issues may have on administrative staff (Knights and Willmott, 2007:50) cited by McGrath (2015). These issues ultimately make employees want to leave their employment and at times even their careers. Institutions need to have a fair understanding of these issues to ensure that these institutions operate smoothly and remain a going concern.

2.18.3 Productivity

The success of any organisation is underpinned by the productivity of their staff. The level of productivity can be measured on the basis of inputs into a given job and the resultant outcome from these inputs. Productivity can then be expressed negatively or positively depending on the outcome produced using the same inputs (Robbins and Coulter, 2010:376) cited by McGrath (2015). In HEIs, one can measure the satisfaction of their academic staff from the throughput rate and ultimately, the performance of the students, and the time taken to complete their studies. It is therefore important for university management to understand that unhappy education employees will ultimately have a negative impact on the quality of teaching given to the students (Jung and Shin, 2015:881-882).

2.19 THEORIES OF JOB SATISFACTION

2.19.1 Job Characteristic model

The Job Characteristics Model is an instrument created by Hackman and Oldham in 1975. This model provides us with the elements that are seen to have an impact on job satisfaction. The model suggests that job design and/or description have an impact on levels of job satisfaction. Low levels of job satisfaction no longer become an issue if the role is matched with the correct individual characteristics. Once the correct individual has been matched to the correct job, there are higher levels of performance as the job is satisfying and rewarding to this individual (Knights and Willmott, 2007:50) cited by Libano (2017:18). It is however important to realise that the happiness and

satisfaction of an employee relies on the following aspects:

- The work being done by the individual needs to be considered meaningful and important to the organisation and ultimately makes it matter to the individual.
- Responsibility for the results of work done should be channelled to the employees.
- Employees must have access to the results of their work. Access to results gives the employee an opportunity to either feel happy or be disappointed about the work they have produced. Dissatisfaction sets in when critical psychological states like this are not there. These states are internal to an individual and are directly linked to 5 key job characteristics. Three of these characteristics are necessary to make work feel meaningful, namely:
 - **Skills variety:** Several exercises need to be within a job description so an individual can use a variety of their abilities.
 - **Task identity:** Any job needs to have a completion stage and the results needs to be visible.
 - **Task significance:** The results of any job need to make a difference to other people both within and outside of the organisation.

According to Knights and Willmot (2007:51) cited by Libano (2017) indicated that it is important for work to involve considerable discretion, freedom to make decisions, and independence so that employees feel a sense of responsibility. This autonomy allows an employee to feel that the results achieved are an outcome of their hard work and they are responsible for that result. This autonomy also allows the feedback to come from the result of the work done rather than indirectly from the supervisor. Herzberg theory states that motivation and hygiene factors form the two dimensions of job satisfaction namely, motivators and hygiene.

2.19.2 Motivating Factors (Satisfaction)

Motivating factors play a significant part in ensuring that employees are satisfied, and the factors meet the needs of employees. The importance of motivating factors is that it allows the management to meet the organisational and employee needs (Libano, 2017:18).

2.19.3 Hygiene Factors (Dissatisfaction)

Hygiene factors are the environment or working conditions that contribute to employees not feeling satisfied within their jobs. Hygiene factors are based on the needs of the organisation to prevent unpleasantness in the working environment. Herzberg (1975) cited by Kian, Wan and Rajah (2014) further states that employees will most likely be dissatisfied if hygiene factors are ignored in a working environment. Herzberg (1975) further indicates that job satisfaction of employees is not guaranteed even when hygiene factors are considered. These factors, according to Hackman and Oldham, (2021) include:

2.19.3.1 Physical working conditions

The area where employees work plays a role in how they behave and act in the organisation. And, if possible, the manager should avoid crowding employees into one place as that will cause tension amongst them. Even though it is important for employees to stick together and work together, physical closeness with each other is not necessary.

2.19.3.2 Remuneration

Although payment appears as a motivator like the old saying “you get what you pay for”, salary plays a huge role in how the employees will perform in the workplace, their work performance and many more.

2.19.3.3 Security

It is important to ensure that all workers in the organisation feel equally safe. All emergency procedures are performed well in the workplace.

2.19.3.4 Relationship with peers

It is important that top management allow employees in all levels of management to socialise and have a healthy interrelationship with each other. This will help them develop a sense of teamwork.

2.19.3.5 Policies and procedure

Policies and procedures are a good reminder of what is expected from the employees in the organisation. But if the policies are not clear or not applied equally to everyone, then there will be an imbalance in behaviour within the organisation.

2.20 HERZBERG'S TWO FACTOR THEORY

Figure 2. 5: Frederick Herzberg's theory



Source: Reukhauf (2018)

Herzberg's two-factor theory examines the relationship between the possibility of employees remaining or leaving their place of work, job satisfaction and dissatisfaction (Reukauf, 2018:12). The Herzberg two-factor theory was developed in 1959 by Frederick Herzberg as a result of a study carried out that focused on satisfaction levels within the work environment (Reukauf, 2018:12; Köse and Köse, 2017:54). A study by Busatlic (2018) at the International University of Sarajevo, stated that it is important that at every organisation, including institutions, job satisfaction needs to be practiced well enough, so that the workplace can gain profit and have positive assets (employee) who will help boost the value of the company. The author also stated that all employees

at the institution should be treated equally and receive the same treatment and care. To support that statement, I will agree with the author because from the data collection. I have done it shows that administration employees at higher education institutions do not receive the same treatment as academic staff. This means academic staff get more training initiatives than that of administrative staff.

The above aspects can potentially lead to increased production and allow the organisation to achieve its goals and objectives. These factors relate to what people do at work and how they are linked to job satisfaction (Moloantoa, 2015:21). If hygiene factors are not considered this could lead to job dissatisfaction. Hygiene factors include remuneration, relations between supervisors and their subordinates, company policies, administration, job status and security. If hygiene factors are provided for, they will ultimately be no job dissatisfaction. If these factors are not considered, it will lead to dissatisfaction (Herzberg, 1959).

2.21 MASLOW'S HIERARCHY OF NEEDS

According to Navy 2020, the theory has five levels of needs that help satisfy the workers unmet needs. The development of the theory was influenced by the theory developed in 1943 by Abraham Maslow. The aim is to give organisations an idea on how they should ensure that their employees' personal needs are met before workplace needs. Maslow's theory is undoubtedly the most recognised motivational theory of all time (Reukauf, 2018:15). Maslow's theory is on the basis that human behaviour is determined and influenced by a formulated hierarchy of needs (Khosorowshahi and Nejad, 2014:22). Plainly put, the theory identifies satisfaction of an individual is determined by whether they get what they want or not. The fifth and highest need in the hierarchy is self-actualisation as described by Reukauf (2018:15). The five levels of the hierarchy are as follows:

Physiological needs pertain to human survival needs such as water, food, and shelter. The **need for safety**, addresses the human need for security, safety and stability. **Social needs** are emotional needs such as love and belonging. **Self-esteem** is the need to be respected and recognised by others. The fifth and highest level is **Self-actualisation**, at which point an individual feels that they have realised their potential as an individual.

Maslow's hierarchy of needs is shown below in the form of a pyramid. Stage 1 which is represented by the bottom of the pyramid includes the needs required for human survival whilst the top of the pyramid displays needs that humans can live without. The bottom layer of the pyramid which is usually referred to as physiological needs are the requirements that one cannot live without such as water, food and shelter. Once the base level has been achieved, it becomes optional to pursue the higher levels of the hierarchy such as safety and security (Xu, 2015:13).

Figure 2. 6: Maslow's Hierarchy of Needs



Source: De Jager (2015)

According to De Jager (2015), physiological needs comprise of hunger, thirst, shelter, sex and other needs associated with the continued existence of the individual and the species. Physiological needs are considered necessities, and thus individuals will focus on achieving this first. The next item in the hierarchy rank is safety or security and protection from physical and emotional harm. Social/belonging needs include the need for love, acceptance and friendship. This need is satisfied when individuals feel secure in their relationships and able to face any potential threats. Esteem needs relate to an employee's self-esteem and self-respect. They include the need for self-confidence, independence, freedom, recognition, appreciation and achievement. The need for self-actualisation is when all previously mentioned needs are met, and

employees focus on maximizing opportunities to the best of their potential. Self-actualisation needs then become important but difficult to attain until all lower order needs are fulfilled.

Theories that attempted to explain the concept of job satisfaction began with Maslow's hierarchy of needs theory in 1943 (De Jager, 2015). Abraham H. Maslow, a clinical psychologist, developed this theory after years of observing his patients (Werner et al., 2016). Maslow argued that human beings have several needs which can be categorised in a hierarchy based on importance for survival. The author divided human needs into five main categories. The lowest level contains the most basic needs that must be met before higher order needs emerge and become important to the individual (Nel et al., 2014). Maslow's hierarchy of needs includes the following: psychological needs (lowest order needs), safety needs (second level of needs), social needs. According to Mcleod (2016), Maslow's hierarchy of needs includes the following five tiers:

Physiological needs: The physiological needs are at the lowest tier of the hierarchy. These are the most basic needs that everyone should fulfil for survival. Needs like air, food, water, shelter, dress etc. are common human needs that everyone must fulfil to survive. Maslow kept them at the bottom of the hierarchy because they are the most basic human needs (Navy, 2020). It is impossible for a human being to live thirsty, hungry and without rest. These physical needs become more intense the longer one takes to satisfy them. They are therefore the most important category of needs that motivate people (Mcleod, 2016).

Safety needs: Safety needs are the second tier of the hierarchy of needs. The physiological requirements need to be satisfied first, thereafter the safety needs. Every human being needs security and peace of mind (Mcleod, 2016). Safety needs are essential for the sustenance of human life. Safety needs include protection by the law from criminal elements and other threats thereby having a fearless existence. Feeling safe is a critical need for every human being and therefore needs to be fulfilled. However, it is not as basic a need as the biological or physiological human needs.

Belongingness and love need: The 3rd tier of the hierarchy are the belongingness and love need. This requirement needs to be fulfilled after safety needs are satisfied.

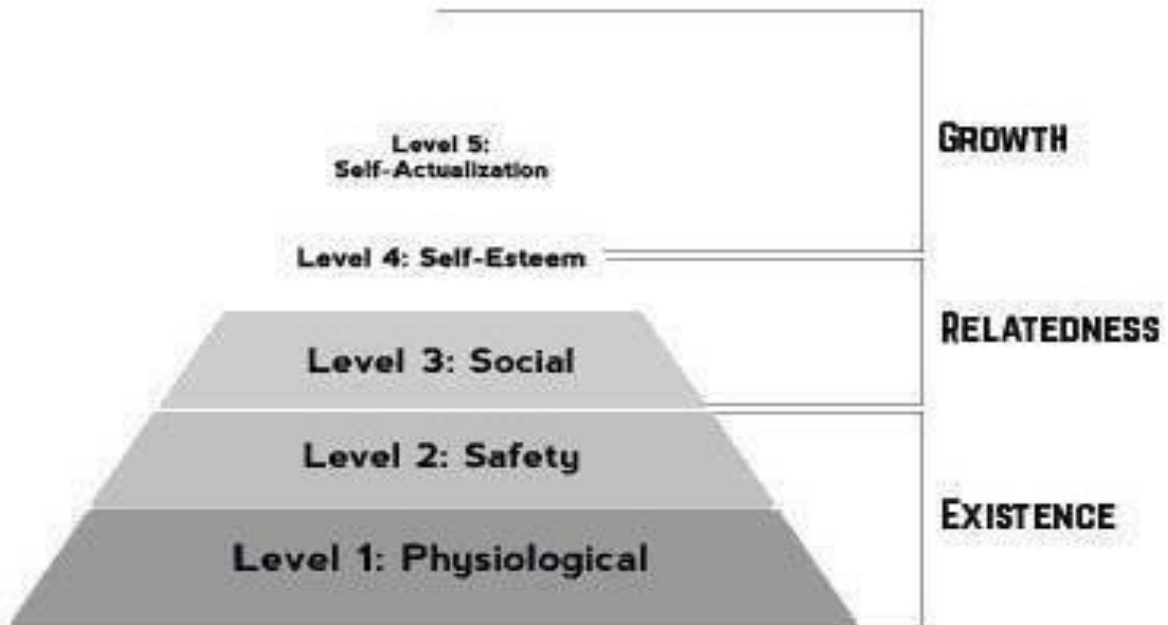
All human beings want to be accepted and want to feel they belong to a specified group of people. We need to be affiliated to a group of people to receive some form of affection (Hanley and Abell, 2014). Everyone needs to have a friend and someone they can trust. We also need to identify ourselves with a group giving us some form of identity. Being affiliated with a type of group such as a society, a family or work colleagues satisfies this need.

Esteem needs: The 4th tier of the hierarchy of needs that follows the belongingness and love tier is Esteem needs. Having respect for oneself and being respected by others is an important need. It follows that everyone wants to be respected to boost their self-esteem. This need only becomes relevant and important after the first three tiers of the hierarchy of needs have been fulfilled. This need only matters to those that are physically and financially satisfied and feel physically secure already.

Self-Actualization: According to Köse and Köse (2017:54), the fifth and final need in the hierarchy is self-actualisation. This need is all about self-fulfilment. This is the top and final tier and not everyone gets to reach this level within their lifetime. Most human beings live their entire lives trying to fulfil the deficiency needs which are the first four needs in the hierarchy. Once one has fulfilled the deficiency needs the next need is growth. People try to achieve their full potential at this stage. It remains the most difficult stage to reach in one's lifetime and only a few people ever reach this level of need in the hierarchy.

2.22 ALDERFER'S ERG THEORY

Figure 2. 7: The ERG Theory



Source: Maharjan (2018).

This theory was created by Clayton Alderfer in extension to Maslow's needs hierarchy. According to Schultz, Bagraim, Potgieter, Viedge and Werner (2003:57) the theory is an adjusted of hierarchy model that precipitates Maslow's Five Level of needs into three levels. The following are three (3) levels of Alderfer's ERG level:

- **Existence (E):** These include what Maslow categorised as physiological need such as air, water, food, and shelter. An employee will not be motivated to do a task unless they are clothed and have eaten enough.
- **Relatedness (R):** These are needs based on the social interaction with others, in Maslow's, it falls under love or belonging (Friendship, family). It is important that all human beings have good relationships amongst each other. If there is what we call a rotten potato amongst employees, this could cause conflict in the workplace, as their behaviour will destroy good relationships in the organisation and some employees might not feel comfortable and end up leaving the organisation.
- **Growth (G):** These deals with personal development and self-love. In Maslow's level, it falls under Self-esteem, self- confidence. An employee feels encouraged when they realise the outcomes of their efforts which boosts their self- esteem.

2.23 LOCKE'S VALUE THEORY

The theory is to ensure that employees receive outcomes that match with their desires. Basically, Locke's theory states that the value an employee puts on his or her work needs to be known first before the determination of the factors that can impact an employee's satisfaction. It therefore means the level of satisfaction an employee can reach is reliant on the factors that an employee values the most within the working environment. Locke's theory further goes on to say that if too much value is placed on a given factor this can also sometimes lead to dissatisfied employees (Mayer, Louw and Baxter, 2015). Locke (2012:158) cited by Judge and Klinger (2021) illustrated his theory in the following way: Administrators within the same work environment who do the same work may feel remarkably similar levels of satisfaction but may feel that satisfaction in different ways. One employee may enjoy the physical aspects of the job while another enjoys the challenges the job has to offer and the different tasks within the job description. The Locke theory has many different dimensions and can be specifically tailored for every single employee. Within a workplace you find employees that are satisfied with their jobs and others that are not. It is particularly important to establish which factors contribute towards the different levels of satisfaction and dissatisfaction.

2.24 RELATIONSHIP BETWEEN CAREER DEVELOPMENT AND JOB SATISFACTION

Kjeldsberg (2015:6) states that knowledge, skill and abilities of employees are enhanced by growth and development prospects within the workplace. The new skills learnt by these employees can usually be useful in different situations or roles. Kjeldsberg (2015:7) further highlights that job stress can effectively be managed through the opportunity to gain new skills and experiences which ultimately increase career development and job satisfaction. Through improving work quality, being able to retain and attract top-quality employees and enhancing organisational effectiveness, the performance of the institution is improved. Deems (2014:8) concurs with Kjeldsberg's view that by providing opportunities for growth and development within the organisation, the quality of their employees' work experience is improved and the benefits of developing workers to their full potential can be seen. Organisations and higher education institutions that empower management of careers are more likely to

improve employee's job satisfaction (Serbes and Albay, 2017), as employees will feel accommodated and acknowledged in any task they provide in the workplace. Serbes and Albay (2017) provided substitute opinions of job satisfaction. First, several authors explain satisfaction of jobs as a mind-set and provide different understanding. For example, Times Higher Education Ranking (2015) describes job fulfilment as the positive psychological condition as a result of the individual evaluation of a person's job or encounter.

2.25 CONCLUSION

This chapter conducted a thorough examination on career development and job satisfaction. It also emphasised models commonly linked to career development and job satisfaction. In my opinion, this comprehensive review sets a strong foundation for understanding the complexities of these topics. The upcoming chapter will delineate the research methodology applied to assess the influence of career development and job satisfaction at Durban University of Technology. Building upon the literature review, research instruments will be unitized to draw a definitive conclusion regarding the substantial impact of career development and job satisfaction.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter provided a discussion of the literature by reviewing various tools, studies and theoretical frameworks on the topics of the current study, which are career development and job satisfaction. It has been established that HEIs are facing challenges in providing job satisfaction factors and ensuring that top management provides opportunities for employees to have career growth and advancement. A study by Lo and Yat (2017) agreed with the above statement, that HEIs are facing difficulties in providing training, ensuring that employees work in a healthy and safe environment, and another challenge is that administrative or staff members also known as non-teaching employees are not accommodated as equal as academic employees in the Higher Education Institutions.

Their needs as employees are not met and they are not provided with sufficient training programs so that they can have growth. Moreover, they are not provided with opportunities to have career growth and that has led to low job satisfaction, turnover, poor performance, absenteeism as employees felt that top management is not trying to hear their cry and ensure that their voices are also heard, and their needs are met. A report by Fitchett (2015) stated that institutions need to find tools and resources that will help retain happy and well skilled employees. Training, salary increase, engagement with all levels of management, will help sustain happy employees in the HEIs. In this chapter, the researcher will concentrate on what type of tools will be used for this research and how data will be collected to support the facts stated in Chapter 2 (Literature review). This chapter looks into the research design used, the population, the sampling methods, the data collection procedures and the study instrument used.

3.2 RESEARCH PROBLEM

Stagnant economic development and high unemployment rates in South Africa have prompted calls for remedies from all significant national organisations, including HEIs (Urban and Richard, 2015). This call must be understood in the context of the postapartheid transformation discourse in South Africa, which focused on the need to equalize educational opportunities, alleviate poverty and better people's lives through education then employment (Oni and Mavuyangwa, 2019). As evidence, according to Hunjet, Kozina and Kurecic (2015:1), higher education has a significant impact on a country's development. It serves as a source of knowledge as well as a crucial sector for a country's growth and societal well-being. Higher education institutions play an important role in skill development and economic growth, hence high-quality personnel are essential.

In which, the demand for highly trained, socially engaged individuals is growing and shifting. Due to increasing economic issues, which have resulted in company closures and subsequent job losses, most people are increasingly feeling uneasy in their jobs. A study conducted by Costantini, De Paola, Ceschi, Sartori and Di Fabio (2017) in relation to career development and has showed some percent highlighting that majority of workers are not happy with their present vacancies. If this trend is not reversed with urgency, it could harm employee performance and reduce their motivation to complete allocated tasks optimally. This causes much distress in terms of the economy of the country as the HEIs have to establish ways to provide tools that will satisfy and retain employees.

3.3 RESEARCH OBJECTIVES

To analyze the influence of career development on job satisfaction and establish the correlation between job satisfaction and career development among administrative or support staff members at DUT.

- To establish whether correlation exists between job satisfaction and career development at DUT.
- To provide recommendations from the analysis and develop progressiveness of staff members at DUT.

3.4 RESEARCH QUESTIONS

- To what extent does career development influence job satisfaction among administrative or support staff members at DUT?
- What is the association between job satisfaction and career development for administrative or support staff at DUT?
- What factors, beyond career development, notably influence job satisfaction among administrative or support staff at DUT?
- What comprehensive interventions can be developed and implemented to enhance both job satisfaction and career development for administrative or support personnel at DUT?

3.5 PRINCIPLES OF RESEARCH DESIGN AND METHODOLOGY

The purpose of the research design is to create a structured framework for the study. The choice of research approach is a crucial decision in the research design process as it influences the relevance of the information obtained. For this study, a quantitative research design was employed, involving hypothesis testing to analyze data collected from a sizeable target population. According to Doody and Bailey (2016), the goal of a research plan is to structure and plan a project in such a way that the validity of the research findings is maximized. Hypothesis testing was used to assess specific research questions and determine the statistical significance of the results. Wilson (2014) further elaborates that the research design provides a guide for conducting the study, ensuring that it is methodologically sound and effectively addresses the research objectives.

Wilson (2014:67) states that the goal of a research strategy is to offer an outline for achievement that will empower the researcher to draw comprehensible and suitable conclusions or inferences from his or her findings. Doody and Bailey (2016) also states that the research design has been structured to ensure that the research study achieves the specified reply, as it offers replies to research enquiries that will hold beside disapproval and ensure that the design has an influence on the correctness and validity of the research answers. Zikmund, Babin, Carr and Griffen (2013:110) state that this comprises the process used to select a sample, collecting and analysing data. In this study, the research design is referred to as an exhaustive plan, the visualisation of data that will be together and how problems related to the employment of this data is

to be sorted out.

3.6 TYPES OF RESEARCH DESIGN

Several research designs are discussed below to give some context to the research paradigm followed in this research study.

3.6.1 Qualitative Research versus Quantitative Research

According to Barnham (2015), qualitative research tries to understand the context and has a holistic approach. The researcher does not exactly know what he or she is looking for. The results are an interpretation of the researcher and data is unstructured. On the other hand, quantitative research tries to classify, count or measure. The researcher knows in advance exactly what he or she is looking for. The results are measurements in most cases numbers. Quantitative research has the approach to prove a certain question and is therefore structured. Qualitative research methods generate insights that are always subjective and an interpretation of the person who is conducting the research (Cooper-Wright, 2015). The results are not replicable and not statistically correct but can provide valuable insights for a human-centred design process. On the other hand, quantitative research methods are a good instrument at a later stage of the process to validate prototypes or measure improvements. To say that quantitative research methods are therefore objective and qualitative methods are subjective is an oversimplification of both methods and is not correct. It is especially important to understand that both methods do not work against each other.

For this study, a quantitative research approach was utilized. This approach enabled the classification, measurement, and structured analysis of data to address the research questions with precision and statistical rigor. By employing quantitative methods, the research aimed to produce replicable and objective results that contribute to the validation and measurement of the studied phenomena (Creswell and Creswell, 2018).

3.6.2 Experimental Research versus Non-Experimental Research

Experimental research is what many 'lazy' people think of when they think of research.

They typically involve the manipulation of variables and random assignments of participants to conditions. A traditional experiment may involve the comparison of a control group to an experimental group who receives a treatment (i.e., a variable is manipulated). When done correctly, experimental designs can provide evidence for cause and effect (Jensen and Laurie, 2016). Experimental research has strict standards for control within the research design and for establishing validity. Nonexperimental research on the other hand can be just as interesting, but one cannot draw the same conclusions from it as with experimental research. Non-experimental research is usually descriptive or correlation, which means that you are either describing a situation or phenomenon simply as it stands. While validity is still a concern in non- experimental research, the concerns are more about the validity of the measurements rather than the validity of the effects (Creswell, 2014).

3.6.3 Exploratory Research, Descriptive Research and Explanatory Research

3.6.3.1 Exploratory research

Exploratory research involves the gathering of relevant facts and opinions by means of questioning experts in the discipline. Jensen and Laurie (2016) explain that the research defines and provides a clear understanding of the problem given through information that has been issued. According to Missourian (2008:284) as cited by Loganathan (2022) in the earlier stages of the research, dealing with ambiguity and uncertainty cannot be avoided. It remains the duty of the investigator to endure the challenge of uncertainty within the research. Exploratory research is only used when the issue being researched has never been researched before. Given that similar research has been conducted before, the researcher did not conduct any exploratory research.

3.6.3.2 Descriptive research

Loganathan (2022) states that descriptive research describes the characteristics of the subject given. When using a descriptive research design, the primary purpose is to describe situations and events as they happen. Such a design explains how things are, or how things have changed over time, and it can be the continuation of exploratory research (Saunders and Rojon, 2021). Typically, the researcher already has a general

understanding of the topic before he or she starts to collect the required data.

3.6.3.3 Explanatory research

Explanatory research is conducted to explain why events are the way they are, while looking for the causes and the problems of such phenomena (Jensen and Laurie, 2016). Thus, in such research, pre-existing theories are often used to develop the preliminary ideas of a possible solution to a question, with further data being collected to verify or to modify the description. Such research typically requires the examination of many cases and therefore, the required data is collected using quantitative methods like surveys prior to analysis (GradesFixer, 2019). In this study, descriptive research was utilized as the primary approach, as the research aimed to describe the characteristics of the subject matter, including the situations and events as they occurred. According to Loganathan (2022), descriptive research provides a detailed understanding of the subject, explaining how things are or how they have changed over time, and often builds on exploratory research (Saunders and Rojon, 2021).

3.7 PRIMARY DATA

According to Douglas (2015), primary data is data collected directly by the researcher, using tools such as surveys, questionnaires, and interviews. In this study, the questionnaire was used as the primary data collection instrument. This method was chosen because it allows the researcher to gather specific and quantifiable responses directly related to the research questions. By designing targeted questions, the questionnaire facilitated the collection of data that could be systematically analyzed to address the research objectives. Additionally, the use of a questionnaire enabled the researcher to reach a larger sample size, ensuring that the data collected was representative and reliable.

3.8 SECONDARY DATA

According to Huff (2016), secondary data is collected by someone who is other than the user. Ways to collect this type of data is through organisational records, textbooks, policies and more. To conduct effective research, valuable information was collected throughout the study. The literature review chapter thoroughly examined several

secondary sources, including theories on job satisfaction and career development, as well as their impacts. Specifically, the review focused on prose related to occupation satisfaction and career development, academic journals, textbooks, online sources such as internet articles relevant to the study, and unpublished dissertations that explored the topical theme.

3.9 TARGET POPULATION

The target population comprised individuals who met the study's requirements, specifically the administrative and support staff members at the Durban University of Technology (DUT) campuses in Durban (McLeod, 2014). The source list of the target population was obtained from the internal administrative staff records at DUT. The total population for the study was N=1180, which included all administrative and support staff at DUT.

3.10 THE SAMPLING PROCEDURE

Alvi (2016) describes a sample as a few individuals who are selected from the target population for empirical investigations. According to Rajkoomar (2015:83), drawing a sample is a very important step in the process of research because it assists in informing the quality of inferences made by the researcher from the findings. There are essentially two types of sampling methods:

3.11 PROBABILITY SAMPLING

According to Zamir (2015), probability sampling relies on chance events such as random numbers or coin flips to ensure that every element in the population has a known and equal chance of being included in the sample. Conversely, non-probability sampling methods do not provide this equal chance; they are not based on random selection and do not guarantee that every member of the population has a chance to be selected. Zamir (2015) notes that non-probability sampling procedures, such as convenience sampling or purposive sampling, involve selecting participants based on their availability or specific characteristics rather than random selection. For the purpose of the study, probability sampling was utilized to ensure that every administration and support personnel at the DUT campus in Durban had an equal

opportunity to be selected as participants. Probability sampling is a quantitative method of data collection, which, according to Avishcek (2017), involves techniques that provide systematic and robust analysis based on quantitative data. One advantage of this approach is its ability to facilitate quick and straightforward data analysis, allowing for the use of statistical methods (Gordon, 2014). According to Sharma (2017), below are the advantages and disadvantages of probability sampling:

3.11.1 Advantages of probability sampling

- Lessens the likelihood of systematic errors and sample bias in research.
- Provides highly accurate data.
- It is both cost-effective and timesaving.
- Is simple to apply and does not necessitate any technical or advanced knowledge.

3.11.2 Disadvantages of probability sampling

- When dealing with a large population, it takes a long time.
- Despite the randomization, the researcher may wind up selecting similar research variables, which has an impact on data quality.

3.11.3 Steps involved in probability sampling

- **Step 1: Identify the target audience**

Begin by selecting the population you want to research; it is critical that one has access to every single person in the population so that you may gather data from everyone who is chosen for the sample.

- **Step 2: Determine the sample size**

The next step is to determine the size of your sample. Larger samples provide more statistical certainty, but they are also more expensive and time consuming. There are various methods for determining the size of your sample, but one of the simplest is to use a formula that includes your desired confidence interval and confidence level, the anticipated population size, and the sample size.

- **Step 3: Choose your sample at random**

This can be accomplished in one of two ways: through a lottery or by using a random

number generator. The sample is chosen at random by "drawing from a hat" or by employing a computer program that simulates the same activity in the lottery technique. One assigns a number to each individual using the random number procedure. You next select a subset of the population at random using a random number generator or random number tables. To produce random numbers, one can use Microsoft Excel's random number function (RAND).

3.11.3.1 Types of probability sampling

In research, various sampling methods are employed to ensure representative and reliable results. One such method is random sampling, where the researcher randomly selects members from the research population, as described by Nowak, Walton, Baldwin, and Bond (2015). Another approach is systematic sampling, a probability sampling technique that involves selecting members from the population using a random starting point and defined intervals, as outlined by Su and Zhu (2022). Stratified sampling is based on the principle of stratification, where the population is divided into subgroups according to criteria such as gender, age, and income levels. In this approach, the researcher ensures equal representation of all variables by creating sub-groups based on these criteria, as demonstrated by Shetty, Gupta, Belgiu, and Srivastav (2021). Lastly, cluster sampling is a method used to select samples from a large population by dividing it into pre-existing units, such as neighborhoods or cities.

3.12 SAMPLE SELECTION

Alvi (2016:2) states that the sample selection explains the method used to select the sample from the population. However, Hubbard, Yu-Chieh, Zahs and Hu (2016) contends that the larger the sample, the better the chances of obtaining meaningful statistical results. According to Alvi (2016:2), when a bigger sample is selected from the population more precise and more significant statistical results for generalisation are produced and sampling errors are eliminated. Sekaran and Bougie (2016) computed in Table (Annexure C) was used to determine the optimum sample size within a given population for the quantitative research design.

In the research, simple random sampling was utilized to ensure a fair and unbiased

selection of participants. This method involves randomly selecting members from the research population without any predefined criteria or patterns. According to Nowak, Walton, Baldwin, and Bond (2015), the process begins with identifying the entire population of interest. From this population, each member is given an equal chance of being chosen. Using a random number generator or a similar tool, researchers select participants from this list, thereby ensuring that every individual has an equal probability of inclusion. This approach helps to minimize selection bias and enhances the representativeness of the sample.

3.13 MEASURING INSTRUMENT

A closed-ended questionnaire structured on a five-point Likert Scale was used for this study. In addition, respondents were asked to rate on a three to one scale the various career development and job satisfaction factors.

3.14 BRIEF PERSPECTIVES ON THE USE OF QUESTIONNAIRES

According to Schaefer (2017), a questionnaire is developed and used to gather information relating to the intended purpose of the study. Creswell (2014:2) states that a questionnaire can be considered as one of many collection strategies and is perhaps the most widely used in research. Formalised sets of questions are developed to form a research questionnaire and used as the primary method for collecting quantitative primary data. Schaefer (2017) also states that questionnaires should satisfy the assumptions on which questionnaires are based, namely:

- Questions need to be readable and understandable to the respondents;
- Respondents need to be able to supply the information required by the questionnaire;
- It needs to be understood that there is a possibility that the respondents will be willing to answer the questions; and
- The respondents should be interested in the outcome of the study and any implications for the improvement of their current situation.

3.15 GUIDELINES FOLLOWED IN DEVELOPING THE MEASURING INSTRUMENT

Questionnaires need to be designed well from the onset before the study is carried out. Any omissions or errors in the questionnaire can seldom be revised after the research has been carried out. This would generally mean that the survey has to be repeated, which is exceedingly difficult to achieve (Creswell, 2014). According to Kabir (2016), good questionnaires are those that meet research objectives, obtain valid and reliable data from respondents, facilitate data processing, as well as achieve and maintain the involvement of respondents. Surbhi (2016) suggests that participation in a questionnaire is voluntary and Shields and Rangarjan (2013:156) supported that to maintain the interest of respondents the questionnaire needs to be good, therefore, the questionnaire should contain very clear and precise instructions on how to complete the questionnaire and look professional. Schaefer (2017) then recommends that logical sectioning of the questionnaire is vital to make it more understandable for the respondents.

3.16 STRUCTURED QUESTIONNAIRE ADVANTAGES AND DISADVANTAGES

According to Schaefer (2017), questionnaires are the most convenient, easy way to gather data and quick. Meaning large amounts of information can be collected from many people in a short period of time and in a relatively cost-effective way. The positive result of questionnaires is that critical key performance areas are reemphasized (Alvi, 2016). The questions are straight forward and clear, the responders get to identify their individual strengths and weaknesses, that way the management will find further ways to provide solutions or how they can deal with the weaknesses of the participants. In questionnaires, there is a clear guarantee of confidentiality for participants. When trying to obtain primary data, the questionnaire technique saves time (Kabir, 2016). This is due to the fact that the researcher does not need to conduct face to face to gather data, a lot of manpower is necessary while conducting a survey because the researcher must hire people to perform face to face interviews. The questionnaire method is not one of them.

One of the most difficult problems that researchers encounter when conducting surveys is that respondents provide false information. The problem is that the respondents are not lying. Instead, they believe that whatever information they provide

in the questionnaire is accurate and will assist the survey taker (Kishore, Jaswal, Kulkarni and De, 2021). Questionnaires have been found to be a more efficient and less expensive. However, the researcher may face difficulties if they do not perform in-person interviews. As there is no one to clarify the significance of the questions if they are not asked face to face, the respondents may perceive them differently. Many people may simply disregard the inquiry or refuse to respond because they are uninterested.

3.17 THE COVERING LETTER

A covering letter in Annexure A addressed to the respondent outlines the importance of the study, the aim of the questionnaire and the value of participation. An incentive in the form of mailing the summary findings of the questionnaire was included to procure co-operation and support from the respondent. The return rate was further reinforced by assuring the confidentiality and anonymity of respondents to allay any anxiety, whilst stressing the importance of job satisfaction and career development in higher education institutions mainly at the DUT. The covering letter in Annexure A was prepared by the researcher and formalised using the DUT letterhead reflecting the designation of the researcher. It was also counter-signed by the supervisor of this study to validate its authenticity and solicit co-operation from the respondents.

3.18 DESIGN OF THE QUESTIONNAIRE

The design of the questionnaire had several drafts that were assessed and then refined each time. A fair amount of time was spent formulating the questionnaire until the final research instrument was formulated. Structured closed-ended questions were included in the questionnaire. The questions were phrased to focus on a specific area in order to generate accurate data which would facilitate statistical analysis. Nominal and Ordinal categories were used in formulating the scaled questions. Various alternative responses were formulated for the single response questions. A five-point Likert scale which includes a neutral response and degrees of agree and disagree options was formed for the scaled questions. The questions were all listed below each relevant theme. Schaefer (2017) agrees that the Likert scale is very popular due to its ability to measure attitudes, opinions and beliefs. The Likert scale was aligned to the objectives of the study.

3.19 AN OVERVIEW OF THE FINAL QUESTIONNAIRE

The instrument used for this study consisted of a pre-coded structured questionnaire which was carefully constructed to facilitate maximum response and at the same time obtain more detailed information. The Questionnaire (Annexure B) consists of 130 statements and comprises the following sections:

- Section A: Job satisfaction
- Section B: Career development
- Section C: Job satisfaction and career development

The participants were asked, on a scale of 1 to 5, to specify the extent of their disagreement or agreement, as follows:

Strongly disagree	1	2	3	4	5	Strongly agree
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The number scale above represented the responses as follows: 1 – Strongly Disagree; 2 – Disagree; 3 – Neutral; 4 – Agree; 5 – Strongly Agree. The intervals 1 up to 5 were to be regarded as equal intervals. Only one option per question could be selected as a response.

3.19.1 CODING THE QUESTIONNAIRE

Creswell (2014:2) states that coding of responses is a quantitative process where the researcher makes sense of the elicited data, then divides it into numbers or text, labels all the segments and examines the codes in analysing the data. A number was assigned to each alternative response on the questionnaire. The Likert scale responses had numbers assigned to each alternative. For example, strongly disagree=1 and strongly agree=5. Before entering data onto the spreadsheet, each questionnaire was numbered for future reference and verification purposes.

3.20 PRE-TESTING

Pre-testing is a tool used to prepare for the actual questionnaire or interview. The

researcher will therefore distribute few of the questionnaire that sample the actual questionnaire of the study, the questionnaires will be distributed to check that there are no errors, poor wording and more. It is important that the sample questionnaire should still be given to the employees whom the questionnaire is relevant to. Kumar (2014:191) indicated further that a pre-test under actual field conditions should be administered with a group of people from a similar sized population of that of the actual study. The purpose of the pre-test is to ascertain if there are problems for the respondents in understanding the way in which questions have been phrased and whether the meaning is appropriate. A Pilot Study was therefore administered as per below.

3.21 THE PILOT STUDY

A pilot or preliminary study is a mini study done to refine or develop the methodology to be used in the study (Grove Burns and Gray, 2013:46). Testing of the questionnaire is included in the pilot study. For this research, the pilot study was done in Durban University of technology (South Africa) in order to establish the weaknesses and to ensure that the questionnaire is understandable to a selected number of employees. The pilot study was conducted to ensure that the items in the questionnaire are clearly stated and meaningful to the participants. The pilot study also gave the researcher an idea of how long it would take for respondents to answer the questionnaire. From the pilot study, the researcher was able to ensure that there are no repetitive items and the information leaflet that must be read before completing the study was clear. Ten administrative staff were chosen to represent the target population and were asked to give input with regards to the layout of the questionnaire, the language, its length and the aspect of anonymity as part of the pilot study. The ten participants found that the questionnaire was easy to understand, concise and very clear. Some of the participants expressed that the information leaflet was too long to read and therefore a shorter version would need to be designed for use in the main study. The pilot respondents also expressed that their full names were required on the informed consent form (see Appendix 3). The results of the pilot study were not included in the results of the main study.

3.22 VALIDITY AND RELIABILITY OF THE MEASUREMENT INSTRUMENT

Unreliability appears when instruments are not stable over time or between users. As a result, the instruments are inconsistent in their performance. Methods for determining reliability, estimate how much measurement error is present and reliability testing provides an estimate of reliability. Validity is about the interpretation of scores generated from an instrument (Furr and Bacharach, 2014). While an instrument may be reliable, it may not be valid when used for certain measurements.

3.22.1 Validity of the Questionnaire

The validity of this study was determined by means of face and content validity. Face validity is a property of a test intended to measure something. Content validity is also known as logical validity and is a non-statistical validity type. A pilot test was implemented to ensure that the questionnaire has no flaws in measurement, the questionnaire is clear and understandable and to observe non-verbal behaviour by the pilot study participants (Moser and Kalton, 2017). Further to this the research assistant was tested to see if he/she was equipped enough to address any concerns from the respondents. Wilson (2014:109) further states that validity takes the following different forms:

- Face Validity is the extent to which a test is subjectively viewed as covering the concept it purports to measure.
- Content Validity refers to how accurately a measurement instrument taps into the various aspects of the specific construct in question.
- Criterion Validity involves measuring how well a measure can predict the outcome of another measure and is established by comparing scores on an instrument with an external criterion known to measure the trait, concept, or behaviour under study and
- Construct Validity is concerned with the validation of the measurement instrument in that it should validate what it is measuring, how and why it operates the way it does and the theory underlying it.

3.22.2 Reliability of the Questionnaire

According to Moser and Kalton (2017), reliability measure refers to the ability of the

data collection instrument, to obtain consistent and accurate results. The author also concurs that reliability of the measuring instrument addresses the question of whether the results of the measuring processes are consistent on occasions when they should be consistent. The Cronbach alpha will be used as a measure of the reliability. Cronbach alpha is a numerical description of the average reliability of the total number of measurements which could represent rates, events or the items on the questionnaire (Bonett and Wright, 2014). The threshold that is normally considered adequate for a reliability of a measurement on questionnaire is a minimum of 0.70, or a value that is close to this threshold (Lo'pez, *et al.*, 2005). A pilot study was conducted and an overall Cronbach alpha of above 0.7 which is considered acceptable was obtained.

3.23 ETHICAL CONSIDERATION

According to Bryman and Bell (2015), ethics play a significant role when there is a possibility of invasion of privacy from the study participants, if the relevant consent has been sort out by the researcher from the participants, if there is any possible harm that may come to the participants and when deception may be used during the study. Ethical considerations were addressed through the completion of a formulated form by the study participants to give consent to administer the study. Study participants' names and other personal details were not solicited and the researcher committed in writing that they would ensure confidentiality and will never be compromised to maintain anonymity. Before the commencement of the study, the consent form was read to the participant and the participant was given an opportunity to get clarification on any aspect of the study before commencement. A cover letter and ethical clearance are included as proof.

3.24 ANALYSIS OF DATA

Schaefer (2017) states that the results must be organised and interpreted after the empirical evidence has been collected according to the planned design. The process of bringing structure, meaning and order from the data collected is referred to as Data analysis (Moser and Kalton, 2017). The questionnaires were collected from all the study participants and counted to ensure that all participants responded to the questionnaire. Thereafter the questionnaires were coded and captured on the data set. The services of a statistician were used to analyse the statistical information with the

use of SPSS version 24. The data was captured using a tool called Microsoft Excel program on the computer. Each questionnaire collected from the participants was indicated, example A variable name for each question was created as an example for gender: for gender male =1 and female = 2. Statements on career development were assigned names. The other tools used to analyse the data are descriptive statistics and inferential statistics:

3.24.1 Descriptive Statistics

Descriptive statistics were employed in this study, utilizing frequency tables and display charts to present information on the variables under investigation. Tables were used to organize the data systematically, providing a clear overview of the distribution and frequency of responses across different categories. Charts and graphs were then employed to visually represent these distributions, making it easier to identify patterns and trends within the data. This approach facilitated a deeper understanding of the target population's characteristics, allowing for seamless integration with the more detailed analysis of the research hypotheses (Jooste, 2021).

3.24.2 Inferential statistics

Inferential statistics are calculated to draw conclusions and make inferences about a larger population based on a sample data set (Grove et al., 2019). These statistics aid in decision-making, drawing conclusions, and making predictions about population characteristics derived from the sample data (Jooste, 2021). In this study, various statistical tests such as Pearson Chi- Square and Pearson correlation with significance were utilized to analyze the hypothesis on the relationship between career development and job satisfaction.

3.25 CONCLUSION

The research design, data collection instruments and methods used to collect the data are critical aspects covered by the Research methodology. This chapter explained how data was collected and then analysed. The chapter also described the methodology used to collect data and reasons why this method was preferred over others. The chapter gave the background with regard to the preceding chapter where data will be

interpreted and discussed. The chapter examined how respondents were selected and the method used to administer the questionnaire. A structured questionnaire was used to obtain the primary data in order to generalize findings from the population. Target population comprised 291 administrative or support staff of the Durban University of Technology. The next chapter provides the analysis of the results emanating from the research.

CHAPTER 4

ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The previous chapter focused on the design and methodology that was used to collect and analyse the necessary data; the target group; the sampling method used; instruments used to collect data; and a brief explanation of the pilot study conducted. This chapter presents the results of the questionnaires of administrative employees and its data analysis. A questionnaire design that mainly has Likert (n=1180) scale type questions was used for the study. The target population of the research comprised of 1180 employees at the Durban University of Technology from which a sample of 291 employees was selected. A total number of 240 (n=240) questionnaires were returned by the sample respondents giving a response rate of 82.47%. All the participants were either administrative or support staff from Durban University of Technology. After data collection and analysis of the questionnaire using Statistical Package for the Social Science (SPSS) version 28, the results are presented in the form of descriptive statistical using graphs figures and tables.

4.2 ANALYSIS OF DATA

The analysis of the results is presented in sequential order with the four sections of the Questionnaire namely:

- Section A: General Information
- Section B: Career Development
- Section C: Job satisfaction
- Section D: Job satisfaction and Development

4.2.1 Descriptive analysis and inferential statistics

According to Cote (2021), descriptive analysis is defined as the process in which trends and relationships are identified using current and historical data. Because it describes trends and relationships, but does not explore them much further, it is sometimes

called the simple form of data analysis. An article written by CFI team (2022) highlights that descriptive statistics make data visualization easier. This allows for meaningful and comprehensible data presentation and simplifies the interpretation of the dataset in question. Descriptive analysis is an important first step in performing statistical analysis to understand data distribution, spot outlier and typos, see relationship between variables and prepare for further statistical analysis.

For this research, the descriptive analysis was used in a form of graphs, figures and tables. Furthermore, it was used to summarise the results collected from section A: Gender, Age, Employment Type, Years of Employment and Qualification Levels of administrative employees of DUT. Inferential statistics on the other hand utilizes a random population data to describe and draw inferences about a population. Inferential statistics are useful when it is not practical or feasible to examine every member of population (Villa, 2019). According to Frost (2021), the practice of statistical inference involves the use of data analysis to infer properties of a probability distribution. An example of an inferential statistical analysis is testing a hypothesis and deriving an estimate. Laake and Fagerland (2015) explain that statistical inference is important for proper analysis of data. In fact, proper analysis of data is essential for interpretation of research results.

4.2.1.1 The two types of statistical inference

- Confidence Interval
- Hypothesis testing

According to Hayes (2022), confidence interval in statistics describes the likelihood that a population parameter will fall between a set of values for a given percentage of the time. It is common practice for analysts to employ confidence intervals that include 95% or 99% of anticipated observations. As a result, a point estimate of 10.00 is produced from a statistical model with a 95 percent confidence interval of 9.50-10.50. Hypothesis testing, which was used for the current research, is defined as an act in statistics by which a statistician verifies a population parameter assumption. The type of data used, and the purpose of the analysis will determine the methodology the analyst uses (Majaski, 2021).

SECTION A: GENERAL INFORMATION

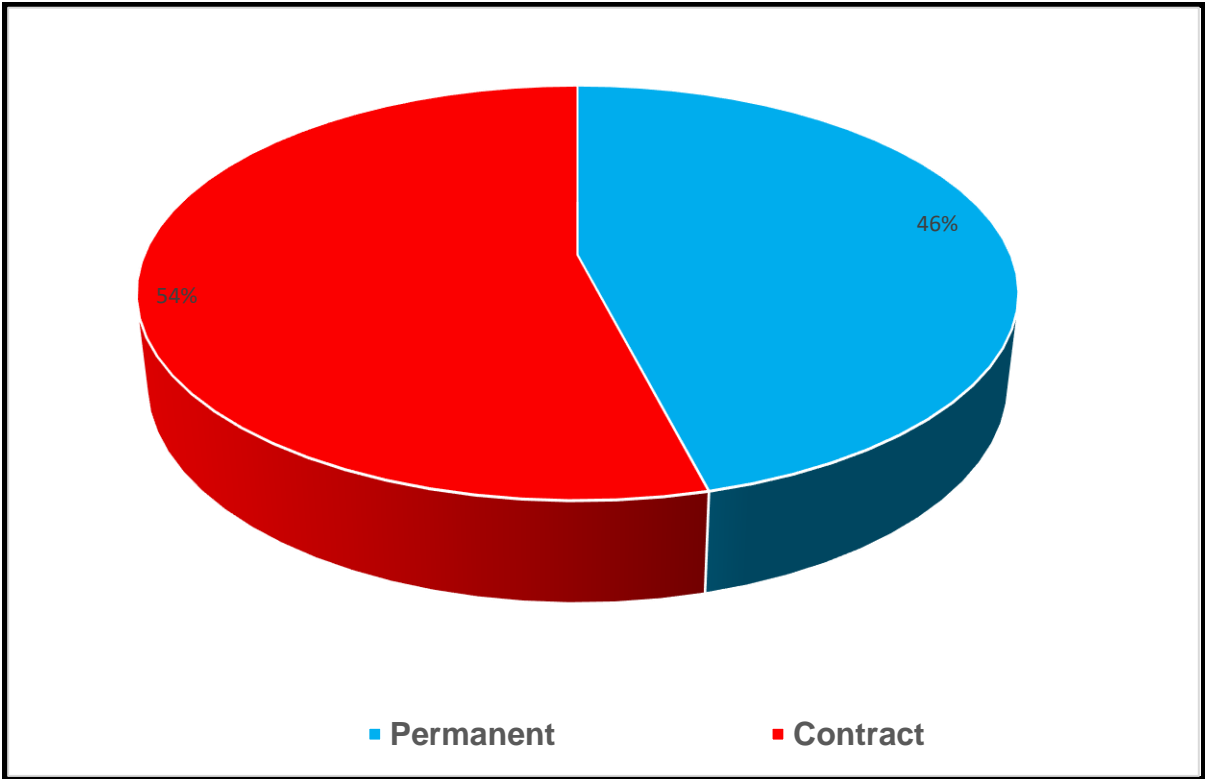
4.3 ANALYSIS OF RESULTS PERTAINING TO THE GENERAL INFORMATION AND DEMOGRAPHIC PROFILE OF THE SAMPLE RESPONDENTS (n=240)

This section focuses on the general information and demographic profile of participants. Tables and figures are provided to summarise the data that was established from the current research.

4.3.1 Analysis between permanent and contract Staff

This section focuses on the type of employment for administrative employees in the Durban University of Technology.

Figure 4. 1: Analysis of permanent and contract staff at DUT (n=240)



According to the data shown in Figure 4.1, most respondents (54%) worked at DUT in a contract position, while 46% had a permanent position. Adams and Adams (2021) defined contract employment as a type of employment agreement that expires or is

terminated on a specific date as per agreement. As for permanent employment, it is an employment that last for longer periods compared to contract.

4.4 ANALYSIS BETWEEN THE TYPES OF EMPLOYMENT BY ADMINISTRATIVE STAFF AT THE DUT

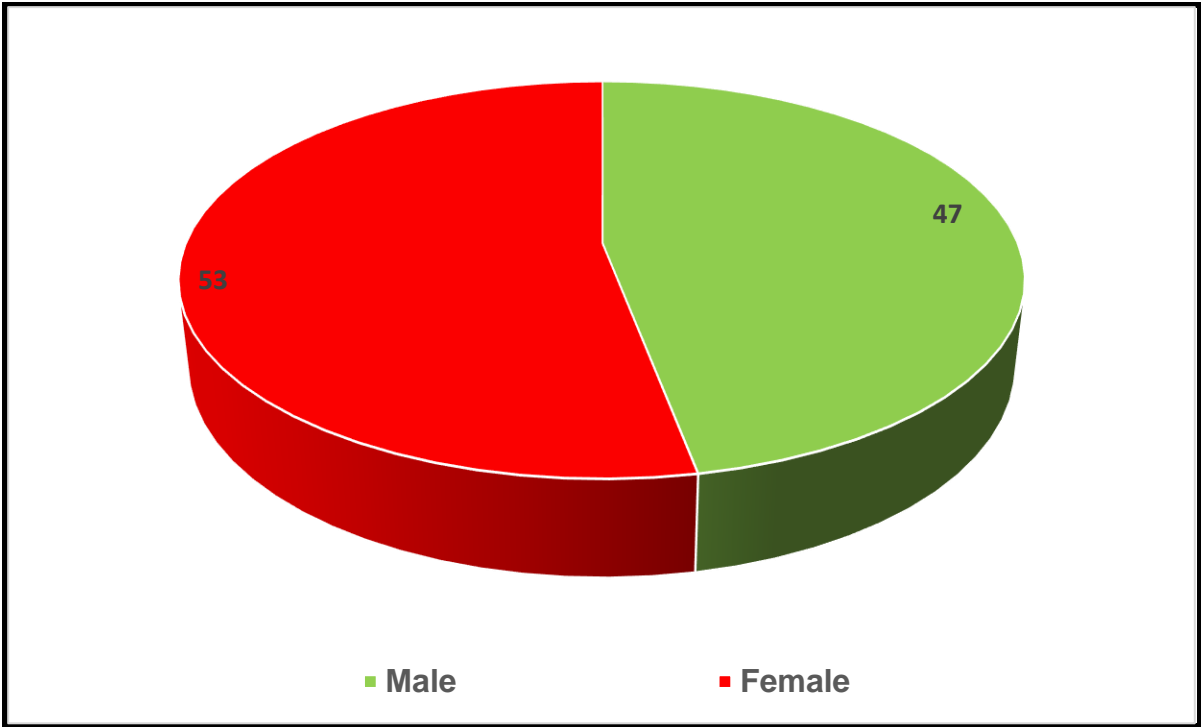
Based on the findings above in figure 4.1, DUT has employed 46% administrative staff who are on a permanent employment type, 54% who are on contract and no evidence on a temporary employment. There have been a lot of discussions by employees on whether they feel safe when they are under contract or permanent employment. According to an online article by Israelstam (2019), South African employers often lose in CCMA and bargaining committee cases involving fixed term contracts. The main reasons for this are that employers do not understand the legal purpose of fixed term contracts and the circumstance under which they can safely enforced or terminated.

Adam and Adam (2021) also mention that the Basic Conditions of Employment Act also prescribes certain mandatory minimum employment standards that need to be provided by employees from all levels of management: holidays, working hours, maternity leave and many more. Irrespective of the type of employment type, what it is important is that all employees are treated equally. An article by Singh (2021) mentioned that Mangosuthu University of Technology employees performed a strike as they were seeking for their employment status changed from contract to permanent. The reason why employees are seeking to be on a permanent basis is to have full benefits such as health insurance, job security, demonstrate commitment, employee benefit, being part of team and many more.

4.4.1 Gender breakdown of the overall sample respondents at the DUT (n=240)

Figure 4.2 shows the findings of the research done that reflect on the percentage of male and female administrators of DUT.

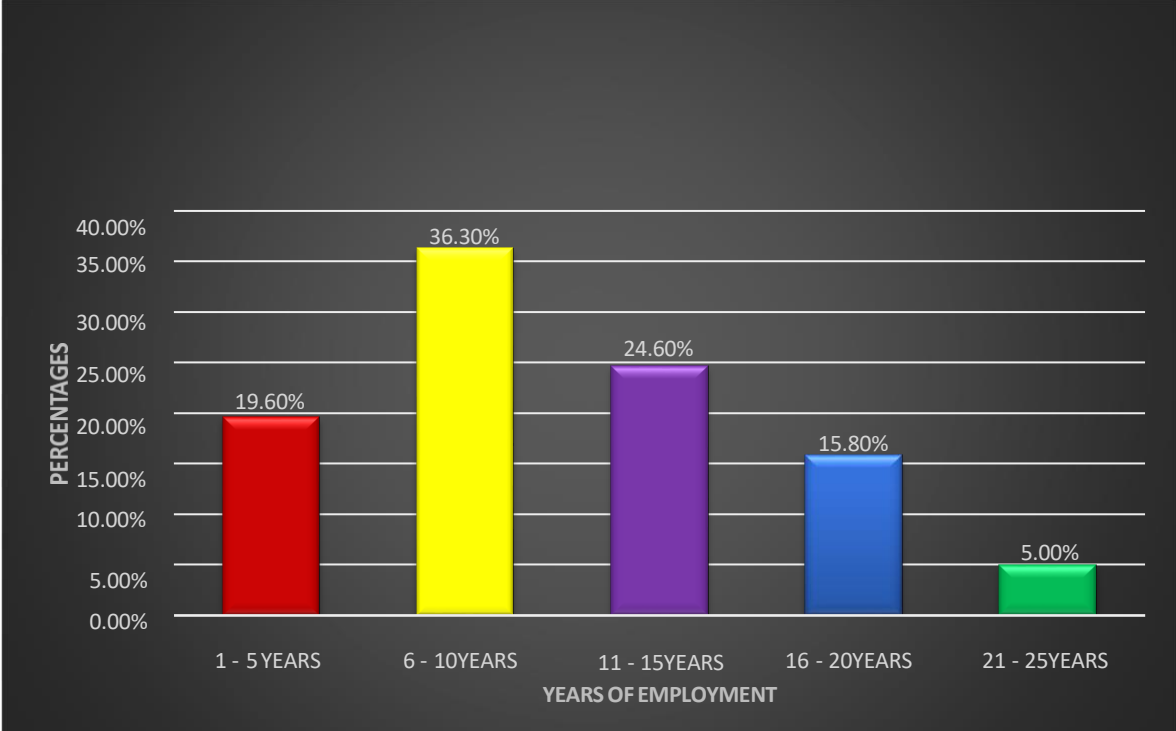
Figure 4. 2: Analysis of the gender breakdown (n=240)



The gender breakdown of the overall sample respondents is shown in Figure 4.2 and indicates that DUT has more administrative females (53.3%) than males (46.7%). Although there are still more women than men, these statistics demonstrate that there is no longer a perception that administrative work is only performed by women because there is now more man than there were previously. Possibly, the shift in the function and character of the administrative profession now draws more men. In accordance with the South African Constitution of 1996, the government has been pushing for equality in the workplace for all race and gender. With that, there has been less difference between male and female and more about equality and sharing of roles in the workplace (Department of Labour, 2014)

4.4.2 Analysis of period of employment

Figure 4. 3: Period of employment analysis of the sample respondents at DUT (n=240)

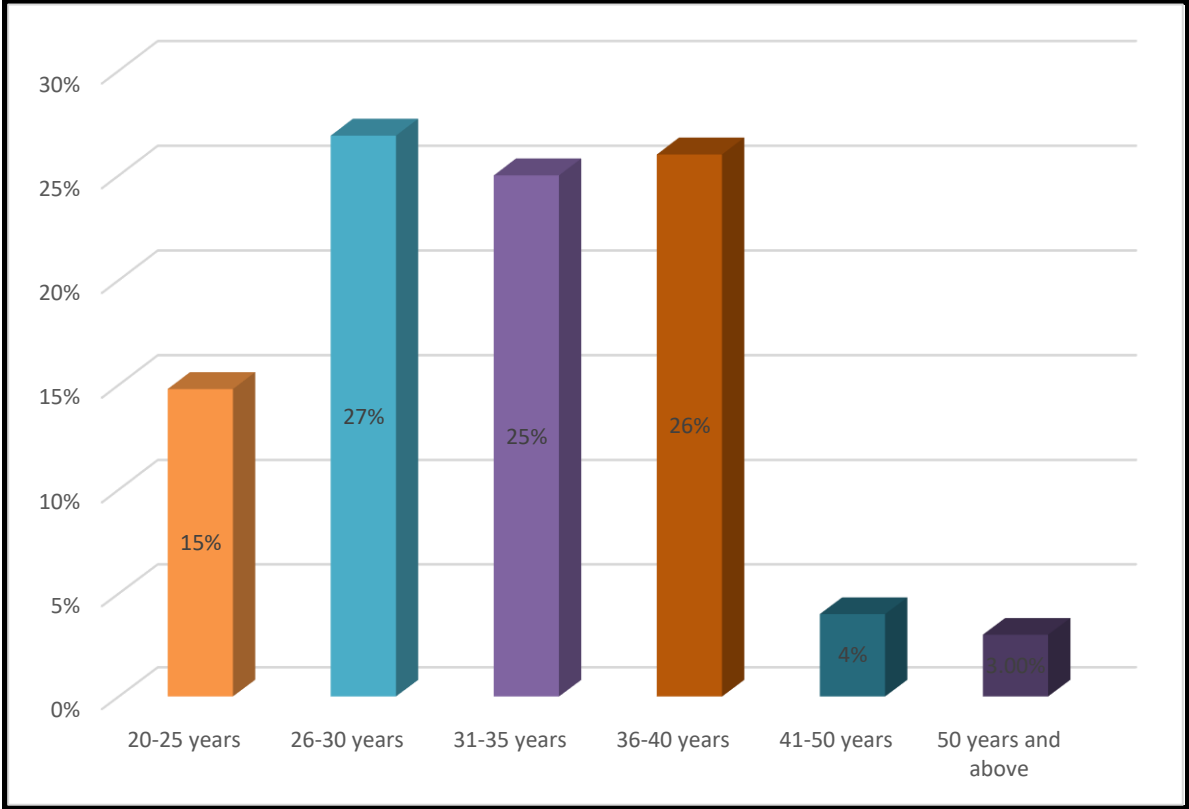


According to the table above, 36.3 % of respondents were employed at DUT for 6 to 10 years, those who have worked between the years of 11 and 15 years reached 24.6% and those between the years of 16 and 20 formed 15.8% of the respondents. Even though only 5% only worked for 21-25 years, these results are still a good indication that employees are loyal to the institution, and they feel accommodated in the workplace. Kupur (2018:05) mentioned that one key factor to avoid turnover and ensure that employees stay a longer period in the organisation, is having good working conditions. A comfortable work environment does not only enhance work performance, but it also increases the year’s employees will stay in the organisation. Empirical studies have shown that employees who have worked longer within an organisation are often more satisfied than their counterparts with fewer years of services in the same organisation (Rentas, 2019:6).

4.4.3 Analysis on the age profile of the respondents

The figure below summarises the age categories of administrative employees a DUT who took part of the data analysis.

Figure 4. 4: Age category analysis of the sample respondents at DUT (n=240)



As indicated by the bar graph in Figure 4.4, most of the sample respondents were between 26-30 years old. In the age categories representing the sample respondents between 31 and 35 years equated to 25% of the respondents, while 4% fell into the category of 41 to 50 years of age. A meagre 3.3% reported that they were above 51 years of age. The figure above indicates that administrative employees between the ages of 26-35 dominate than those are preserved as approaching retirement, namely ages above 41.

4.4.4 Educational qualification of the sample respondents

The below indicates the educational levels of administrative employees from Durban University of Technology.

Figure 4. 5: Analysis of respondents by their educational qualification (n=240)

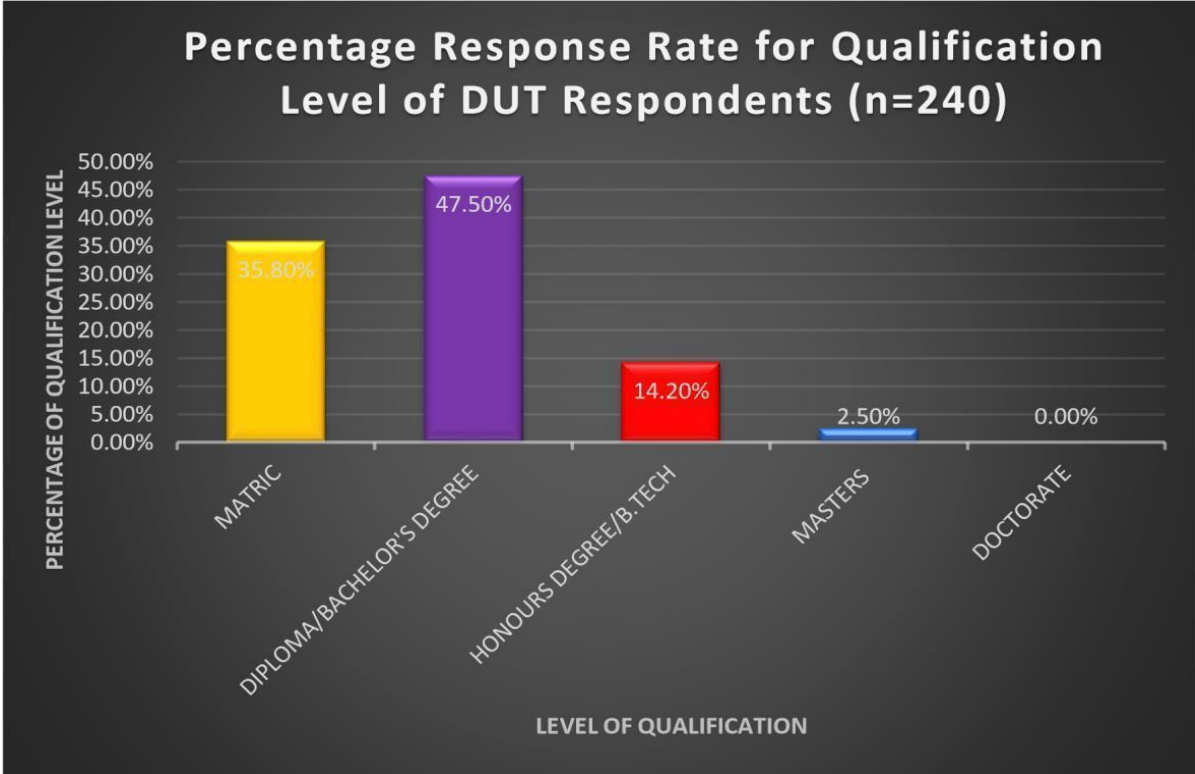


Figure 4.5 above indicates the respondents' educational qualifications. Most respondents (47.50%) have obtained a post school qualification of either a Diploma or Bachelor's degree; those who have only obtained Matric are 35.8%, Honours degree are as little as 14.2% and only 2.5% hold a Master's degree. It is important all employees get an opportunity to further their studies as Kapur (2018:7), emphasis that the educational qualification, skills, and abilities that employees have determine their attitude towards the job. The level of education that an employee holds determines the way they perceive their work. If employees are unable to use their educational qualifications when performing their work, they often are not satisfied with the task assigned to them.

SECTION B: CAREER DEVELOPMENT

The responses to Section B focus on descriptive analysis which provide an overview of the perceptions relating to career development, namely, Section B of the Questionnaire (Annexure B).

4.4.5 SUMMARY OF FREQUENCIES BY SAMPLE RESPONDENTS IN RELATION TO CAREER DEVELOPMENT

Table 4. 1: Frequencies expressed as a percentage by sample respondents in relation to career development at DUT (n=240)

Statement	Responses	Response options					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
6. My current position primarily consists of relevant tasks.	Count	0	49	51	140	0	240
	Percentage	0.0%	20.42	21.25%	58.33.3	0	100%
7. I enjoy interacting with customers (staff and students) on a daily basis.	Count	0	2	4	118	116	240
	Percentage	0.0%	0.8%	1.7%	48.3%	48.3%	100%
8. In my current position I have the right to make autonomous decision.	Count	30	27	10	162	11	240
	Percentage	12.5%	11.25%	4.17%	67.5%	4.58%	100%
9. My career development is directly linked to performance management at the DUT.	Count	7	159	14	60	0	240
	Percentage	2.92%	66.25%	5.83%	25%	0	100%
10. Management regards my career development as important.	Count	0	72	107	21	40	240
	Percentage	0	30%	44.58%	8.75%	16.67%	100%
11. I feel encouraged to volunteer in my present position to learn new skills and knowledge.	Count	10	21	34	36	4	240
	Percentage	9.5%	20.0%	32.4%	34.3%	3.8%	100%
12. The attitude of my line manager towards career development is positive.	Count	0	28	178	34	0	240
	Percentage	0	11.6%	74.2	14.2%	0	100%
13. I often think of changing my job.	Count	0	30	0	28	182	240
	Percentage	0	12.5%	0	11.67%	74.83%	100%
14. I would love to further my studies.	Count	0	10	0	172	58	240
	Percentage	0	4.17%	0	71.66%	24.17%	100%
15. In my opinion, DUT should change how they conduct their career development for administrative / support staff.	Count	0	52	24	83	81	240
	Percentage	0	21.7%	10%	34.6%	33.7%	100%

Table 4.1 provides a summary of data for career development conducted which has Likert scale options namely: strongly disagree, disagree, neutral, agree and strongly agree. A majority of employees (75.83%) often feel like changing their job (statement 13) which indicates the low level of job satisfaction they receive at their workplace is leading them to leaving or thinking of leaving the institution. Results from statement 7 show that 49.2% participants agree that their interaction with co-workers is healthy, which can be one of the key factors that encourages them to stay longer at DUT. Statements 14 elicited responses on whether employees at DUT would love to further their studies. The results show that many administrative employees at DUT indicated that they would love to further their studies. The challenge is that their jobs come with a significant number of tasks that makes it difficult for them to find time to further their studies. Authors Ngoro and Martins (2019) stated that that top management needs to encourage employees to further their studies. That way employees will feel and believe that their employers care and are concerned about their success as assets of the company. And, with further knowledge, they can even apply for other internal positions of the company.

Kapur (2018: 7) also adds that it is important for all employees to get an opportunity to further their studies, and emphasise that the educational qualification, skills, and abilities that employees have determine their attitude towards the job. Furthermore, the level of education that an employee holds determines the way they perceive their work. If employees are unable to use their educational qualifications when performing their work, they often are not satisfied with the task assigned to them. From Statement 15, the results show that 83 respondents out of the 240 agreed that DUT should change how it conducts their career development for administrative or support staff as many administrative staff feel that they are not recognised as equal as academic staff, and they are not given enough opportunities to further their studies or trained enough to better their current administration work. Hammond, Michael and Luke (2017:39) state that staff should be appropriately trained to enhance their knowledge in respect of their positions. That way they will feel valued. Approximately 75.83% of the respondents (Statement 13) agreed that they often think of changing their jobs. It is important for every workplace to ensure that their workers are satisfied at most times, they feel accommodated and allowed to study further and encouraged to apply for internal posts. Although the respondents indicated that they are not accommodated in terms of their career advancement opportunity, they are satisfied with the fact that they can make

autonomous decisions in the workplace (Statement 8). This shows that DUT does try to ensure that employee opinions are heard. This is supported by Bekru *et al.* (2017) who state that it is important that employees in Higher Education Institutions are recognised as this will increase employee morale and satisfaction levels within the work environment.

4.5 SECTION C: JOB SATISFACTION

An analysis of the summarised results pertaining to Section C of the Questionnaire (Annexure B) namely job satisfaction is presented below.

4.5.1 SUMMARY OF FREQUENCIES BY SAMPLE RESPONDENTS IN RELATION TO JOB SATISFACTION

Table 4. 2: Frequencies expressed as a percentage by sample respondents in relation to job satisfaction at DUT (n=240).

Statement	Responses	Response options					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
16. My salary is equitable to the industry norm.	Count	51	96	48	39	6	240
	Percentage	21.2%	40%	20%	16.3%	2.5%	100%
17. I regard the working conditions at DUT to be good.	Count	0	72	63	105	0	240
	Percentage	0	30%	26.25%	43.75%	0	100%
18. I perceive my job to be stressful.	Count	0	103	25	72	40	240
	Percentage	0	42.9%	10.4%	30%	16.7%	100%
19. The current workload in our division/ department is too high.	Count	0	73	102	65	0	240
	Percentage	0	30%	42.5%	27.08%	0	100%
20. In my opinion at the DUT there are good working relations amongst staff.	Count	0	125	35	80	0	240
	Percentage	0	52.08%	14.58%	33.33%	0	100%
21. I receive recognition for a task well done.	Count	132	80	28	0	0	240
	Percentage	55%	33.33%	11.67%	0	0	100%
22. In my opinion, the DUT assists employees to develop their skills and knowledge if they have to be placed in an acting capacity.	Count	140	50	25	25	0	240
	Percentage	58.33%	20.83%	10.42%	10.42%	0	100%
23. If a colleague leaves the DUT, the post is filled within a reasonable time.	Count	40	184	0	16	0	240
	Percentage	16.7%	76.7%	0	6.5%	0	100%
24. My current position is challenging enough for me to experience job satisfaction.	Count	13	51	0	35	141	240
	Percentage	5.45%	21.25%	0	14.5%	58.8%	100%
25. I often feel that I can achieve more in my current job in terms of individual development.	Count	0	0	0	72	168	240
	Percentage	0	0	0	30%	70%	100%

Table 4.2 above demonstrates that DUT has made some efforts in terms of accommodating administrative employees as statement 17 shows that 42.75% agree that DUT has good working conditions. Although the working conditions are satisfying, 58.33% of employees disagree that DUT assists employees to develop their skills and knowledge if they must be placed in an acting capacity. According to Rogel (2014:1), an employee's perception of growth and development is one of the more important predictors of employee engagement. Opportunities for growth and development help employees expand their knowledge, skills, and abilities, and apply the competencies they have gained to new situations.

Kjeldsberg (2015) highlights that the opportunity to gain new skills and experiences can increase employee motivation and job satisfaction and help workers more effectively manage job stress. Fair chances of promotion according to employee's abilities and skills make employees more loyal to their work and become a source of pertinent workability for the employee. According to statement 21, employees at DUT strongly disagree that they receive recognition of a task well done. Qwabe (2016:92) conducted research on DUT employees as well on whether administrative support staff are recognised by their employers and colleagues, including academic staff. Qwabe found that certain employees commended that they were taken for granted by their employers and fellow employees in their department. Therefore, it was recommended that staff need recognition for good work and team activities need to be introduced to promoting togetherness in the workplace.

4.6 SECTION D: THE INFLUENCE OF CAREER DEVELOPMENT ON JOB SATISFACTION AT A SELECTED UNIVERSITY OF TECHNOLOGY.

An analysis of results pertaining to Section D of the Questionnaire (Annexure B) namely career development, and job satisfaction is presented below by means of utilising descriptive statistics.

Table 4. 3: Frequencies expressed as percentages by respondents in relation to career development and job satisfaction at DUT (n=240)

Statement	Response s	Response options					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
26. DUT provides training and development programme regularly for administrative / support staff.	Count	126	49	36	29	0	240
	Percentage	52.5%	20.42%	15%	12.08%	0	100%
27. Whenever DUT has a training programme in action, I will be allowed to attend if I request to do so from my manager.	Count	0	11	73	156	0	240
	Percentage	0	4.58%	30.42%	65%	0	100%
28. After the training programme, my supervisor encourages me in the workplace to apply what I learnt in the programme.	Count	0	0	95	109	36	240
	Percentage	0	0	39.58%	45.42%	15%	100%
29. Top management at DUT always encourages me to study further and apply for internal jobs.	Count	0	168	20	52	0	240
	Percentage	0	70%	8.33%	21.67%	0	100%
30. The institution's always conduct an employee job satisfaction survey to investigate whether the employees are still happy with their jobs.	Count	0	183	57	0	0	240
	Percentage	0	76.25%	23.75%	0	0	100%
31. Job satisfaction of administrative staff improves the effectiveness at DUT.	Count	0	0	0	200	40	240
	Percentage	0	0	0	83.33%	16.67%	100%
32. DUT considers training and development as part of their organisational strategy/ tool.	Count	27	182	31	0	0	240
	Percentage	11.25%	75.83%	12.92%	-	-	100%
33. I am always satisfied with the information provided by the trainer during the training sessions.	Count	75	137	28	0	0	240
	Percentage	31.25%	57.08%	11.67%	0	0	100%
34. The skills or knowledge obtained during training provided by DUT is important to my job.	Count	13	51	0	35	141	240
	Percentage	5.42%	21.25%	0%	14.58%	58.75%	100%
35. Staff development must be included in all employee's annual performance objectives.	COUNT	0	0	0	192	48	240
	Percentage	0	0	0	80%	20%	100%

As illustrated in Table 4.3 above, 62.6% of the respondents disagreed with Statement 26 that DUT provides training and development regularly for administrative staff. The staff instead stated that DUT does organise training but not for administrative employees. About 65% percentage of respondents in statement 27 state that even though the institution does not organise a program for administrative employees only, whenever the institution has a training taking place, the manager does request the administrative employees to attend the training but not often enough. Champagne (2020:30) emphasises the importance of employee skills development to ensure that equality of opportunity is granted for all employees. In Statement 31, approximately 83.33% of the respondents agreed that job satisfaction of employees improves effectiveness of DUT. Some respondents (37.5%) disagreed on Statement 26 that DUT provides training and development regularly for administrative staff. The staff instead stated that DUT organises training but, not for administrative employees. Most respondents (80%) on statement 35 agreed that skills development must be included in all employee's annual performance objective. According to Half (2017), succession planning can be a tool used to promote skills development and it can also be used to teach employees how to gain knowledge that is part of their career enhancement process.

4.7 HYPOTHESIS TESTING

After completing descriptive statistics of my research on two factors, namely career development and job satisfaction at Durban University of Technology, it was appropriate to test the relevant hypothesis pertaining to the empirical analysis. According to Walker (2019:227), hypothesis testing is a method used in statistics to evaluate whether a particular view is correct. Analysts perform hypothesis tests on statistical samples to provide evidence of the validity of null hypotheses. Measurements and analyses are performed on a sample of the population to validate the theory (Biswal, 2023). According to Vaidya (2023), this test can use two explanations for the data: the null hypothesis is true if the sample mean is equal to the population mean. Alternatively, the alternative hypothesis is accepted if the sample mean is not equal to the population mean. This method requires good analytical skills and is not available to most people. Also, the method relies heavily on probabilities. Hypothesis testing uses sample data to validate a study. Researchers speculate about the connections between various factors then collect data to test these relationships. Based on the data, researchers draw conclusion. Eliminating chance is very important

in statistics. Data must not be created by chance or by chance factors (Bevans, 2022).

Hypothesis 1

There is a significant relationship between management at DUT regarding employee career development as important and the employee length of service.

Table 4. 4: The relationship between management at DUT regarding employee career development as important and the employee length of service (n=240)

Statement B10 and A4	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.624	20	0.037
Likelihood Ratio	31.916	20	0.044
Linear-by-Linear Association	9.045 ^C	1	0.003
Number of Valid cases	240		

*Pearson's Chi-square = 32.624, df = 20, Pearson's Significance (p<0.05)

Table 4.4 above illustrates the relationship between management at DUT regarding employee career development as important (Statement B10) and the employee length of service (Statement A4). Based on the Pearson Chi Square test results (p=0.037) and the value of Pearson Chi square of 32.624 which is above the cut off 27.185, there is a significant relationship between management at DUT regarding employee career development as important and the employee length of service. Therefore, the hypothesis is accepted at p<0.05.

Hypothesis 2

H₂ There is a significant relationship between employers having to conduct career development for administrative staff and employee's level of qualification at DUT.

Table 4. 5: The relationship between employers having to conduct career development for administrative staff and employee’s level of qualification at DUT (n=240)

Statement B15 and A5	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.787	9	0.000
Likelihood Ratio	19.191	9	0.023
Linear-by-Linear Association	.002 ^c	1	0.963
Number of Valid cases	240		

* Pearson’s Chi-square =30.787, df =9, Pearson’s Significance (p <0.05)

Table 4.5 above demonstrates the relationship between employers having to conduct career development for administrative staff (statement B15) and employees’ level of qualification at DUT (Statement A5). Based on the Table above, Pearson Chi square results is p=0.000 and the Pearson Chi square value is 30.787 which is above the cut off 27.185. Therefore, there is a significant relationship between employers having to conduct career development for administrative staff and employee’s level of qualification at DUT. The hypothesis is accepted (p<0.05).

Hypothesis 3

H3 There is a significant relationship between good co-worker relations and the employee length of service.

Table 4. 6: The relationship between good co-worker relations and the employee length of service at DUT (n=240)

Statement C20 and A4	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.251	20	0.052
Likelihood Ratio	33.553	20	0.029
Linear-by-Linear Association	7.988 ^c	1	0.005
Number of Valid cases	240		

* Pearson’s Chi-Square =31.251, df =20, Pearson’s Significance (p<0.05)

Table 4.6 highlights the relationship between good co-worker relations (statement C20) and the employee length of service (Statement A4). The Pearson Chi square test results are $p=0.052$ and the value of Pearson Chi Square is 31.251 which is above the cut off 27.185. The hypothesis is accepted ($p<0.05$); therefore, there is a significant relationship between good co-worker relations and the employee length of service at DUT.

Hypothesis 4

H4: There is a significant relationship between good working conditions at DUT and employees being encouraged by management to volunteer in their present position to learn new skills.

Table 4. 7: The relationship between good working conditions at DUT and employees being encouraged by management to volunteer in their present position to learn new skills (n=240)

Statement C17 and B11	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50,423	12	0.000
Likelihood Ratio	54,256	12	0.000
Linear-by-Linear Association	17,434c	1	0.000
Number of Valid cases	240		

* Pearson's Chi-Square 50.423, df =12, Pearson's Significance ($p <0.05$)

Table 4.7 above analyses the relationship between good working conditions at DUT (statement C17) and employees being encouraged by management to volunteer in their present position to learn new skills (Statement B11). Table 4.8 shows the Pearson Chi square rest is ($p=0.000$) and the value of Pearson Chi square is 50.423 that is above the cut off of 27.185. Thus, there is a more reliable significant relationship between good working conditions at DUT and employees being encouraged by management to volunteer in their present position to learn new skills. Therefore, the hypothesis is accepted at $p<0.05$.

Hypothesis 5

H₅ There is a significant relationship between employees perceiving their job to be stressful and employees being encouraged by management to volunteer in their present position to learn new skills at DUT.

Table 4. 8: The relationship between employees perceiving their job to be stressful and employees being encouraged by management to volunteer in their present position to learn new skills at DUT (n=240)

Statement C18 and B11	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35,057	16	0,004
Likelihood Ratio	32,787	16	0,008
Linear-by-Linear Association	9,231 ^c	1	
Number of Valid cases	240		

* Pearson's Chi-square 35,057, df = 16 and Pearson's Significance (p <0.05)

Table 4.8 illustrates the relationship between employees perceiving their job to be stressful (Statement C18) and employees being encouraged by management to volunteer in their present position to learn new skills at DUT (Statement B11). The Pearson Chi square test results are p=0.004 and the value of Pearson Chi square is 35.057 which is greater than the cut off value of 27.185. Therefore, there is significant relationship between employees perceiving their job to be stressful and employee's being encouraged by management to volunteer in their present position to learn new skills at DUT. Thus, the hypothesis is accepted at (p<0.05).

Hypothesis 6

H₆ There is a significant relationship between employee's skills and knowledge obtained during training which is provided by DUT is important for their job and employee's career development is directly linked to their performance at DUT.

Table 4. 9: There is a relationship between employee’s skills and knowledge obtained during training which is provided by DUT is important for their job and employee’s career development is directly linked to their performance at DUT (n=240)

Statement D35 and B9	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28,870	16	0,025
Likelihood Ratio	32,999	16	0,007
Linear-by-Linear Association	,097 ^C	1	0.755
Number of Valid cases	240		

* Pearson’s Chi-Square 28,870^a, df = 16 and Pearson’s Significance (p <0.05)

Table 4.9 above illustrates the relationship between employee’s skills and knowledge obtained during training which is provided by DUT is important for their job (Statement D35) and employee’s career development is directly linked to their performance at DUT (Statement B9). The Pearson Chi square test (p=0.025) and the value of Pearson Chi square is 28.870 which is above the cut off 27.185. There is a slightly reliable significant relationship between employee’s skills and knowledge obtained during training which is provided by DUT is important for their job and employee’s career development is directly linked to their performance at DUT. Therefore, hypothesis is accepted (p<0.05).

Hypothesis 7

H₇ There is a significant relationship between supervisor encouraging employees to apply what they have learned during training programme and management at DUT regarding employee career development as important.

Table 4. 10: The relationship between supervisor encouraging employees to apply what they have learned during training programme and management at DUT regarding employee career development as important (n=240)

Statement D28 and B10	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30,029	16	0,018
Likelihood Ratio	29,591	16	0,020
Linear-by-Linear Association	,097 ^c	1	0,021
Number of Valid cases	240		

* Pearson's Chi-Square =30,029, df = 16 and Pearson's Significance (p <0.05)

Table 4.10 above depicts the relationship between supervisor encouraging employees to apply what they have learned during training programme (statement D28) and management at DUT regarding employee career development as important (Statement B 10). Based on the Pearson Chi square test result (p=0.018) and the value of Pearson Chi square of 30.029 which is above the cut off 27.185, there is a significant relationship between the supervisor encourages employees to apply what they have learned during training programme and management at DUT regarding employee career development as important. Therefore, the hypothesis is accepted (p<0.05).

Hypothesis 8

H₈ There is a significant relationship between job satisfaction levels of administrative staff and management regarding employee career development as important at DUT.

Table 4. 11: The relationship between job satisfaction levels of administrative staff and management regarding employee career development as important at DUT (n=240)

Statement D31 and B10	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.656	16	0,006
Likelihood Ratio	14.161	16	0.587
Linear-by-Linear Association	.041	1	0.840
Number of Valid cases	240		

* Pearson's Chi-Square 33.656, df = 16 and Pearson's Significance ($p > 0.05$)

Table 4.11 illustrates the relationship between job satisfaction levels of administrative staff (Statement D31) and management regarding employee career development as important at DUT (Statement B10). Based on the Pearson Chi square test results ($p=0.006$) and the Pearson Chi square value of 33.656 which is greater than 27.185, Therefore, there is no significant relationship between job satisfaction levels of administrative staff and management regarding employee career development as important at DUT. The hypothesis is rejected ($p > 0.05$).

Hypothesis 9

H₉ There is a significant relationship between DUT considering training and development as part of the organisational strategy and management at DUT regarding employee career development as important.

Table 4. 12: The relationship between DUT considering training and development as part of the organisational strategy and management at DUT regarding employee career development as important (n=240)

Statement D32 and B10	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.452	16	0.781
Likelihood Ratio	11.505	16	0.77
Linear-by-Linear Association	.594	1	0.441
Number of Valid cases	240		

* Pearson's Chi-Square 35,057, df = 16 and Pearson's Significance (p <0.05)

Table 4.12 above shows the relationship between DUT considering training and development as part of the organisational strategy (Statement D32) and management at DUT regarding employee career development as important (Statement B10). Based on the Pearson Chi Square test results ($p=0.781$) and the value of Pearson Chi Square is 11.452 which is below the cut off value of 27.185, there is no significant relationship between DUT considering training and development as part of the organisational strategy and between management at DUT regarding employee career development as important. Therefore, the hypothesis is rejected at ($p>0.05$).

Hypothesis 10

H₁₀ There is a significant relationship between management including staff development in employee's annual performance objectives and management regarding employee career development as important at DUT.

Table 4. 13: The relationship between management including staff development in employee’s annual performance objectives and management regarding employee career development as important at DUT (n=240)

Statement D35 and B10	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.555	8	0.000
Likelihood Ratio	41.559	8	0.001
Linear-by-Linear Association	2.411	1	0.001
Number of Valid cases	240		

* Pearson’s Chi-Square 35,057, df = 8 and Pearson’s Significance (p <0.05)

Table 4.13 above illustrates the relationship between management, including staff development in employee’s annual performance objectives (Statement D35) and management regarding employee career development as important at DUT (Statement B10). Based on the table above, the Pearson Chi square test result is p=0.000 and the value of Pearson Chi square is 47.555 which is above the cut off value of 27.185. Therefore, there is a slightly high significant relationship between management including staff development in employee’s annual performance objectives and management regarding employee career development as important at DUT. Therefore, the hypothesis is accepted at p<0.05.

Hypothesis 11

H₁₁ There is a significant relationship between employees perceiving their job to be stressful and having the right to make autonomous decision in their current position at DUT.

Table 4. 14: The relationship between employees perceiving their job to be stressful and having the right to make autonomous decision in their current position at DUT (n=240)

Statement C18 and B8	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.284	16	0.001
Likelihood Ratio	31.516	16	0.012
Linear-by-Linear Association	.844	1	0.358
Number of Valid cases	240		

* Pearson's Chi-Square 39,284, df = 16 and Pearson's Significance (p <0.05)

The table above shows the relationship between employees perceiving their job to be stressful (Statement C18) and having the right to make autonomous decision in their current position at DUT (Statement B8). Table 4.14 shows the Pearson Chi square test results (p=001), and the Pearson Chi square value is 39.284, which is greater than the cut off of 27.185. Thus, there is a significant relationship between employee perceiving their job to be stressful and having the right to make autonomous decision in their current position at DUT. Therefore, the hypothesis is accepted (p<0.05).

Hypothesis 12

H₁₂ There is a significant relationship between employees facing challenges that prevent them from experiencing job satisfaction at DUT and employees being able to make autonomous decision in their current position.

Table 4. 15: The relationship between employees facing challenges that prevent them from experiencing job satisfaction at DUT and employees being able to make autonomous decision in their current position (n=240).

Statement C24 and B8	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.676	12	0.000
Likelihood Ratio	38.001	12	0.000
Linear-by-Linear Association	2.186	1	0.139
Number of Valid cases	240		

* Pearson's Chi-Square 55.676, df = 12 and Pearson's Significance (p <0.05)

Table 4.15 above depicts the relationship between employees facing challenges that prevent them from experiencing job satisfaction at DUT (statement C24) and employees being able to make autonomous decision in their current position (statement B8). Based on the Pearson Chi Square test results (0.000) and Pearson Chi square value is 55.676 which is greater than the cut off 27.185, there is a highly significant relationship between employees facing challenges that prevent them from experiencing job satisfaction at DUT and employees being able to make autonomous decision in their current position. Therefore, the hypothesis is accepted (p<0.05).

Hypothesis 13

H₁₃ There is a correlation between top management at DUT encouraging employees to further their studies whilst they apply for internal jobs and management regarding employee career development as important.

Table 4. 16: The relationship between top management at DUT encouraging employees to further their studies whilst they apply for internal jobs and management regarding employee career development as important (n=240)

Statement D29 and B10	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.529	12	0.000
Likelihood Ratio	24.542	12	0.017
Pearson's R	0.224		0.001
Linear-by-Linear Association	11.972	1	0.001
Number of Valid cases	240		

* Pearson's Chi-Square 40.529, df = 12 and Pearson's Significance ($p < 0.05$)

Table 4.16 above depicts the relationship between top management at DUT encouraging employees to further their studies whilst they apply for internal jobs (Statement D29) and management regarding employee career development as important (B10). The table above indicates that the Pearson Chi square test result is ($p=0.000$), the value of Pearson Chi square of 40.529 which is above the cut off of 27.185 and Pearson correlation test results ($p=0.001$). There is a more reliable significant relationship between top management at DUT encouraging employees to further their studies whilst they apply for internal jobs and management regarding employee career development as important. Therefore, the hypothesis is accepted at ($p < 0.05$).

Hypothesis 14

H₁₄ There is a correlation between employers at DUT including skills development in all employees' annual performance objectives and employees being able to make autonomous decision in their current position.

Table 4. 17: The relationship between employers at DUT including skills development in all employees’ annual performance objectives and employees being able to make autonomous decision in their current position (n=240)

Statement D35 and B8	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.741	8	0.000
Likelihood Ratio	24.542	8	0.000
Pearson’s R	0.224		0.001
Linear-by-Linear Association	11.972	1	0.001
Number of Valid cases	240		

* Pearson’s Chi-Square 40.741, df = 8 and Pearson’s Significance (p <0.05)

Table 4.17 above shows the relationship between employers at DUT including skills development in all employees’ annual performance objectives (Statement D35) and employees being able to make autonomous decision in their current position (statement B8). The table above indicates that the Pearson Chi square test result is (p=0.000), the value of Pearson Chi square of 40.741 is above the cut off of 27.185 and Pearson correlation test results (p=0.001). There is therefore a significant relationship between employers at DUT including skills development in all employees’ annual performance objectives and employees been able to make autonomous decision in their current position. Therefore, the hypothesis is accepted at p<0.05.

Hypothesis 15

H₁₅ There is a correlation between high workload in the department and employee perception on the levels of job satisfaction at DUT.

Table 4. 18: The correlation between high workload in the department and employee perception on levels of job satisfaction at DUT (n=240)

Statement C19 and D30	Value
Pearson Correlation	- 0,231
Sig (2- Tailed)	0.000
Number of valid cases	240

* Correlation significant is 0.000 (2 tailed) and significant p value < 0.05.

Table 4.18 above illustrates the correlation between high workload in the department (Statement C19) and employee perception on levels of job satisfaction at DUT (Statement D30). The table above shows Pearson coefficient results is (r=-0.231) and the value of Pearson correlation is p=000. This indicates a negative significant correlation between high workload in the department and employee perception on levels of job satisfaction at DUT. The hypothesis is accepted at p <0.05.

Hypothesis 16

H₁₆ There is a correlation between employees wanting to further their studies and management encouraging employees to study further and applying for internal jobs at DUT.

Table 4. 19: There is a correlation between employees wanting to further their studies and management encouraging employees to study further and applying for internal jobs at DUT (n=240)

Statement B14 and D29	Value
Pearson Correlation	0.112
Sig (2- Tailed)	0.084
Number of valid cases	240

* Correlation significant is 0.084 (2 tailed) and significant p value >0.05.

Table 4.19 highlights the correlation between employees wanting to further their studies (Statement B14) and management encouraging employees to study further and applying for internal jobs at DUT (Statement D29). The table above shows Pearson coefficient results is $r=0.112$ and the value of Pearson correlation is $p=0.084$. This indicates that there is no significant relationship between employees wanting to further their studies and management encouraging employees to study further and applying for internal jobs at DUT. The hypothesis is rejected at $p > 0.05$.

Table 4. 20: Summary of Hypotheses

	HYPOTHESIS	RESULTS
H1	There is a significant relationship between management at DUT regarding employee career development as important and the employee length of service.	Accepted
H2	There is a significant relationship between employers having to conduct career development for administrative staff and employee's level of qualification at DUT.	Accepted
H3	There is a significant relationship between good co-worker relations and the employee length of service.	Accepted
H4	There is a significant relationship between good working conditions at DUT and employee's been encouraged by management to volunteer in their present position to learn new skills.	Accepted
H5	There is a significant relationship between employees perceiving their job to be stressful and employee's been encouraged by management to volunteer in their present position to learn new skills at DUT.	Accepted
H6	There is a significant relationship between employee's skills and knowledge obtained during training which is provided by DUT is important for their job and employee's career development is directly linked to their performance at DUT.	Accepted
H7	There is a significant relationship between supervisor encouraging employees to apply what they have learned during training programme and management at DUT regarding employee career development as important.	Accepted
H8	There is a significant relationship between job satisfaction levels of administrative staff and management regarding employee career development as important at DUT.	Rejected
H9	There is a significant relationship between DUT considering training and development as part of the organisational strategy and management at DUT regarding employee career development as important.	Rejected
H10	There is a significant relationship between management including staff development in employee's annual performance objectives and management regarding employee career development as important at DUT.	Accepted
H11	There is a significant relationship employee perceiving their job to be stressful and having the right to make autonomous decision in their current position at DUT.	Accepted
H12	There is significant relationship between employees facing challenges that prevent them from experiencing job satisfaction at DUT and employees been able to make autonomous decision in their current position,	Accepted
H13	There is a significant relationship between top management at DUT encouraging employees to further their studies whilst they apply for internal jobs and management regarding employee career development as important.	Accepted

H ₁₄	There is a significant relationship between employers at DUT including skills development in all employee's annual performance objectives and employees been able to make autonomous decision in their current position.	Accepted
H ₁₅	The correlation between high workload in the department and employee perception on levels of job satisfaction at DUT.	Accepted
H ₁₆	There is a correlation between employees wanting to further their studies and management encouraging employees to study further and applying for internal jobs at DUT.	Rejected

4.8 LIMITATIONS OF THE STUDY

The data of this study was limited to administrative staff of DUT. Therefore, they cannot be generalised to other institutions as statistics might differ. Furthermore, the number of questionnaires that were distributed are 291 and only 240 came back. This became a challenge when having to balance statistics. The literature that the researcher used indicated that there is not much research done on acknowledging or providing employee skills development opportunities for administrative staff in the Higher Education Institutions.

4.9 CONCLUSION

The findings of the study's empirical analysis were presented in this chapter. The questionnaire's data were analysed and interpreted. The descriptive statistics were presented utilizing tables and graphs was conducted in the beginning of the chapter. Correlation analysis and Pearson Chi Square was utilized to process the statistical investigations. On SPSS version 28 for windows, nonparametric tests were used to analyse the data. The following chapter, Chapter 5 will discuss the results of the empirical analyses.

CHAPTER 5

DISCUSSION ON EMPIRICAL ANALYSIS

5.1 INTRODUCTION

The data that was gathered for this study was examined in the previous chapter. Therefore, in this chapter, a thorough empirical analysis of the study is provided. For this study, the researcher formulated several hypotheses which were tested using Pearson Chi square and Pearson correlations to determine the degree of significance. In this chapter, the researcher provides the discussion of the given test results for 16 hypotheses.

5.2 DISCUSSION ON THE BIOLOGICAL FACTORS AND DESCRIPTIVE ANALYSIS OF THE STUDY

This study investigated the impact of career development on job satisfaction at DUT investigating administrative staff at DUT. A closed-ended structured questionnaire was used in gathering responses from the study's respondents. The questionnaire was divided into 4 sections, namely Section A, Section B, Section C and Section D. Section A focused on biographical information for respondents. The findings of this study on gender ratio under biographical information show that there is a smaller number of men in the administration area. Meanwhile, there is a considerable number of women in the administration area at the Higher Education Institution. Based on the results gathered, a significantly high number of respondents have obtained a post school qualification of either a Diploma or Bachelors, those who have only obtained Matric are merely half of those with post school qualifications whilst only a few have honours degree.

From the literature, it is important that all employees get an opportunity to further their studies as Kapur (2018:7) emphasises that the educational qualification, skills, and abilities that employees have determines their attitude towards the job. The level of education that an employee holds determines the way they perceive their work. The study also discloses a descriptive analysis that plays an essential role in research, whether researcher is trying to find the cause of a variable or explain population trends. The selected facility listed 291 employees. A total of 240 employees took part in the study by answering the questionnaires.

5.3 DISCUSSION OF THE FINDINGS FROM THE RESEARCH HYPOTHESES OF THE STUDY

5.3.1 Discussion on Hypotheses Relating to Career Development

According to Ali and Mehreen (2018:64), career development is an ongoing path that involves management of knowledge, effort, freedom, and evolution. This procedure helps the company as well as the individuals within. From the findings, a majority of respondents agree that DUT should change how they conduct career development for administrative staff. Therefore, DUT should ensure they perform and emphasise the importance for career development. Research by Serbes and Albay (2017: 2) indicates that a lack of career development increases employee turnover because employees do not feel appreciated enough to stay within the organisation. The results from hypothesis of this study indicate that there is a relationship between career development at DUT and employees' length of stay within the organisation. Bennett (2019) concurs by stating that career development plays a role in enhancing skills for employees as satisfied employees stay longer in the organisation. According to a report presented by the higher education department, Fitchett (2015) highlighted that higher education institutions are facing a real crisis regarding their ability to attract and retain staff members of a suitable calibre. A study conducted by Costantini, De Paola, Ceschi, Sartori and Di Fabio (2017) in relation to career development showed some percent highlighting that majority of workers are not happy with their present vacancies.

Ali and Menhreen (2018:64) defined career development as an ongoing path that allows employees to gain more knowledge. The study also shows that a highly significant number of respondents disagree that management at DUT does not encourage them to study further and apply for internal jobs. Empirical analysis of the study also indicates that there is no correlation between employees wanting to further their studies and management encouraging employees to study further and applying for internal jobs at DUT. This indicates that the institution is not ensuring that employees are given an opportunity to further their studies. Cristea (2022) emphasised that one of the most obvious advantages of offering further educational opportunities for employees is that it can improve their performance at work. Employees are more likely to be engaged in their work if they believe they can learn and advance in their careers. An online article by Ryan (2022) on how learning in the workplace helps,

shows that employees will see a caring employer if they are given a chance to learn new skills. This will further develop workers commitment as they will feel involved and important.

When employees do not feel valued in the organisation, this will create high stress levels for them. The study shows that a significant number of respondents agreed that they perceive their job to be stressful. The findings also show that there is a relationship between employees perceiving their job to be stressful and having the right to make autonomous decision in their current position at DUT. It can be stressful when given the power to make decisions in one's vacancy. Therefore, to assist employees to destress, Ryba (2019) wrote an online article that management can ensure that workers take mandatory breaks to reduce their stress. Employee attitudes and behaviours are also positively impacted by the availability of career opportunities in an organisation.

While there is a lot of exiting literature on the connection between career development and general organisational commitment, research that specifically looks at how career development affects affective commitment is limited. For example, Sehunoe, Viviers and Mayer (2015:123) found that employees understood their career path and experienced growth in an organisation, their affective commitment to that organisation was increased and their intentions to leave were reduced. When employees have a clear paths and opportunities to take in the organisation, they will be more likely to believe that the organisation plans to retain their employees, which in turn will encourage affective commitment in their employees. Adhering to career-focused practices in an organisation has a positive impact on employee organisational commitment (Fazio, Gong, Sims and Yurova, 2017:512). The availability of training opportunities helps to foster the growth and development of workers which is a significant factor in employee growth (Chery, 2018). Another tool that the management can use to reduce stress is conducting career counselling for employees.

5.3.2 Discussion on hypotheses relating to co-worker relationship

To motivate and increase employee morale, healthy relations between staff should be encouraged. This study hows that a significant number of respondents agreed that they enjoy interacting with staff daily. Employee engagement is one of the factors that

can motivate and increase morale and have a healthy co-worker relation. Pacheco and Webber (2016), state that employee's relationship with colleagues and supervisor increase employee's psychological importance and engagement in the workplace, thus supporting work life balance. Although employees agreed that they interact with their colleagues, this still shows that there needs to be more trust and healthy communication amongst employees. The study also shows that a highly significant number of disagreed that the attitude of their line manager is positive towards their career development. Relationships amongst staff members within an organisation are important as they lead to job satisfaction and continued teamwork, reduced stress and communication. In higher education institutions where there are poor relations amongst the employees, employees are likely to be dissatisfied, contributing to depression in the workplace and burnout which increases the likelihood of high labour turnover (Kong, Sun and Yan, 2016).

5.3.3 Discussion on hypotheses relating to employee job satisfaction

According to Oktemand and Ozotoprak (2020:15), job satisfaction is employees' attitude towards the management duties and responsibilities. Job satisfaction is one of the complex areas that consists of different feelings and states. As the environment becomes more competitive and complex day by day, the importance of job satisfaction and how it relates to employee performance cannot be overemphasised. According to the results conducted from the hypothesis of this study, there is no relationship between job satisfaction levels of administrative staff and management at DUT regarding employee development as important. At the same time, employee satisfaction itself is becoming one of the fundamental aspects of overall employee well-being. Human Resource brings talent and expertise to a company, and these are developed throughout the career. In the long run term, employee development and organisational contributions can result in higher employee satisfaction.

The findings of the study showed that most of respondents have confirmed that they have never been recognised by their managers for any exceptional work they have done. It is therefore important for top management to recognise staff for exceptional work. Humans have an inherent need to be appreciated, therefore, recognition makes employees satisfied with their jobs. Whether it is a bonus at the end of the year, a promotion or an employee of the month award, anything that makes an employee feel

appreciated, it increases job satisfaction and productivity in the long run. It is vital that higher education institutes recognise their administrative staff for exceptional work done as this increases staff moral and satisfaction levels within the work environment (Bekru *et al.* 2017:13). Employees become more content with their work when they are supported and respected.

Therefore, employers should increase recognition and rewards for job satisfaction. The level of job satisfaction of an employee is seen as key factor in determine their well-being. Those who are satisfied with their job are more productive and content in their daily lives, as demonstrated by research conducted by Murtza (2021). Job satisfaction is determined by a variety of factors such as job security, salary, job atmosphere, career progression. The more employees are happy with their job, the more motivated they are and the more likely they are to provide quality service. Providing employees with interesting and demanding work that includes a wide range of skills boosts their satisfaction and consequently leads to quality service delivery. According to Kiragu (2015), the impact of job satisfaction levels on service quality in organisations is well documented. Nagar and Rajans (2015) in their study on service marketing show that service quality is related to job satisfaction. Open communication with employees and regular feedback is also important, as it fosters a sense of community and encourages employees to put in their best work. According Oktemand and Ozotoprak (2020:15), employees who are satisfied with their job are more productive and engaged with their work and more likely to remain with their employer for a longer period.

5.4 CONCLUSION

In this chapter, the results obtained from the questionnaire responses based on the study on the impact of career development on job satisfaction at DUT were discussed. The researcher also discussed the results of empirical analysis. The following chapter will conduct conclusion and recommendations from empirical analysis of the data.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter highlighted the discussions of empirical statistics. Chapter six will therefore provide the conclusion, recommendations, and the directions for future research. The aim of the study was to investigate the impact of career development on job satisfaction at DUT. Descriptive statistics were performed in the first part of Chapter 4, whereby tables and graphs were utilised. The statistical analysis was calculated using correlation analysis, Pearson Chi square and about 16 hypotheses formulated for this study. To gather the data, a 5-point Likert scale was used, and 291 questionnaires were distributed but only 240 were returned. The questionnaires had four sections: in section A respondents were required to fill in biographical information and section B, C and D had variables relating to the topic. The researcher used the Statistical Package for Social Science (SPSS) version 28 for windows. Chapter six mentions an overview of the study and provides recommendations for management at DUT regarding employee career development and job satisfaction.

6.2 CONCLUSION

Chapter 1 provided the background and overview of the study, the significance of the study, research objectives, research questions, problem statement, research methodology and design as well as the study's ethical considerations. Chapter 2 mentioned the literature review regarding career development and job satisfactions for administrative employees in Higher Education Institutions. Chapter 3 covered research methodology and design; it also outlined the population of the study and selection sample, research sample, questionnaire format, validity, discussion, and presentation of the data. Chapter 4 covered the analysed placed in a form of graphs and tables. The chapter included both descriptive and inferential analysis. Chapter 5 included discussions of the empirical analysis. This final chapter then provided a few recommendations that can be used by the institutions to practice better career growth and job fulfilment for administrative employees. The study pointed on career development and job satisfaction of administrators and support staff in the Durban University of Technology. The main objective of this study was to examine the impact

of career development on job satisfaction using a case study from the Durban University of Technology. The results of this study were broadly consistent with the results of previous researchers who had conducted similar studies. Furthermore, the results of the study underscore the need for companies to take a serious inventory of existing career development and job satisfaction. However, this study was an internal investigation on administrative staff of Durban University of Technology. The empirical knowledge gained from this cannot be generalised and transferred to other organisations as contextual differences may exist.

6.3 RECOMMENDATIONS

Based on the comprehensive analysis of the empirical results of this study, the researcher makes the following recommendations:

6.3.1 Compensation

According to an online journal by Mahalawat and Sharma (2019), an employee's reward for their contribution or work can be summed up as their compensation. It was revealed that employees begin to become dissatisfied when their pay is not in line with industry standard (Gurlek, 2020). Based on this study, a majority of respondents disagreed that their salary is equitable to their industry norm. This can be one of the indications to why employee turnover takes place, because employees are not happy with their compensation. Therefore, it is recommended that employee compensation preferences should be understood by the organisation that employs them, as retaining qualified employees is particularly important given that the costs associated with skill sharing far outweigh the cost of retaining employee (Brigman, 2019:7), Therefore, the organisation should conduct salary surveys in the HEIs sector and tailor the institution's compensation packages to the industry. As pointed out by Bacon and Stewart (2019:578), salary surveys are part of a market research study that tracks and identify factors affecting the way employees in that sector are paid.

6.3.2 Promote positive work conditions

The results indicated that most administrative staff at DUT stated that they are happy with the working conditions within the organisation, while a few expressed

dissatisfactions. It is proposed that top management should continue to ensure that workers in the organisation feel motivated once there are characteristics within the work environment such as the autonomy to make decisions, a positive work climate, a sense of teamwork, skills being used effectively, an environment of learning, achievable work assignments and a culture with flexible working hours (Toode, Routasalo, Helminen and Suominen, 2015:31). There are other ways to improve working conditions, such as allowing for flexible working hours, creating an enjoyable working experience, an environment with no pollution, a space for resting, job safety and modern tools to make the work easier to do. Management should ensure that their employees are encouraged to work safely so they do not harm themselves or others because employees do their work exceptionally well when they have been provided with the necessary office equipment (Kupur, 2018:05).

6.3.3 Training and development

The results demonstrated that a highly significant number of respondents strongly disagreed that DUT provides training and development for administrative employees. Therefore, top management should allow their employees to take part in training and development. This will bring career satisfaction to the employee and the organisation will be honoured to have a skilled employee (Bibi, Ahmad and Abdul, 2018:113). Training is very important as it a keyway to set one's skills. Attending training courses is important for every employee because it will not only help with their skills and knowledge but boost their confidence and motivation and that will prevent stagnancy in employees' careers (Kanagarj, Archana and Malathi, 2014). People who are skilled and knowledgeable about their jobs will be the ones most likely to be hired. Rewards and training are prerequisites to create an appropriate institutional atmosphere in the professional public service that contributes to a performance evaluation system (Jansen, 2015). On the other hand, employees who are less learning oriented do not respond positively to capacity building support. Employees who feel they are developing are less prepared to learn and may be reluctant to leave (Naidoo, 2018:2).

6.3.4 Employees involvement in the performance management process

The findings showed that a significant number of respondents agree that they make autonomous decisions in their current jobs. Having the power to make decisions is one

of the key factors in employment involvement. Therefore, it is suggested that top management should ensure that employees at all organisational levels comprehend and participate in the performance management process (Woyessa, 2015:81). It is imperative to improve job satisfaction for higher management in the organisation to allow employees from all levels of management to be part of decision making that will impact their lives as assets of the company.

6.3.5 Workplace inclusion culture

It is recommended that top management should conduct an inclusion culture for all employees within the organisation. Inclusion culture is the perception of how much an organisation values an employee and their membership is generally associated with positive employee outcomes (Brimhall and Mor Barak, 2018) by promoting psychological safety and sample value. Similarly, organisational efforts to promote engagement empowers employees, which in return increases employee engagement the extent to which employees work together as one. Given that an inclusive culture increases positive employee outcomes, it is likely that perceptions of inclusion are positively related to employer orientation through great commitment and job satisfaction.

6.3.6 Prevent turnover

The findings showed that a highly significant number respondents agreed that they often think of changing their jobs. Therefore, it is suggested that top management should offer skills growth as a form of retention strategy that the institution can use to ensure that the employees are content with their jobs. A study by Presbitero, Roxas and Chadee (2016) indicates that lack of career development opportunities within an organisation leads to high employee turnover because they will not be seeing their worth in the workplace, thus they feel it is best if they leave the workplace. An online article by Half (2023) also adds that another tool that can be used to ensure that employees stay longer and happy within the organisation is offering wellness programs. Keeping employees mentally, physically, and financially fit is simply good. Many leading employers expanded and improved their wellness offering after the pandemic to support employees and prioritize their wellbeing such as stress management programs, retirement planning services and many more.

6.3.7 Enhancing employee's skills and development

The results demonstrated that most employees agreed that the supervisor encourages them to apply skills and lessons that they have gained during training programs. It is suggested that top management should encourage employees to use all their learned skills in their current positions. Kjeldsberg (2015:6) states that growth and development opportunities in the workplace improve employee's knowledge, skills, and abilities. Employees can use new skills in many ways. A Deems (2014:8) concurs with Kjeldsberg's view that providing opportunities for organisational development and growth improves employee performance and result in the organisation's success.

6.4 DIRECTIONS FOR FUTURE RESEARCH

The research undertaken in this study was on the impact of career development on job satisfaction at DUT. Since the study only looked at administrative employees at the Durban University of Technology, it will be difficult to apply the findings to other Higher Education Institutions in Durban and around the country. More exploration ought to be done into how administrative staff can be given equal access to academic employees in the HEIs. The researcher found it difficult to gather evidence on career development on job satisfaction for administrative employees. Future research could conduct more research on administrative employees as well as academic employees.

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DURBAN

Date: June 2019

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Dear Participant

ASSISTANCE: QUESTIONNAIRE COMPLETION

I am a registered student at the Durban University of Technology in the Department of Management. I am currently pursuing Masters (Human Resource Management) in the Faculty of Management Sciences. My topic is titled: **Investigating the impact of career development on job satisfaction at the Durban University of Technology (South Africa)**. In order to successfully complete the latter part of my research, the secondary component deals with the empirical investigation. This involves the completion of a structured close ended questionnaire. You have been identified as one of the respondents that formed the sample for this study.

I shall be most grateful if you could please complete the attached questionnaire and return it to me within seven days after receiving it. The researcher will make arrangements to personally pick up the questionnaire. The questionnaire will take about 20 minutes to complete and only requires you to tick the relevant pre-coded response in an objective manner. Your participation is voluntary, and you are at liberty to withdraw from answering this questionnaire at any time. Please rest assured that your responses will be treated with utmost confidentiality and no names will be divulged to any third party. The collated responses will be only used for statistical analysis. A brief summary of the main findings will be posted to you on completion of the project. Your co-operation in assisting me with this important component of my study is highly appreciated and I look forward to a speedy return of the completed questionnaire. Please answer all the questions and do not leave any question or Likert scale statement blank.

Contact Details: 031-3736787

Contact Details:063 692 3792

ANNEXURE B

SECTION A: GENERAL INFORMATION

Note: For this study, organisation refers to Durban University of Technology and some of DUT'S administrative staff members.

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a tick ✓ for each question.
2. Answer **ALL** the pre-coded questions in this section.
3. Please **DO NOT** leave any question blank.

1. Please indicate whether you are a permanent or contract staff member at Durban University of Technology.

1.1	Permanent	1
1.2	Contract	2
1.3	Any other:	3

2. Please indicate your gender:

2.1	Male	1
2.2	Female	2

3. Please indicate your age group:

3.1	20-25 years	1
3.2	26-30 years	2
3.3	31-35 years	3
3.4	36-40 years	4
3.5	41-50 years	5
3.6	> 51 years	6

4. For how long have you been employed at Durban University of Technology (DUT)?

4.1	1-5 years	1
4.2	6-10 years	2
4.3	11-15 years	3
4.4	16-20 years	4
4.5	21-25 years	5
4.6	>26 years	6

5. Please indicate your highest level of qualification:

5.1	Matric	1
5.2	Diploma / Bachelor's degree	2
5.3	Honours degree / B.Tech	3
5.4	Masters	4
5.5	Doctorate	5

SECTION B: CAREER DEVELOPMENT

Asian (2017:4) states that career development is a process which requires both the individuals and organization to create a partnership enhancing employees' knowledge, skills, competencies and attitudes required for the current and future jobs.

INSTRUCTIONS TO RESPONDENTS:	
1.	Please select ONLY ONE response with a tick ✓ for each Likert Scale statement below.
2.	Answer ALL the pre-coded statements in this section.
3.	Please DO NOT leave any statement blank.
<hr/>	
KEY:	SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

		SD	D	N	A	SA
6.	My current position primarily consists of relevant tasks.	1	2	3	4	5
7.	I enjoy interacting with customers (staff and students) on a daily basis.	1	2	3	4	5
8.	In my current position I have the right to make autonomous decision.	1	2	3	4	5
9.	My career development is directly linked to performance management at the DUT.	1	2	3	4	5
10.	Management regards my career development as important	1	2	3	4	5
11.	I feel encouraged to volunteer in my present position to learn new skills and knowledge.	1	2	3	4	5
12.	The attitude of my line manager towards career development is positive.	1	2	3	4	5
13.	I often think of changing my job.	1	2	3	4	5
14.	I would love to further my studies.	1	2	3	4	5
15.	In my opinion the DUT should change how they conduct their career development for administrative / support staff.	1	2	3	4	5

SECTION C: JOB SATISFACTION

Job satisfaction is referred to as a dynamic, multidimensional phenomenon with several determinants, which includes satisfaction with the job itself, remuneration, promotion opportunities, supervision and colleagues (Nazir and Islam, 2017:98).

INSTRUCTIONS TO RESPONDENTS:

1. Please select **ONLY ONE** response with a tick ✓ for each Likert Scale statement below.
2. Answer **ALL** the pre-coded statements in this section.
3. Please **DO NOT** leave any statement blank.

KEY: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

		SD	D	N	A	SA
16.	My salary is equitable to the industry norm.	1	2	3	4	5
17.	I regard the working conditions at DUT to be good.	1	2	3	4	5
18.	I perceive my job to be stressful.	1	2	3	4	5
19.	The current workload in our division/ department is too high.	1	2	3	4	5
20.	In my opinion at the DUT there are good working relations amongst staff.	1	2	3	4	5
21.	I receive recognition for a task well done.	1	2	3	4	5
22.	In my opinion, the DUT assists employees to develop their skills and knowledge if they have to be placed in an acting capacity.	1	2	3	4	5
23.	If a colleague leaves the DUT, the post is filled within a reasonable time.	1	2	3	4	5
24.	My current position is challenging enough for me to experience job satisfaction.	1	2	3	4	5
25.	I often feel that I can achieve more in my current job in terms of individual development.	1	2	3	4	5

SECTION D: THE INFLUENCE OF CAREER DEVELOPMENT ON JOB SATISFACTION AT A SELECTED UNIVERSITY OF TECHNOLOGY.

INSTRUCTIONS TO RESPONDENTS:

4. Please select **ONLY ONE** response with a tick ✓ for each Likert Scale statement below.
5. Answer **ALL** the pre-coded statements in this section.
6. Please **DO NOT** leave any statement blank.

KEY: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

		SD	D	N	A	SA
26.	DUT provides training and development programme regularly for administrative / support staff.	1	2	3	4	5
27.	Whenever DUT has a training programme in action, I will be allowed to attend if I request to do so from my manager.	1	2	3	4	5
28.	After the training programme, my supervisor encourages me in the workplace to apply what I learnt in the programme.	1	2	3	4	5
29.	Top management at DUT always encourages me to study further and apply for internal jobs.	1	2	3	4	5
30.	The institution's always conduct an employee job satisfaction survey to investigate whether the employees are still happy with their jobs.	1	2	3	4	5
31.	Job satisfaction of administrative staff improves the effectiveness at DUT.	1	2	3	4	5
32.	DUT considers training and development as part of their organisational strategy/ tool.	1	2	3	4	5
33.	I am always satisfied with the information provided by the trainer during the training sessions.	1	2	3	4	5
34.	The skills or knowledge obtained during training provided by DUT is important to my job.	1	2	3	4	5
35.	Staff development must be included in all employee's annual performance objectives.	1	2	3	4	5

ANNEXURE C



ANNEXURE C

18 June 2019

06 Linnet Road Woodhaven Durban

4004

Request for Permission to Conduct Research

Dear Receiver

My name is Boipelo Katlego Molokwane, a master's in management sciences (Human Resource Management) student at the Durban University of Technology. The research I wish to conduct for master's dissertation; involves: Investigation the impact of career development on job satisfaction at the Durban University of Technology.

I am hereby seeking your consent to grant me a permission to conduct my research at Durban University of Technology. Which involves administrative and support staff of DUT. The study will be focused on the following campus: ML Sultan, Steve Biko, Ritson and City campus.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process.

If you require any further information, please do not hesitate to contact me Cell phone number: 063 692 3793

Email address : boipelo321@gmail.com

Thank you for your time and consideration in this matter. Yours sincerely,

Boipelo



LETTER OF INFORMATION

Title of the Research Study: The influence of Career development on job satisfaction at a selected University of Technology in Kwa-Zulu Natal.

Principal Investigator/s/researcher: Boipelo Katlego Molokwane

Co-Investigator/s/supervisor/s: Dr Melanie Lourens

Brief Introduction and Purpose of the Study: The study seeks to determine employee job satisfaction at higher education institution as selected to Durban University of Technology.

Outline of the Procedures:

Participants are expected to complete a five-minute questionnaire. There are no risks involved to participants and they can withdraw at any time. No remuneration will be given to participants. The participant's name will not be indicated in the study and anything they say will be kept confidential. There will be no injury related to the research of the research population e.g. isiZulu.

Persons to Contact in the Event of Any Problems or Queries:

Dr Melanie Lourens

Please contact the researcher (063 692 3792), my supervisor (031 373 6787) or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or General: Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population e.g. isiZulu.



CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Boipelo Molokwane, about the nature, conduct, benefits and risks of this study - Research Ethics ClearanceNumber: ____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

 Full Name of Participant Date Time Signature / Right
 Thumbprint

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

 Full Name of Researcher Date Signature

 Full Name of Witness (If applicable) Date Signature

 Full Name of Legal Guardian (If applicable) Date Signature



*Directorate for Research and Postgraduate Support
Durban University of Technology
Tromso Annexe, Steve Biko Campus
P.O. Box 1334, Durban 4000
Tel.: 031-3732576/7
Fax: 031-3732946*

Annexure F

2nd September 2020
Ms Boipelo K Molokwane
c/o Department of Human Resources Management
Faculty of Management Sciences
Durban University of Technology

Dear Ms Molokwane

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research and Innovation Committee (IRIC) has granted **Full Permission** for you to conduct your research "The influence of Career development on job satisfaction at a selected University of Technology in Kwa-Zulu Natal." at the Durban University of Technology.

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings can be submitted to the IRIC on completion of your studies.

Kindest regards.
Yours sincerely

DR LINDA ZIKHONA LINGANISO
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT DIRECTORATE



Institutional Research Ethics Committee

Research and Postgraduate Support Directorate
2nd Floor, Berwyn Court
Gate 1, Steve Biko Campus
Durban University of Technology

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2375

Email: lavishad@dut.ac.za

http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

28 August 2020

Ms B K Molokwane
06 Linnet Road
Woodhaven
Durban
4004

Dear Ms Molokwane

The influence of Career development on job satisfaction at a selected University of Technology in Kwa-Zulu Natal

I am pleased to inform you that **PROVISIONAL APPROVAL** has been granted to your proposal subject to:

- Piloting of the data collection tool. *Please note that should there be any changes to the data collection tool, in a letter signed by the researcher and supervisor, list the changes to the documents and submit to IREC with the final data collection tool. Even when there are no changes to the data collection tool, IREC has to be notified.*
- Obtaining and submitting the necessary gatekeeper permission/s to Institutional Research Ethics Committee (IREC).

PLEASE NOTE THAT THIS IS NOT A FINAL APPROVAL LETTER. KINDLY SUBMIT THE ABOVE MENTIONED DOCUMENTS WITHIN THREE MONTHS TO THE IREC OFFICE. DATA COLLECTION CAN ONLY COMMENCE WHEN IREC ISSUES FULL APPROVAL

The Proposal has been allocated the following Ethical Clearance number **IREC 051/20**. Please use this number in all communication with this office.

Approval has been granted for a period of **ONE YEAR**, before the expiry of which you are required to apply for safety monitoring and annual recertification. Please use the Safety Monitoring and Annual Recertification Report form which can be found in the Standard Operating Procedures [SOP's] of the IREC. This form must be submitted to the IREC at least 3 months before the ethics approval for the study expires.

Yours Sincerely

Dr M A Sathar

Deputy Chairperson: IREC

EDITING LETTER

696 Clare Road
Clare Estate
Durban
4091
12 March 2024
ANNEXURE H

To: Whom it may concern

Editing of Master's: B Molokwane

The Influence of Career Development on Job Satisfaction at a selected University of Technology in Kwa Zulu Natal, at the Durban University of Technology

This letter serves as confirmation that the aforementioned thesis has been language edited. The requisite grammatical conventions have been met. Relevant suggestions have been made to the candidate.

Any queries may be directed to the author of this letter.

Regards

MP MATHEWS
Lecturer and Language Editor
Mercimathews4@gmail.com
083 676 4778