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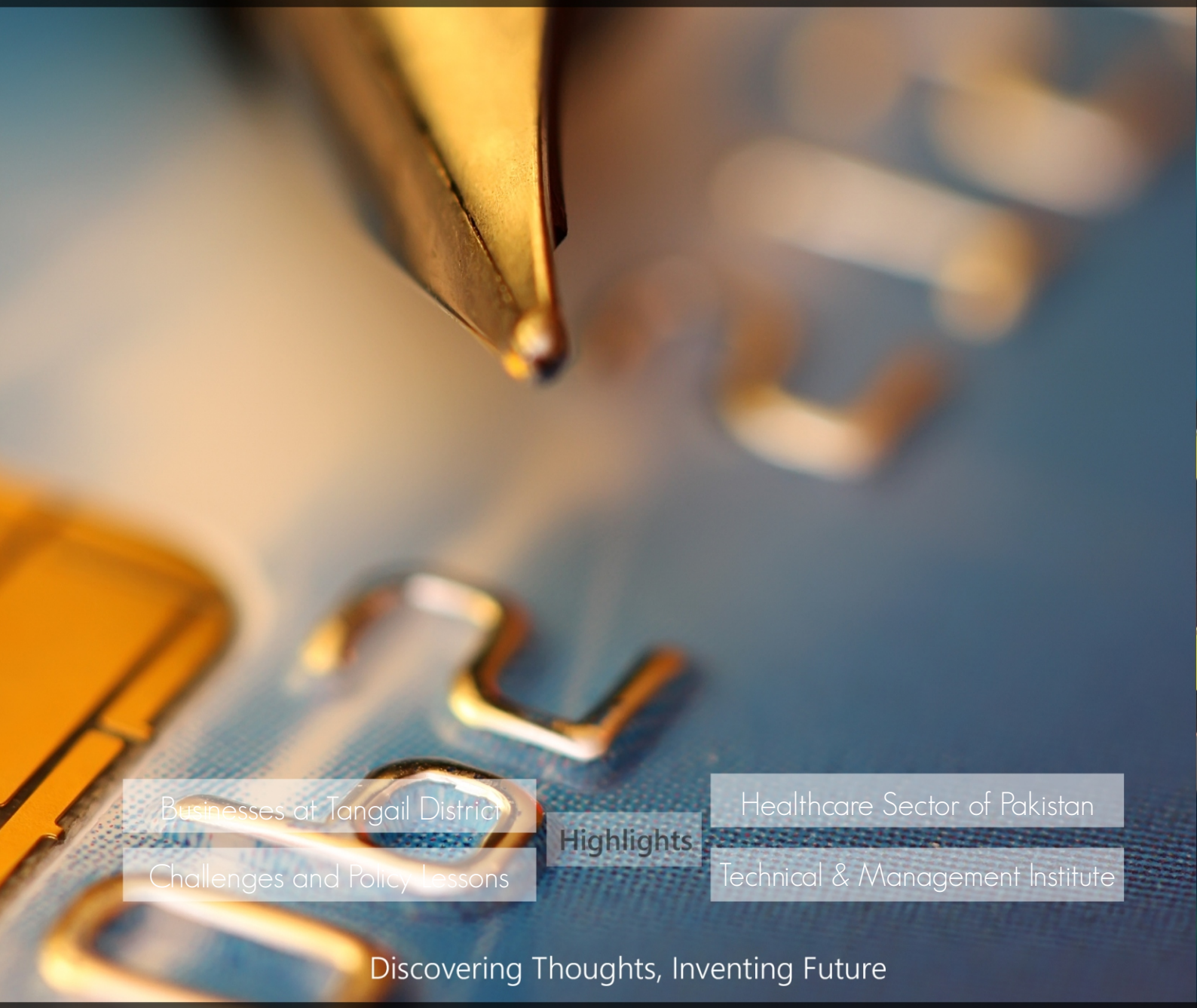

Businesses at Tangail District: Challenges and Policy Lessons

Highlights

Healthcare Sector of Pakistan

Technical & Management Institute

Discovering Thoughts, Inventing Future

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Ghana Airport Company Limited's Decoupling Experience: Achievements, Challenges and Policy Lessons

By E. K. Sakyi & Richardson Azunu
University of Ghana Business School, Ghana

Abstract - The objective of this study was to examine conditions or factors that necessitated the decision to decouple and/or create the Ghana Airport Company Limited. It examined the aims, achievements, effects, challenges and implications of decoupling for airport services management.

Semi-structured interviews and focus group discussion was used to obtain information from purposively selected key informants. Interviewees were grouped into senior, middle and lower management levels actively involved in the decoupling exercise; these were purposively selected and interviewed.

The study findings showed that the decoupling reform was introduced as a response to the internal problems confronting the air transport sector at the time. The reform is in accordance with ICAO standards aimed to create a commercial wing for air transport management and recoup revenue from air travel services. Under ICAO standards and concomitant reform, GCAA retained its oversight responsibility as the regulatory body and provider of air navigation services whereas GACL takes charge of air transport service delivery. Key changes introduced included the creation and amal-gamation of departments with new functions.

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Ghana Airport Company Limited's Decoupling Experience: Achievements, Challenges and Policy Lessons

E. K. Sakyi [α] & Richardson Azunu [σ]

Abstract - The objective of this study was to examine conditions or factors that necessitated the decision to decouple and/or create the Ghana Airport Company Limited. It examined the aims, achievements, effects, challenges and implications of decoupling for airport services management.

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Significant progress has been made following the decoupling reform in Ghana's airport sector about five years ago. But the issue of asset sharing remained a major challenge to full and successful decoupling reform implementation.

I. Introduction

Public service organizations the world over are now either being forced or expected to change or reform their method of management and delivery of services. This is both an internal and international requirement clearly linked to the range of new public management reforms which have swept across the world during the past two decades (Politt and Bouckaert, 2000). In the case of Ghana and the Air transport service sector in particular, the current restructuring exercise epitomizes a rapid response to the problems that have confronted the sector in the post-structural adjustment reform period. Particularly, bad management practices, mismanagement of finances, poor service management and difficulties of attracting and maintaining competent staff among others have led to the urgent need for innovative reform claims by both government and the airport sector management. The move to restructure the air transport service sector through strategic innovative programmes especially through the instrument of decoupling became indispensable.

In organizational theory and particularly, new institutional theory, the term "decoupling" refers to the creation and maintenance of gaps between formal policies and actual organizational management and implementation processes. Decoupling or 'delinking', of an organization is about the separation of functions based on expertise, knowledge or strategic vision of the organization to ensure that competitiveness is promoted. The theory of decoupling illicit ideas of independence, maturity, fully fledged sectors within an organization that can run on their own.

Within the context of the new public management, decoupling as a reform instrument questions the roe of the sate in running commercial enterprises and called for the appropriate demarcation between states and markets and policymaking and policy execution within an organization. It has been argued that, decoupling does occur automatically as the structure of economies change and efficiency improvement arise and this is often by innovation and technological process.

Many organizations have been exposed to decoupling and creation of executive agencies including schools, corporations, government agencies, and non-government organizations. Scholars have proposed a number of explanations why organizations engage in decoupling. Some have argued that decoupling enable organizations to gain legitimacy with their external constituents while simultaneously internal flexibility to address practical management problems. Aside that, it

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has been noted that decoupling may occur because it serves the interests of powerful organizational leaders, or because it allows organizational decision-makers to avoid implementing policies that conflict with their ideological beliefs. Decoupling has been looked at in terms of cost reduction in activities to increasing organizational competiveness as a whole.

There are three types of decoupling, they are limited decoupling, partial decoupling and full decoupling, ad full decoupling, and the type that an agency adopts is dependent upon the particular situation and reasons for resorting to decoupling. In fact, it is suggested that the three types are more or less stages or continuum in the decoupling cycle; and an organization can therefore moves along the line depending on the extent of gap it intends to create between shows the extent to which the separation is done, and each type is aimed at reducing cost and improving productivity.

In the Ghanaian case, decoupling of the air transport sector became the most practicable option largely because of poor service management, poor performance and corruption for decades. Prior to reforming the air transport sector, the Civil Aviation Authorities regulated, managed and also provided air navigation services at the same time. But this overarching role changed as a result of the reform through decoupling or delinking leading to the creation of a gap between the then Ghana Civil Aviation Authority (GCAA) into the GCAA and the Ghana Airports Company Ltd (GACL). As a result of decoupling, the GCAA assumes the role of a regulator and provider of air navigation services while the GACL is responsible for the development, management and maintenance of the airport infrastructure and systems. Indications are further decoupling is possible where the current GCAA would have the air navigation brought about some modest gains notably, improvement in airport infrastructure and general management of airport services among others.

Even though Ghana's State Owned Enterprises (SOEs) reforms especially privatization, commercialization and corporatization has been studied much less is known about decoupling as a reform and its effects and implications for public enterprises. In other words, despite the fact that decoupling is being used to restructure the operations of many a public organization in Ghana, relatively little is known about what leads up to decouple and what happens in an organization after that decision. This is a significant omission because a deeper understanding of an organizational restructuring phenomenon requires examining not only the causes, but also the underlying process by which it unfolds. As Pettigrew noted, process studies are essential for gaining an appreciation of organizational dynamics, and therefore, "theoretically sound and practically useful research … should explore the contexts, content, and process of change together with their interconnectedness through time" (1990 : 268). Accordingly, this research sets out to investigate two broad research questions. First, how did the process that led up to decoupling unfolded inside the organization? Second, what has happened within the organization (i.e. Ghana Civil Aviation Authorities (CAAs) which doubled as a service and a regulatory body and Ghana Airport Company) overtime after decoupling occurred? Specifically, the study will attempt to investigate the following questions: What factors are responsible for the decoupling exercise? What were the main goals of decoupling reform? What is the effect of decoupling on the delivery of airport services? What factors are impeding the process air transport decoupling? What lessons can be learnt from the air transport decoupling experience?

a) Research Objectives

The main objective of this study was to investigate the decoupling process and experience of Ghana Airport Company Limited. Specifically, other objectives were to:

- Find out the motivation for the decoupling exercise
- Challenges of the decoupling
- Effect of the process on airport services delivery

II. Literature Review

Decoupling is a concept that has been variously defined and its meaning has varied applications depending on the context and discipline of the user (Gomes, 1997, Meyer and Rowan, 1998, Oliver, 1991, Westphal and Zajac, 1994, 1998 and 2001). From organizational studies standpoint, the term decoupling refers to the detachment, separation or breaking-up of a 'mother-entity' or organization to create a separate unit(s) based on specific function (Oliver, 1991). Organizational decoupling also entails the creation and maintenance of gap between formal policies and organizational practices (Meyer & Rowan, 1977). In institutional theory, decoupling refers to creating and maintaining gaps between symbolically adopted formal policies and actual organizational practices (Meyer & Rowan, 1977). Decoupling occurs in a variety of organizations and both public and private organizations frequently decouple. Corporate businesses adopt executive incentive programmes that they often do not use or use only limitedly in practice. Governments and public agencies create policies but often fail to enforce them (Schofer & Hironaka, 2005). Universities embrace formal standards symbolically but decouple them from the actual routines of teaching. Even religious organizations and other radical social movements adopt socially acceptable procedures and use them to disguise their actual, controversial activities.

Various reasons have been given in the literature to explain why organizations engage in decoupling. A common theme in this empirical research

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literature is that decoupling is a response to institutional pressure – that is, pressures to comply with regulations and norms about how organizations should be structured and operated (Tilcsik, 2010). Neo-institutionalists argue that when facing pressure from institutional ecology, organizations adopt certain formal structures or programme to gain legitimacy, to protect the organization from being questioned (see Edelman, 1990, 1992), to strengthen its support, and to secure its survival (Meyer and Rowan, 1997). Meyer and Rowan (p. 349) argued that incorporating externally legitimated formal structures increase the commitment of internal participants and external constituents. Thus, organizations that do not meet institutionalized expectations for how they look; operate and act in response to challenges are considered as illegitimate and such deviation can bring upon itself unnecessary costs.

Essentially, organizations purposely decouple its formal structure from day-to-day work in order to avoid regular inspection and evaluation, or neglecting implementation. Decoupling manifest in many ways; it involves separating one part of organization from other parts or units of the organization, separating a symbolic formal structure from operational practices, and the adoption of a progamme that may or may not be implemented. Decoupling enables organizations to maintain legitimating, formal structures while adjusting their actions in response to practical considerations (Meyer and Rowan, 1997). Oliver (1991) went further and developed a framework outlining the conditions under which different responses might be selected or considered by organizations in coping with complex, conflicting and difficult environments. To these strategic responses include acquiescence, compromise, avoidance, defiance and manipulation (Oliver, 1991) organizations may also use decoupling to respond to institutional requirements in order to disguise the fact that it has no intention to implement a plan or policy. Most importantly, organizations use decoupling to save them from the fate of sanction and to appear as complaint, for them to get legitimacy. Furthermore, other scholars added that decoupling may help organizational representative plausible excuses and justification in case the violation of an institutional mandate is revealed (Elsbach and Sutton, 1992).

Westphal and Zajac (1994, 1998 and 2001) have conducted series of research on the determinants of organizational decoupling. Key among the findings of their long-term study of CEO incentive plans of corporation was that, many of such plans were never adopted or implanted within a two-year period (Westphal and Zajac, 1994). It is in this connection that they further concluded that decoupling occurs because it is functionally expedient for an organization but it serves the interest of organizations leaders. Institutional and neo-institutional theorist consider organizational as beneficial or at least benign to organizations because they assume that the appearance rather than the fact of conformity is sufficient for the attainment of legitimacy (Yang, and Zheng, 2011). This suggests that, decoupling is an effective coping strategy for modern organizations to deal with increasingly elaborated environment. As organization innovation strategy, institutional theorist accord a pride place to idea of 'separation' in organization decoupling of organizational functions based on expertise, knowledge, and/or strategic vision. Also, decoupling seeks to create units which operate based on market-oriented principles of competitiveness, efficiency, effectiveness and economy. That aside, decoupling incorporate structural an functional transformation within organizations, which ranges from separation of already existing organizational units and creation of new units tasked to achieve specific strategic and instrumental objectives. Structural and functional transformation is central to the theoretical and empirical arguments underpinning the various perspective of decoupling.

In Ghana, decoupling is not new, but it visible and popular in the mid-1980s following the proliferation of public management reforms aimed at organizational reengineering in the public sector. Significantly among these reforms were privatization and the attendant decoupling of the structures and functions of State Owned Enterprises (SOEs) including the Ghana Civil Aviation Authorities (CAAs) which at the time doubled as a service and regulatory body. The CAA before the decoupling reform was responsible for managing airports providing air navigation services and performing regulatory functions. The airport service sector organization was confronted with many problems which necessitated leading to governments' decision to revamp it through commercialization.

III. Methodology

The qualitative approach was adopted in this study and focused on the descriptive accounts of situations using texts and contextual observations. This study adopted the case study approach and facilitated data collection using multiple sources.

The key informant interviews were conducted with purposively selected individuals who played major roles in the decoupling exercise. The interviewees were drawn from GCAA, GACL, Airlines operating in the industry and support services providers. The interviews involved three categories of workforces from the senior, middle and lower level management. Because of their role and involvement in the decoupling exercise, senior managers were selected using the snowball sampling process. It was quite difficult identifying key individuals within the directorate and senior management ranks to participate in the interview because researchers did not know which senior management was involved in the process. Thus, researchers interviewed senior managers

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who had been referred to by management. Middle and lower management staffs comprising heads of departments in both organizations were selected to be interviewed.

IV. Data Collection Procedure

Preliminary contacts were made at the data sources before the start of data collection. Introductory letters were submitted to formally seek permission to undertake the study. Though these formalities were followed data acquisition did not come that easy. It was extremely difficult seeking clearance before booking appointments to interview respondents. Like public institutions in Ghana, information including the most obvious ones, is largely classified. Besides, the air transport industries in the world and Ghana in particular also have their peculiar issues. The 'September Eleven' bombings in the United States have further made the industry a high security zone requiring lots of clearance. In some instances the entire research proposal was requested for study by the authorities and further questions were posed to the researchers. The persistence of the researchers perhaps cleared doubts of the perceived intentions of the study by the authorities thus paving way for the interviews to be conducted. Even after clearance has been given some officials still requested officially written permission before accepting to be interviewed.

Two senior managers, the human resource director at GACL and Director of Corporate Planning at GCAA were recommended by management to be interviewed. Key respondents were involved in the decoupling exercise and could provide adequate information needed for the study. To management, not all senior officials could provide relevant information and so it would be a waste of time interviewing all senior officials.

On the other hand, four middle line managers from GACL were interviewed. They included the Human Resource Director, Electrical Manager, Air Safety Manager and the Aviation Security Training Manager. These respondents were used for the study upon recommendations by management of the GACL or through snowballing. They were deemed to be officials who could provide detailed information concerning the decoupling exercise.

Six frontline respondents from GACL participated in the focus group discussion. These frontline personnel were not necessarily low level personnel although by the nature of their work they come into direct contact with clients and the public. These included two administrative assistants, terminal officer, staff officer, shift leader and training instructor.

With respect to the airline operators, initial contacts with selected airlines pointed to the Board of Airline Representatives (BAR) which is the association of airlines operating in Ghana. Its chairperson who is the country manager for one of the airlines was mandated to speak on behalf of the airlines. She was known to be on top of the issues concerning the airline operators in Ghana and represented their collective views. This selection was based on the fact that as one of the major stakeholders in the air transport services, they were better oriented to shed insights into the effect of the decoupling on their airline operations and services.

Selection of respondents in all cases was difficult given the nature of services and security issues in the air transport sector. Some key respondents who had been referred to were reluctant to participate in the study because according to them, government had not issued a 'white paper' concerning the decoupling. Thus, they would not like to make comments that would later implicate them. The bureaucratic procedures required seeking clearance in order to conduct the interviews and the focus group discussions was cumbersome. In many instances, researchers had to make more than four follow-ups in order to speak to a respondent.

Three different questions were designed for key respondents. Participants responses were recorded and transcribed. In other instances, the GACL director and personnel manager declined to have their responses recorded for security reasons. Therefore, responses were handwritten. The duration for the interviews also varied. For instance, interviews with the electrical and personnel manager lasted about twenty minutes whereas the director of GATA spanned for an hour and thirty minutes. Responses were transcribed and thematic analysis was to reveal the areas. Data collection lasted a period of sixteen weeks. Table 1 shows the demographic characteristics of respondents.

Table 1 : Demographic characteristics of respondents

Institution	Category	Position/Rank	Years in service
GACL	Senior level	Human Resource Director	10
GCAA	Senior level	Director of Corporate Planning	15
GCAA	Middle level	Personnel Manager	9
GACL	√	Electrical Manager	9
GACL	√	Safety Manager	12
GACL	√	Aviation Security Manager	11
GACL	Lower level	Administrative Assistant	26
GACL	√	Administrative Assistant	5

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√	√	Terminal Officer	15
√	√	Staff Officer	7
√	√	Shift Leader	8
√	√	Training Instructor	14
Airline industry (Board of Airline Representatives)	Senior level	Chairman	4

Source : Field Data, 2011

V. Key Findings and Policy Issues

This section presents results of the study in a three subdivisions: that is findings based on opinions from key informants of the GCAA and GACL, employees and Airline operators.

a) Findings from GCAA and GACL

i. *Antecedents to the Decoupling*

The Ghana Civil Aviation Authority (GCAA) was established by PNDC Law 151 of May 16, 1986 as the regulatory agency of Government on air transportation in Ghana. Its development dates back to 1918 when the idea of aerial transportation for the then Gold Coast was conceived.

Starting as a unit within the Public Works Department status in 1953 under the Ministry of Transport and Communications and remained a department until May 16, 1986 when it assumed the status of a corporate body under the Ministry.

In November 2004, a new Civil Aviation law, the Civil Aviation Act, 2004 (Act 678) was enacted. Pursuant to the Act, which stipulated that regulatory and air traffic services be separated from the commercial airport operations, an in-house Decoupling Implementation Committee (DIC) was set up to plan and implement the restructuring of the current GCAA into: A new GCAA consisting of Safety Regulations and Air Navigation Services and Ghana Airports Company Limited (GACL), which is to plan, develop, manage and maintain all ports and aerodrome in the country[2]. The Corporate Affairs Director explains the antecedents to the decoupling as follows:

> *"It was on the drawing board. And it was like oh we will get there. The anxiety was always a small market; would you be able to stand on your own? But the government came out with a white paper. And it was like do it or... The executive's head was on the line. So they had to quickly hurry up. Hurriedly they put together a cross-functional team for us to do that but it was later fine tuned by an external consultant from the World Bank. After the physical aspect has been done, the external consultant came in to see what the issues are. Are they being done? They refine the report. The challenge was asset sharing which was worked at slowly. It is still ongoing".*

In line with the Civil Aviation Act, GACL came into being on 1st January, 2007. Five-year business plans were prepared for GCAA and GACL as part of the proposals for decoupling. Further, it formed the basis for the preparation of a profit plan for GCAA for the year 2007.

ii. *Objectives/Purpose of Decoupling*

The main objective of the decoupling was to enable GCAA focus on its core regulatory role. Under the law the GCAA was mandated to provide air navigation services. Other objectives include the creation of a separate Commercial wing to handle air services delivery and Air Navigation Service provider. The Personnel Manager reports that the decoupling was 'to meet international standards and worldwide phenomenon.'

The Corporate Affairs Director explained;

> *"The main objectives of the decoupling were to improve efficiency and to be in line with industry best practices which suppose that the regulator must be separated from service providers so that it can effectively have an oversight view of the others. We have been able to partially hive out one service provider but the challenge is the other service provider which is the air navigation service provider which we are working on. But we want to do it in a way that, we want to take a customized approach in such a way that it does not impact negatively on the decoupling in terms of the viability of the entities if they stand alone. Because per the ICAO convention the aviation industry is not supposed to pay taxes. They are supposed to plough back money into the industry. That is the general norm particularly as a regulator. Because the regulator was with the service providers that was the default position of the former GCAA. The government said no. There is the need for us to have a commercial wing, pay taxes and all that… GCAA is not permitted to pay taxes per the ICAO convention. We operate on the cost recovery model. Whatever you have, plough it back to improve the industry. So there was implicitly also government's requirement to pay taxes informing the decoupling because the former GCAA was not paying taxes because of the ICAO convention. So to be able to take taxes the commercial wing had to be hived out".*

[2]Sourced from GCAA 25th Anniversary Magazine.

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iii. *Nature and Functions of Operations after Decoupling*

GCAA assumed new structural and administrative functions after the decoupling exercise. The role of the GCAA as stipulated in Section 3 of the enabling statute is to provide safe and secure air transport services through the following functions inter alia[3] :

- The provision of air navigation services within the Accra Flight Information Region.
- The regulation, promotion, development and enforcement of safe air transport operations and services.
- The licensing of air transport and all personnel engaged in air transport services.
- The licensing of the provision of accommodation in aircraft and licensing and certification of aerodromes and navigational sites.
- The co-ordination of search and rescue services within the Accra FIR and taking security measures to safeguard air transport, life and property.

Following the reform, all commercial activities of GCAA were hived out to GACL. For example, the new economic regulation department created at GCAA is in charge of supervising activities of ground handlers.

The commercial orientation of GACL made it functions more specific and profit focus. However, some departments were still maintained. Newly created departments were now accompanied with new functions and comprised of Commercial Services and Safety departments. Functions were in the area of development, management and maintenance of airports and airstrips in Ghana; infrastructural developments in line with ICAO standards; human resource functions. In essence hiving out the commercial services wing resulted in redefining and addition of new functions and creation of new departments in the two entities.

The HR Director at GACL explained:

> *"GACL is an income generating entity. It has now assumed a new department, Commercial Ser-vices with a commercial focus…… Estates, and properties was formerly under HR but now under Airport services; RFFS was formerly under safety but now under Airport operations; pro-curement was previously under finance but with decoupling, it is now under technical services because of the nature of procurement and finance now has corporate planning and support services".*

The Director of Corporate Affairs corroborates the views of the GACL HR director;

> *"Different functions in the sense that the commercial functions are no more with GCAA. We now have different functions, different definitions of the roles of even the original functions which actually have now been merged. Now you will even see that the added aspect of surveillance of the baby (GACL) an entity that was with you. We now have to be hard on him unlike when he was under you. You were going to be soft on him. Now the international community will come and assess you alone as a regulator. When they go to the service provider (the airport company) and things are not right, they will accuse you as a regulator for not putting in plans. So definitely you have to up your game. Unlike when they were under GCAA, there was that kind of liturgy. Approach to some of these things has heightened a lot of awareness for process efficiency and all that. The economic regulatory department (the new one created) is going to look further to see that the ground handlers. The services they provide. We give them the metrics so they can meet the standards. In all we want to ensure an excellent airport experience".*

However the personnel manager sees it differently as he puts it:

> *"No functions have been changed. Organi-zational structure hasn't changed but depart-ments have been re-configured with the assi-stance of hired consultant. A conglomerate of small sections has been created".*

iv. *Decoupling and Structural Changes*

The Decoupling resulted in structural change at the organizational and departmental levels in GCAA and GACL. Once functions were redefined and a new function added to the original functions, it became imperative that the organizational structure be modified. After phase one of the GCAA H-R consultancy, structural changes were approved by the GCAA Board and was effected on 21st March, 2011: The GCAA now has two divisions under the Director–General namely Finance and Administration and Technical headed by Deputy Directors-General[4]. The new departments include Finance, Human Resource Department, General Services Department, Economic Regulation and Business Development Department, Air Traffic Safety Engineering Department, Air Traffic Services, Safety Regulation Department, Legal, International Relations and Corporate Communications, Corporate Planning Department, Audit Department, Audit Department and Ghana Aviation Training Academy (GATA)[5].

The Director, Corporate Affairs reiterates that:

> *"Definitely there was a change in organizational structure. The underpinning assumption/factor was to restructure in line with international best practices… So when this first decoupling was done*

[3] GCAA 25th Anniversary magazine and Report from Director-General to departments and staff.

[4] See Appendix for new GCAA Organizational structure.

[5] GCAA Profit Plan Document, 2007.

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definitely the two that was together though not a perfect model there was a change of organizational structure. We need to bring in new regulatory department which was a new economic regulatory department. There was that kind merging of some department and that was a challenge. The after effect of it and the wisdom of the Board of Directors earlier on resulted in another restructuring. So there was a change in organizational structure. The challenge was that they wanted the organizational structure to be slimmer. So they fused the corporate planning/ Strategic planning section with the finance section. There was a whole debate at the Board over that. Another debate was no you need the strategic planning department to stand alone and another said oh they can still be together. Originally it was left that way but has now been taken back again and you'll see there are still weaknesses in it. They've separated the two departments. Now projects was a standalone department, we've made it technical with various sections such as general services, estate, ICT so the person who is heading this will now be looking at technical operations. The engineering aspect of it will be skewed towards air traffic safety. Let's leave general engineering works, projects and all that, let's put it together under a different section, and put ICT under it. We even experimented with putting corporate commu-nication under corporate planning but it's now being taken all over again and put under legal and its now legal, international relations and communication. We have a separate corporate strategic planning department standing alone now reporting to the Director General with the essence that he is now the chief strategist with audit under it with the director of legal and international relations reporting to the DG and the technical aspect will just look at the service provider, the regulations then the Finance and Administration aspect looking at the support services : human

GACL witnessed slight structural changes after the decoupling to meet international requirements. New human resource functions i.e. estates and properties which were formerly under HR are now under Airport services; RFFS was formerly under safety but now under Airport operations; Procurement was previously under finance but with decoupling, it is now under technical services because of the nature of procurement; a new section, safety department was created but formerly there was no section. Finance now has Corporate Planning and support services. The various individual departments have also been restructured. The HR Director explains,

"The organizational structure is slightly modified now after decoupling. Airport operations under GCAA were hived off to GACL. GACL now has a Commercial services department which was formerly not so. Structural changes were effected in line with international airport standards and to suit operations of GACL. All other departments still remain the same"

An Aviation Safety Manager opined that;

'Before decoupling the departmental structures were slim so everything was centralized. AVSEC had to cut its coat according to its size. Supervision was not effective. Since decoupling the entire department has been restructured leading to a positive impact on our activities. For example before decoupling there was director and manager but now the department has been restructured. Under the director there are four sections and each section has its own manager. AVSEC has a manager for training and quality control to ensure training and checking of quality. Since AVSEC is conducting its own training it is believed to be the best to check on quality. Operations manager also takes charge of operations on the field with supervisors running shifts. This has increased supervision. Inte-lligence manager is responsible for checking security breaches, pilfering etc. and security at regional airports. This structure has brought about positive impact on operations. Today there is somebody to ensure effective training.' Before decoupling the structure of staff and promotions were absent. After decoupling clear lines of structure and promotions have been resolved".

v. *Achievements after Decoupling*

Generally, GACL has chalked major achievements in its administrative, finances, infrastructure, and human resource areas. With regards to human resource development issues, the HR Director stated that staff could now receive direct certification, "training of pilots and staff has been tailor- made to bring instructors down and allow direct certification". He continues that net incomes of GH27, 000 and GH18million have been generated within 2007 and 2010. Other achievements reported related to enhanced efficiency in air transport services, emergence of other business subsidiaries and improved cooperative relationship with airlines. He commented that "some airlines pre-financed the provision of boarding gates".

Specific infrastructural developments according to the safety manager include;

"improved passenger trolley availability from 432 trolleys to 3,000 trolleys; increased passenger throughput from approximately 500,000 in the 1990's with 13 scheduled airlines to 1,430,431 with about 30 scheduled airlines operating into Kotoka International Airport in 2010; efficient car park automation system; construction of an ultra modern/state of the art fire station (completed); construction of additional parking bays capable of handling 8 wide-bodied aircraft (in progress); construction of 3 additional passenger boarding gates to increase the number from 2 to 5 boarding gates (completed); 7 new

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carriers introduced (United Airlines, Virgin Atlantic, Brussels, Turkish Airlines, Asky Airlines, Air Mali, Tap Portugal being the most recent to operate in July 2011; the introduction of Common User Terminal Equipment (CUTE) system to facilitate passenger check-in; and provision of Common Use Self Service Kiosks to enable passenger to do self check-in to help reduce the long queues".

In Department-specific terms the Aviation Security training Manager for instance mentions the achievement of AVSEC after decoupling in the following statement:

"Previously aviation security was like a watchman job. Today everything is documented for verification. After decoupling aviation security has been all about training. Aviation security is supposed to have six documents which we have been able to draft all. As a training manager ICAO makes use of AVSEC training manager's services for training in Sierra Leone, Liberia. The training manager has also helped other countries to develop their security documents. AVSEC now has all documents under ICAO's Universal Security Audit Programme. The Transportation Security Administration of the U.S. was even amazed at AVSEC's training regime and filing system. The whole airport is about security. The security enjoyed at the airport comes from this training. For instance if one does not go through security awareness training , there is no way they can bear GACL's ID card to work at the airport. Because workers adhere to do's and don'ts there is security".

Achievements were also evidenced through a number of awards received such as Best Airport in Africa – Routes Africa Marketing Award, Regional Winner – World Routes Marketing Award, Safety and Security Conscious Airport – 8th Security Watch Awards and visit by two sitting United States Presidents.

vi. *Partial or Full Decoupling*

Generally, senior and middle management reported that the decoupling is a partial process targeted at creating a new commercial wing. With time the Air Navigation Service Provider would also be separated from the regulator after all the necessary regulations have been satisfied. Although partial, the HR director stated that the "separation process was fraught with resistance". The Corporate Affairs Director explains;

"Per the international standards we haven't fully decoupled. It's a tripod. The module being operated now is the regulator and air navigation service joined together and the operator standing alone. Now we have to do another decoupling again so now you know what decoupling means particularly human resource issues. Technically, that's the way but the fact is that the viability of the company must be looked at critically before you take that step. It is because of the viability of the institution that will stand alone that informed management to do this first. Take a gradualist approach. With this two you can survive on your own. Now let's work at the other one also. So we are working at it. Even this strategic review we are looking at putting together a cross functional team to continue to look at different models and see what are the risk mitigating strategies that can be taken in the event that this decoupling is going on. Because certain proposal have been sent to government .They are looking at it. We are also looking at the impact of money and all that sort of thing".

vii. *Challenges after Decoupling*

Human resource issues and asset sharing are the main challenges facing GCAA and GACL. Increased external influence and co-management of flight information region characterize other problems at GCAA whilst GACL continues to face organizational behavior issues. Middle managers however reported that the main challenges brought about as result of the decoupling was funding air transport services, human resource issues, additional responsibilities or assign-ments and logistics. Head of safety department averred that

"It's more challenging with airport activities as I have mentioned we deal with the stakeholders. Challenges are from a broad spectrum. There have been financial challenges, logistic challe-nges. There have been even challenges that have to deal with human resource, personnel, are they adequate in number, levels of competence and expertise. It is broad. The challenges are broad. All these issues narrow down to my department. I have an aging staff and before I even came it was school of aviation. We have an aging staff, the type of technology. We have some challenges. You have a lot more to do. Now you are responsible for almost everything our scope has broadened. Now we don't only focus on electrical things we go through procurement, we do a lot of project management. In my area the challenges too are quite broad. Let's take a typical example. We have a project that is going on, a refurbishment of the whole tarmac. New designs and all you have to ……because the whole airport is expanding. You have main-tenance facilities on the runway".

The personnel manager also explains;

"Co-management of Flight Information Region (FIR) was a challenge because it will lead to a reduction in revenue base for Ghana. The Airspace is controlled by Ghana with more funds accruing to Ghana. But over flight takes 52% of revenue and Ghana will share revenue between Togo and Benin…Cordiality between depart-ments is not there any longer. Staff were worried because they had been short changed

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but with time, they have accepted the change. There is still tug of wars between top management".'

The HR GACL director stated;

"Perceptions (agitations) of job insecurity was tough as the change/move was from authority oriented focus to limited liability entity. Board agreed for no redundancy but voluntary retire-ments was tabled. About 13 employees opted for voluntary retirements". Employee expectation of higher salaries, difficulty in direct certification, enthusiasm amongst GACL staff and organi-zational behavior change (submitting to com-pany's new code)".

viii. *Effects of Decoupling*

The decoupling has had a positive effect on GACL operations. Senior management asserted that there has been "appreciable improvement now as compared to pre-decoupling". Middle managers explained that separation has enhanced air transport services and an increased growth in public private partnership. The nature of operations within departments has become more proactive. The Safety Manager explained that

"The impact has been positive; traditionally, the air transport sector—airlines, airports, and air navigation services—has been managed by the State. The separation has made room for Private sector participation in the airports subsector. Private sector participation in airports, through ownership, management, or new investment programs, can take many forms, including outright sale of shares or assets, concessions, and long-term leases. Historically, the private sector has managed most of the landside concessions, but governments are now increasingly seeking to involve the private sector in the provision of airside services as well. The goal is to improve efficiency, increase fiscal revenue by selling profitable concessions, and improve infrastructure through privately financed investments". There has been a change. Before decoupling the maximum training days was one month. . Induction training lasts 50 working days and this is in line with ICAO recommended practices for security training. After decoupling AVSEC has also acquired two equipments. AVSEC now has its own class rooms, things have been computerized i.e. the training and has made things easier".

Respondents reported that a cordial relationship between GCAA and GACL has improved as compared to the initial rivalry atmosphere immediately before and during the decoupling. The rift was attributed to competitiveness, distribution of assets and performance.

ix. *Strategic Issues after Decoupling*

Strategies implemented at GACL pertain to infrastructural developments to attract more airlines. Strategic plans for infrastructural developments were aimed at improving air service delivery and financial base of the company. Similarly, middle managers reported that strategic plans involved improving infrastructure, air service delivery and human resource requirements. Planned infrastructural developments reported was related but not limited to terminal expansion, provision of Maintenance Repair and Overhaul (MRO) Services, Fixed Base Operations (FBO) and other specialized terminal operations. With regards to air service delivery, the safety manager explained,

"The GACL has in place an aggressive strategic plan to expand both the level of domestic air service and pursue new regional and international service. The airport strategic planning process is a dynamic and continuous one and involves broader participation of parties affected either directly or indirectly by planned outcomes and gathering a broad spectrum of data from a large and diverse range of sources. In the GACL case, the strategic planning process typically incur-porates elements of a "bottom-up" approach, in which stakeholder needs and wishes are considered and consensus among different interest groups is considered in the strategy development".

The electrical manager opined that

"When it comes to projects, we are trying to adopt and complete a number of projects to improve the infrastructure that will minimize the maintenance requirements and that will put us in the state of art grade when it comes to airport operations. HR we are using personnel and technology to cope with the challenges".

The Human Resource Director explains

"Most of the strategies implemented are targeted at attracting more airlines through the provision of infrastructure. For instance GACL has improved the ambience and decongest domestic arrival. RFFS building/terminal has being constructed to ensure safe and secure operations during emergency situations, optimal documentations to ensure prompt billings- GACL is more com-mercial focused so systems and documentation is more scrutinized.

b) Findings from Employees

i. *Knowledge about Decoupling*

GACL employees have some level of understanding about the decoupling experience. Respondents admitted that they were not adequately educated about the reform and therefore did not have factual information about the process. However, their knowledge about the concept was derived from multiple sources through staff durbars, peers, reports, documentary evidence and changes taking place in the company. In their view, GCAA is a regulatory body akin to the role of a police officer, monitoring and overseeing the activities of GACL. The goal of the decoupling in their view was in response to international standards,

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ensure proper management of staff, ensure efficient delivery of air transport services, and allow GCAA focus on its core mandate as regulators in air transport. An anonymous male respondent explained;

> *"GCAA regulates the airport whiles the Airport Company operates the airport. The airport company does the aviation of all airports in Ghana whiles the GCAA gives the regulations, they regulate and see to the air travel services and safety regulations, regulations binding the air worthiness of aircraft movement especially the cargo planes. When they go for maintenance checks, the safety department goes to oversee the maintenance of aircraft that operate into Ghana and they are registered on the Ghana civil aviation registration. They have civil aviation registration, they have pilot log books. The GCAA oversee the regulation and we operate the airport".*

A female respondent added:

> *"Well for the way I understand we don't have much facts but with the little that I understand with most international airports, we have a governing body. We have ACI and we have ICAO. ICAO is the governing body for all airports in the entire world and the ACI (Airport Council international) those are for continents. They all have ACI's and it is a requirement by ICAO that in every international airport the civil aviation duties must be different from those that run the airport. So most airports have civil aviation and we have airport authority. But because we are a little smaller, we were together as one so Ghana airports initially was a department in civil aviation which was known as Airport Management Department but because we have attained international status, we have to separate ourselves and then be an airport authority on our own and then civil aviation will also concentrate on their core duties. So I will say decoupling is a term that was given to describe our (GACL) separation from civil aviation".*

ii. *Effects of Decoupling*

Generally, employees reported that the effect of the decoupling was in the soft human resource functions specifically compensation, human resource development and succession planning, and redundancy. Other effects of the separation were increased government influence in the GACL operations as compared to GCAA, lack of staff knowledge and problems of asset sharing.

iii. *Compensation Package*

Employees entitled to receive bonuses based on organizational performance were cut short. The main reason for non-payment of bonuses were attributed to inadequate documentation to the State Enterprises Commission, lack of staff performance appraisal, and external government and management decision not to pay staff bonuses. Based on the separation exercise and management directives, staffs were given the option to quit with compensation incentive or remain in employment. A female respondent explained;

> *"By virtue of where I am, I know that documents have been sent to State Enterprises Commission. They have declared GACL in a condition to pay bonuses. They have assessed that and they know that we have performed even beyond the targets that they had given to us. So we have performed. There are documents indicating that, so for whatever reason that they still insist that they don't have money and so cannot pay bonuses and feel that we are only entitled to one month basic salary compensation, that one too is up to them. I don't know for whatever reason they decide. We've gone past our targets, three consecutive years. It was in the initial year that we separated that we were not able to meet our targets and that is understandable. But afterwards we've met our targets and beyond. But when it comes to payments of salaries and other things you realize that they will struggle with us to give us every reason not to pay and that's why staff will get offended because even those who haven't seen the documents, they know we are doing well. We are doing well. Flights have increased. The car park alone you cannot imagine the money that we make. If I quote the money that we make in a month you will be amazed. The car park proceeds alone can pay the entire staff for a month".*

Another respondent (training instructor) explained

> *"State Enterprises Commission will request for documents to assess our performance. As to whether they deliberately don't send it or whether we don't meet. I think initially they said we did not have some documentation and that thing was cleared. Then eventually the documents were sent. Now I hear last year or two, the documents they sent, cash flow was not presented. Because it is the cash flow that they will use to determine whether you are performing or not. And as we speak as to whether they will be able to furnish State Enterprise Commission with that information we don't know. Because they are not able to meet the total requirement for them to be able to meet the total requirement for them to be able to assess our performance they don't declare whether we have made profit or not. But averagely when you study the whole thing we know that we have performed. And when it happens like that because its government owned company and profit is not declared, management has no right to give any bonuses and that breaks our heart".*

iv. *Human Resource Development Issues*

The separation led to creation of avenues and opportunities for staff to pursue training courses.

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However, in their view these training courses were limited to some departments and favoured some particular groups of people (managers). Personal capacity building in their view was an individual matter. A staff officer explained;

"Also because of the separation and structural changes opportunities were also given to a lot of people to travel on courses because there were other challenges that were confronted and people were to be exposed to international norms in order to function as was the requirement".

Similarly, a terminal officer commented that;

"Advantages were that opportunities were opened for the young ones to get positions. Because when the GCAA went away, managerial positions were created in GACL for the young ones to apply".

v. *Improved Air Transport Delivery*

On the whole, employees affirmed that GACL had performed significantly within the past five years. These areas were basically related to huge revenue generation, infrastructural developments, administrative efficiency, and proper management of staff, pressure to correct deficiencies and meet deadlines. In terms of efficiency, the decoupling allowed for structural changes within the department that ensured smooth budgetary allocation and technical operations.

A female respondent commented,

"We know the sources of money and it comes from landing and parking. And we know that flights have gone up both local and international airlines. So if we don't know anything about flights, what we know is that the more aircrafts we receive, the more money we receive".

vi. *Lack of Education on Decoupling*

The decoupling heightened employee fears and agitations because they did not have ample knowledge of the process. All staffs expected management to educate them through staff durbars on the whole decoupling experience. But management didn't do so unless there was agitation. In their view, staffs did not understand the meaning of the decoupling experience, the benefits, consequences or effects of the exercise. In order to solicit information about the exercise, they resorted to hearsay from peers, documents, new management directives and observations on new infrastructural change. A staff officer explained that;

"There was a presentation conducted by management to staff but it was in a harsh way. We heard the thing 'decoupling, decoupling'. People were frightened. Because people didn't know what was coming especially those who were aged in the system. They thought they were going to be sacked. People were actually terrified. However, when they had gone through their processes some presentation were done to staff but in a very harsh manner. The content was so voluminous that we could not have a fair knowledge to actually ask the important questions to actually check the system. Education was poor, it did not adequately inform us so people did not understand the meaning of decoupling though it had its good and bad sides".

vii. *External Government Influence*

The GCAA separation saw an increased governmental influence and pressure in the operations of the company. Respondents affirmed that with the revenue generated from GCAA activities only 40% was recovered whiles government took 60%. In their view, government had not given the company the seed money it promised after the decoupling. Thus, this accounted for the myriad problems being faced by the company to pay staff bonuses, pay taxes, sponsor training courses for staff and implement projects. A staff officer explained;

"On the negative side, I realize (we were told) that after the separation government gave the company money to run the company but we don't see that money because if we want to measure performance you must know where you started from so that u will be able to measure or know whether you are building on or reducing. Also we are told that revenue generated from our resource, only 40% came to us and 60% goes to government. So you realize that from mana-gement point of view our hands are tied making it difficult for management to implement undertake certain projects that they intend to".

A female respondent also asserted

"And another thing I got to learn is that from the separation government has so much influence on GACL and they can so easily influence us. They have so much say in the company compared to GCAA because their core duties are different. if you mess up with them and they decide not to offer air traffic services the airport will collapse. but ours is not so directly that they can talk so much and take decisions that can affect us so much but not the same with GACL. Now the overall head of the GACL is an appointed position. It's not applied for, it is government who appoints. So if I bring you to this position it means I can tell you what you will do. Because you wouldn't want to lose your position and all that. I also know that on paper at least our management have tried several times to ask government to give back to us what we give to government. That one efforts have been made several times over and over but as to why government has failed to release it back to us no one knows".

viii. *Challenges*

The main challenges staff reported were poor planning for employee needs, payment of taxes,

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management insensitive attitude, lack of staff involvement in implementing decisions and asset sharing. According to employees, the challenges were due to increased government influence on activities of the company. A staff officer commented that

"When it comes to responsibilities at the airport, GACL takes the larger portion and so the same way when it comes to sharing of the revenue, we also have to take a larger portion. But you see, currently, because we are a limited liability company, we pay taxes and when we import anything we pay clearance duties and other things. But GCAA is exempted from such duties. We imported these fire tenders. They came to the port. We went through so many frustrations to clear governments own vehicles because GACL is 100% owned by the government, yet we had to pay taxes to government again. That means we are paying taxes to ourselves. We are made to go through the normal hassles that individuals have to go through in clearing things at the port. And you see if the processes were done in a better way, some exemptions could have been given to us, as a SOE. But it's not like that. The ratio was 60:40. Government takes 60 and the 40 that is left, GACL takes 60 and GCAA takes 40. So it makes what we get woefully inadequate and we pay taxes on it. Whatever business we do the taxes that are required by normal company operations we pay. We don't enjoy any tax exemptions".

Another respondent stated

"I also attribute our difficulties to the government because when the company came into being, the seed money which should have been given to the GACL is on paper but actual money did not come. And as a limited liability company we pay tax and you know we pay tax and you didn't give us seed money. So how do we generate money to pay all those taxes and staff?" This has brought about all these problems we are facing. In future if such companies are going to come government should honour its promise".

c) Findings from Board of Airline Representatives (BAR)

The Board of Airline Representatives (BAR) is a coalition of airline operators in the air transport sector. The BAR is just like any association with a defined head and members. It consists of Sky team airlines such as Alitalia, KLM, Delta Airline, British Airways and other airlines that operate via trans-African routes. The BAR collaborates and mediates with GCAA and GACL on airline operations in the industry. The position of BAR on decoupling is that airport services has enhanced activities of airline operators in the aviation sector. The BAR representative remarked;

"There is no question that the decoupling was for the better. It was necessary but its five years and a few operators have a clue as to how things have changed".

i. *Nature of air transport service before decoupling*

The BAR believes that the decoupling has reduced difficulties with paperwork, yet the process is still longer. In their view GCAA lacked focus and independence to work before the decoupling. A BAR representative commented that,

"It was more bureaucratic and longer. Things had to go through many channels. A lot of things had to wait for government approval because it's got to do with government. They didn't have the exact focus and autonomy to work"

ii. *Effect of Decoupling on Airline Operations*

The decoupling exercise has increased performance and improved airline operations specifically in infrastructural developments, HR and administrative efficiency and airport security services. Billing system and processes, reporting lines have all improved as well as customer service issues and passenger airport facilitation. However, there is an unclear jurisdiction in matters relating to some aspects of provision of airport services. They reported that "yeah, but GCAA's hand are still tied. They are still a government concern". It was explained that,

"The separation has affected our operations in a better way. When we need things done at the airport terminal building. e.g. the billing, baggage belt or the air condition is not working, permission to work at the tarmark, etc, they do their best to promptly rectify them, though there are some things that we find the GACL not having autonomy over and such things we have to get to civil aviation. It took a while to know some of these issues as to whose jurisdiction some of the problems lay. A lot of things too we cannot go to civil aviation direct and we have to go through GACL and they have to go to GCAA. These sometimes take time".

The decoupling exercise has made GACL more effective and efficient with the collection of airport taxes. With the billing system, it was reported that GCAA and GACL embarked on infrastructural developments even when airlines had not yet settled their airport bills. It was explained that,

"No, they are pretty good with the billing system, in other words they wait. There is an agreed amount of time and it goes through the systems. Let's put it this way: in order to solve our problems, they don't check whether we have paid our bills.hey just solve the problems. It's got really nothing to do with whether you have paid your bills or anything like that. At the end of the day there are bills we pay to civil aviation direct and bills we pay to Ghana airport direct so if anything have changed, there is more paper work. Because there are some things you can only pay to GACL and others you pay to civil aviation like the

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overflying. You don't pay that to GACL you pay to civil aviation, the right to land, the; lease and then the Ghana airport is the fees and the other things. They are the ones that collect the airport tax. And so that too is looked at and they do well when we changed the airport tax. They are definitely more proactive when it comes to that possibly because they have autonomy. So airlines- airport authorities relationship is good".

Although the BAR representative reported that the airport has seen numerous improvements with the decoupling exercise, they admitted that these problems already existed before the separation. Concerns were also raised with the 60/40 percentage of revenue for GCAA and GACL.

"They do their best but you know that that is the major issue there. The 60/40 and there is currently a bill being drafted to change it to 40/60. So their hands are tight in a lot of things. There is very little they can do. Out of the 100 dollars they only get 40 dollars which they should do everything with it. For passenger comfort they do their best and you know they are adjudged the best airport of the year. They need more water at the airport, they need to improve on their toilet, there is a whole lot of things we've talked about. The ceiling is leaking the air conditioner was faulty and when it was repaired its now too cold, the baggage belt is not working so it has to be done manually, the airport directional signs can sometimes be confusing, no water etc. The problems have nothing to do with decoupling. They have existed long time before decoupling".

Regarding airport security issues, it was emphatically noted that:

"Airport security is a government affair. You can't get involved in that. They have airport security system in place. They know it well, they do their best. There are a lot of outside parties that are part of the airport security system. They themselves are working on it and sometimes a lot is not in their hands so there is not much you can say about that. I know for sure that there are too many external private organizations because every airline wants to bring their own private security to watch the airline, to watch the baggage. There are different aspects of airport security more than twenty different parts of airport security that some of us don't even know about. When it comes to the intelligence, the terrorism, the drugs, the narcotics etc., it's all part of airport security and then using the x ray machines, the metal detectors, as well as the passport control are all part of airport security, the crowd control flow and then guiding the aircraft ensuring that nothing happens at the tarmark. But they do their best. They try and get their training sorted, they are always researching. Whenever we have audits their auditors don't have much problem with us".

VI. Discussion

Many organizations at some point have experienced change in work activities in response to legal and authoritative demands and agents. The GCAA decoupling was a product of such legal backings. The processes that resulted in the GCAA decoupling was in line with international standards in the air transport sector and effective mechanisms of managing the air transport delivery in Ghana. Per ICAO standards the regulatory body should assume autonomous function with the air transport delivery body also in-charge of handling air operations. Findings reveal that air operations under management of GCAA was beset with financial viability problems, technical and effective supervision, control and change management issues. Process actors in the GCAA decoupling involved the World Bank and external consultants. Prior to the decoupling, management and staff experienced heightened feelings of fear, attitude of employees towards the change, issues on organizational commitment, and asset sharing. Employees had little knowledge and understanding about the decoupling process which created heightened apprehension within the organization. Barr (1998) has cited that an important development in organizational strategic change is increasingly seen as not only a shift in structures and processes but also as a cognitive organizational reorientation involving a redefining of the organization's mission and purpose or a substantial shift in overall priorities and goals (Gioia, Thomas, Clark & Chittipeddi, 1994).

The main factors that led to the decoupling were to enable the GCAA focus on its core regulatory role; improve efficiency and management of air service delivery and as a requirement of industry practice. In employees' view, the decoupling was also to ensure proper management of staff. Findings relate well with Tilcsik (2010) that decoupling is a response to institutional pressure to comply with regulations and norms about how organizations should be structured and operated. There is no discounting that since GCAA started operations in the mid 90's has experienced a lot of inefficiencies in air services delivery, management issues and corruption. Thus the passage of the aviation act was to ameliorate these problems for maximum benefits. Decoupling in this sense was in response to the institutional environment.

Although decoupling has resulted in significant achievements for both the regulator and the commercial wing, there still remain challenges which have to be addressed. Organizational change is usually associated with some level of hesitance especially among the core working human resource base. Findings show that the overriding challenge experienced after decoupling is the soft human resource aspect and asset sharing. Employees at GACL are still threatened with job security

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issues and expectations of higher compensation whilst GCAA struggles to deal with governmental influence and co-management of flight information region. Possible explanation of this finding suggests that response to organizational change is a slow process and may be met with defiance or compliance considering participation of workers in the change process. Inadequate knowledge about the reform could trigger multiple responses when it deviates from workers expectations. Managerial cognitions and sense making processes affect the likelihood and content of strategic change (Barr, 1998, Nutt, 1998). This implies that the success of the GACL and GCAA will depend on management's ability to convey its new mission and priorities to its stakeholders. Since an organization's survival over time often depends on its conforming to normative expectations rather than simply operating with greater efficiency the importance of ensuring both understanding and acceptance of new strategies among key constituents is a central element of the legitimacy imperative for organizations (DiMaggio & Powell, 1983; Meyer & Rowan, 1977; Oliver, 1991). Further, despite the adoption of policies that created the commercial wing, the limited experience with airport privatization especially in developing countries makes it hard to draw firm lessons. There is no doubt however, that GACL for that matter government is unable to fund all the necessary investment in airport and navigational infrastructure. The private sector will therefore play an increasing role in meeting the sector's needs. The challenge for developing economies like Ghana is to find creative mechanisms to foster private sector participation.

Impact analysis after the reform shows significant positive improvements in GCAA and GACL across infrastructural and financial aspects, structural and functional change in the nature of operations. Compared to pre-decoupling, both entities have witnessed enhanced delivery of air transport services, increased performance, focused orientation and increased growth in public private partnership. All former commercial activities of GCAA after decoupling have been ceded to GACL. Functionally the decoupling has intensified the mandatory regulatory role of GCAA in line with the Section 3 of the enabling statute. That means, to provide safe and secure air transport services through the provision of air navigation services within the Accra Flight Information Region; regulate, promote, develop and enforce safe air transport operations and services; license air transport and all personnel engaged in air transport services; license the provision of accommodation in aircraft and licensing and certification of aerodromes and navigational sites and co-ordinate search and rescue services within the Accra FIR. Primarily, GCAA is now more oriented to safety and security measures of air transport, life and property.

Structurally, GCAA now has two divisions under the Director–General namely Finance and Administration and Technical headed by Deputy Directors-General. The new departments include Finance, Human Resource Department, General Services Department, Economic Regulation and Business Development Department, Air Traffic Safety Engineering Department, Air Traffic Services, Safety Regulation Department, Legal, International Relations and Corporate Communications, Corporate Planning Department, Audit Department, Audit Department and Ghana Aviation Training Academy (GATA). The newly added economic regulation function was to oversee the workings and service delivery of the ground handlers to meet international standards.

Since the decoupling, structural change in GACL have pertained to new human resource functions and permeated individual departments. Administrative processes and efficiency has significantly improved with the integration of ICT in every facet of operations. Cost containment strategies have narrowed down to more critical issues whilst quality assurance has been implemented and strengthened to oversee security and services in air traffic regulations. Key performance indicators and quick span of control have categorized the workings of the regulators now. For instance, new approach and strategies to monitor the gamut of schedules, support services are now timelier because of the merger of different two-core organizational departments. In a nutshell, change has been trans-cended to all departments allowing for decentralizing of some functions. Generally, the decoupling has allowed private sector participation in the airports subsector. Private sector participation in airports, through owner-ship, management, or new investment programs, can take many forms, including outright sale of shares or assets, concessions, and long-term leases. The goal is to improve efficiency, increase fiscal revenue by selling profitable concessions and improve infrastructure through privately financed investments.

The impact of the decoupling on human resource function is mixed. The separation has affected organizational strategic human resource activities such as efficiency, career advancement opportunities and improvement in grievance procedures. GACL employee enjoyment of incentives was abrogated and wages has not seen upward adjustment after decoupling. Although the reform brought about vacancies in some managerial positions, succession plans and human resource development planning have been an individual concern. Similar to expressed views of key informants, employees report that government influence in operations of the commercial wing entity leaves much to be desired. As such, the challenges been faced by GACL and inability to exercise discretionary powers has remained limited and indirectly affects them. One key task of organization is to provide explanations, rationalization and legiti-

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mizations for the activities undertaken in the organization (Pfeffer, 1981). Its aim is to ensure protection of negative events such as employee agitation; extinguish disaffections and ensure compliance from all stakeholders. Findings however showed that employees did not have full knowledge about the decoupling process and therefore resorted to different ways of uncovering the objectives of the exercise. By far, management's inability to perform this cognitive role may foment employee agitations. They may also serve as predictors to internal blame game and unfriendly rapport between management and union relations when misinterpreted. Decoupling brings about a paradigm shift in the nature of operations and strategic focus and would require different approaches to conveying the institutional requirements to its stakeholders.

Decoupling is one of the many administrative reforms implemented by developing countries and public corporations to improve efficiency and effectiveness in service delivery. One key policy lesson that can be drawn from the GACL decoupling experience is the adoption of public and private partnership model, accountability and performance issues and benefits of new public management principles. The aviation industry has witnessed periods of underperformance and poor management issues with the start of air delivery services in Ghana. The Civil Aviation Act and ICAO guidelines have strengthened the move towards commercializing air services. GACL, functioning as a commercial wing appears to adopt the tenets of private sector and has successfully reduced the social deficit in air services delivery. The significant improvements in financial, infrastructural and administrative issues cannot be understated. The World Bank argues that governments should focus on what they do best which is providing public goods and services and a regulatory framework that ensures minimum standards of quality and prevents fraud. State owned enterprises should form collaborative initiatives with the private sector in order to enhance public service delivery and encourage competition in service provision arrangements.

Public interest in accountability is premised on the management of public corporations and ensuring good public service performance. More recently, the notion of 'performance accountability' has embraced effectiveness and the achievement of goals. Financial accountability is no longer simply a matter of probity but also encompasses evaluation of whether goals were achieve and quality of a service was delivered. Findings suggest that the main goal for establishing a commercial wing for air service delivery is a step in the direction. Achievement of the decoupling objectives has prevailed and GCAA has continuously served to monitor the operations of its newly created entity.

VII. Conclusion

This exploratory study set out to investigate the processes that led to GACL's decoupling experience, factors and goals responsible for the decoupling exercise, the effect and factors impeding the decoupling reform. Data was obtained from multiple sources with interviews and documentary evidence. Key informants involved in the decoupling reform were interviewed. Data from stakeholders comprising employees and airlines were also obtained using focus group discussions. Findings showed that main antecedents to the reform were to properly define the core mandatory regulatory role of GCAA, and improve financial viability of the air transport services in line with ICAO standards. The decoupling resulted in the creation and amalgamation of new departments with new functions. The organizational structure was slightly modified in the process. The impact of the reform was evidenced in significant infrastructural developments, huge profits/revenue, and administrative efficiency, increased number of airline operators and proper management of human resource function. Currently, the decoupling process is partial but there are indications of another decoupling that will see the GCAA as solely responsible for regulatory body for air transport sector after the necessary legislations and procedures have been satisfied. Human resource planning and asset sharing override continue to serve as main bottlenecks even before and after the reform. The continuous interference of the government has been a major concern in allowing GACL to exercise its discretionary powers in issues that affect it operations. Governments will always employ a variety of administrative reforms at any one time to achieve some desired purpose. It would be expedient that such problems are correctly identified in order for these agenda to fit between the organization and environment. Even as state owned enterprises are been forced into market competition they still remain in government hands and retain bureaucratic-type structures. Findings imply that announcement of decoupling is not a binary choice. It should involve multiple ways of presenting and justifying organizational actions with some justifications more likely than others to be decoupled from real changes.

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Assessment of Effective Communication Competencies Possessed by University Business Education Graduates for Successful Running of Businesses in South South Nigeria

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Abstract - This study investigated employers assessment of effective communication competencies possessed by university Business Education graduates for successful running of businesses in south south Nigeria. One research question and three hypotheses guided the study. The study adopted descriptive survey design. The population comprised 318 employers of Business Education graduates in Rivers State and Delta State. The population also served as sample since it was manageable. The instrument for data collection was a 20 item questionnaire whose face and content were adequately validated by experts. The instrument internal consistency was determined using cronbach alpha, which has reliability of 0.93. The research question data were analyzed using mean and standard deviation. Z-test was used to test the hypotheses at 0.05 level of significance. The finding of the study revealed among others that Business Education graduates are competent in ability to speak clearly with empathy, ability to display good listening skills, ability to interpret message correctly, ability to relate information appropriately to concerned parties. However, they are not competent in ability to formulate points of view and ability to meet the functional needs of the media. It was recommended among others that university Business Education graduates should constantly undergo training and retaining on communication courses to be more competent in all communication skills, more business communication courses should be built in business education curriculum to enable the students acquire more com-munication competencies.

Keywords : *assessment, communication competencies, university business education graduates, south south nigeria.*

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I. Introduction

Business Education is the sum total of the knowledge, skills and attitudes that are required for the successful promotion and administering of business enterprise (Atakpa & Ilen, 2008). Similarly, Osuala (2004) stated that Business Education is a programme of instruction which consists of two parts: Office education, which is a vocational programme for office careers through initial refresher and upgrading of education and general business education, which is a programme that provides students with information competencies which are needed by all in managing personal business affairs and in using the services of business. Business Education therefore prepares youths for vocations and also furnishes them with relevant information concerning their lives both as citizens and as individuals. It also develops in them certain skills, attitudes and abilities that are relevant to securing jobs in the business world. Secondly, it gives them insight into general business and acquaints them with general business information that will make them efficient and rational purchasers and consumers of goods and services.

Ekpenyong and Ojo (2008), have listed the major goals of Business Education as: adopting the various business concepts acquired in class to real life situation, acquiring skills and competencies required for the performance of basic jobs, for example, taking simple administrative decisions and dealing with correspondence, keeping simple records of financial and other transactions in the office, playing productive roles in a free enterprise economy. Business Education programme at the university level has a well articulated curriculum encompassing accounting, management, office technology and management and marketing. Business Education students are also exposed to many communication courses in their programme. The purpose is that after graduation, Business Education graduates will be able to use the knowledge and skills in running their own businesses effectively without failure. Ukor (2007) opined that communication is the transfer of message to another party that it can be understood and acted upon. Hence communication is an integral aspect in Business Education curriculum since businesses fail if communication is faulty.

The bedrock of human activities and existence is communication. Communication brings people together, keeps people together and ensures that individuals and groups understand one another (Enudi, Okagbare & Akpere, 2008). Communication, is the transfer of ideas or knowledge in ways that enable the recipient to understand, react to and act upon the information received. Communication is transmission of information, which can take many forms like a face to face conversation, telephone calls, letters, reports, tabulations and so on. Similarly, Ukor (2008) defines

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communication as the process of conveying information from one person or group of persons, departments or organizations to another through the post, telephone, a messenger service or by other means which include transmission of memoranda, reports, instructions, minutes of meetings, invoices, orders, estimates, drawings and so on. Business Education graduates are expected to possess some relevant competencies in communication after graduation since they are exposed to some courses in business communication. These skills will help them to run their businesses successfully without failure.

Competencies is used to imply the possession of power, knowledge, attitudes and facts necessary for accomplishing tasks (Okwuanaso and Achilike, 2001). Competencies therefore are the knowledge, skills and behaviours that enable an employee to meet an established performance criteria. Enete, Amusa and Eze (2009) viewed competencies as essential knowledge and skills obtainable in a profession and those which the professionals in the field must possess and be able to demonstrate at optimal level of acquisition and functioning. Quality service or job can only be rendered when one has the knowledge, competencies and attitude required in the profession. To attain these skills, the individual or persons need to acquire basic training or knowledge levels related to the assignment or task to be performed whether through formal training or a combination of both. The training (formal or informal) process gives rise to human capacity development. To acquire the necessary skills required for effective communication, presupposes that you must understand the basic knowledge of language skills. This is quite important because the knowledge of language skills, especially your language of use, is a prerequisite to the acquisition of communication skills.

The acquisition of appropriate communication skills offers the individual the unique strategy for a successful business venture. The individual in a business environment for example, should be able to communicate and render his services to consumers so that they would appreciate the content and value of the product as well as develop the measures of self-marketing for the product. But most importantly, communication skills are interrelated processes of human capital development. Skills development here, should be seen within the frame work of an individual's ability to write, listening, reading and communicate effectively within a given business environment. These skills empower the user to design set goals and enhance the individual's productivity and contribution to a given objective.

Enudi, Okagbare and Akpere (2008) outlined the following competencies in communication expected of Business Education graduates.

- Ability to convey ideas to people who do not necessarily understand a particular concept.
- Ability to be concise, confident and adaptable in presenting yourself and your ideas.
- Ability to take criticism and listen to conflicting views/ideas.
- Ability to conduct a productive meeting, either in a small or big group situations.
- Ability to effectively utilize a variety of modes or presentation, such as face to face conversation, written/spoken, public/private and group/individual, in any given environment.
- Ability to construct reasonable, logical arguments and to arrange evidence appropriately to support an argument.
- Ability to ascertain what information needs to be conveyed and thus provide what is requested.
- Ability to listen or read other's communications and comprehend.
- Ability to have a keen sense of audience awareness, including giving technical presentation to technical and nontechnical audience.
- Ability to write clearly and concisely.
- Ability to use language that is appropriate for both the topic and the audience in question.
- In the same vein, Okwuanaso and Agbamu (2010) identified the following communication competencies expected of Business Education graduates.
- Ability to speak clearly and with empathy.
- Ability to display good listening skills.
- Ability to interpret message correctly.
- Ability to relate information appropriately to concerned parties.
- Ability to formulate points of view.
- Ability to remain calm, confident and composed under pressure.
- Ability to operate a computer/fax machine.
- Ability to operate telephone banks.
- Ability to operate radios, walkie talkies and cameras.
- Ability to listen to the target audience.
- Ability to meet the functional needs of the media.
- Ability to choose right media for sending information.
- Ability to pan thoroughly and carefully for all interactions.
- Ability to accept receiver as a legitimate partner.
- Ability to prioritize media outlets.
- Ability to use the right words at the right time.
- Ability to deliver a public speech.

Business Education graduates are expected to have possessed relevant skills and knowledge in these areas of communication to avoid business failure and run businesses effectively. There are complaints that university business education graduates seem to lack effective communication competencies for successful running of private businesses (Ukor, 2008).

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II. Statement of the Problem

Inadequate communication competencies causes more controversy in business and industry than any other single factor. Communication deteriorates as corporate enterprise or business organizations get bigger. The public and private sectors of the economy employ thousands of people and the consequences are that lines of communication are over stretched; organizational structures become cumbersome; communication becomes increasingly remote, impersonal and anonymous. Research findings by Ikelegbe (2010), Agbamu and Okwuanaso (2010) revealed that university Business Education graduates are not competent in communication skills. Business Education graduates seem to have difficulties in communication skills resulting to ineffective communication in their business ventures. The extent to which university Business Education graduates possess the relevant business communication skills can not be ascertained. The problem of the study is, to what extent do university Business Education graduates possess the relevant communication competencies to enable them run their private businesses successfully?

a) Purpose of the Study

The purpose of the study was to assess effective communication competencies possessed university Business Education graduates for successful running of businesses in Nigeria.

Specifically, the objectives was to assess communication competencies possessed by university Business Education graduates expected for successful running of private businesses in Nigeria.

Research Question

The following research question was raised to guide the study.

To what extent do university Business Education graduates possess relevant competencies in communication?

b) Hypotheses

The following hypotheses were tested at 0.05 level of significance.

- There is no significant difference in the mean rating of male and female employers assessment of university Business Education graduates possessed communication competencies.
- There is no significant difference in the mean rating of Rivers State and Delta State employers assessment of university Business Education graduates possessed communication competencies.
- There is no significant difference in the mean rating of public and private employers assessment of university Business Education graduates possessed communication competencies.

III. Method

The design of this study was a descriptive survey. The population of the study comprised 318identified employers of Business Education graduates in Rivers State and Delta State geopolitical zone in Nigeria in 2012. There was no sampling since the population in the zone was manageable. The instrument for data collection was a 20 – item questionnaire. It has two sections. Section A of the questionnaire has 3 items on demographic variable of the respondent (sex, sector, location). While section B has 17 items based on the research question. The questionnaire has a four point scale of Very competent (VC), Competent (C), Fairly competent (FC) and Not competent (NC). The content and face validity of the instrument was done by three experts in Business Education and two experts in Measurement and Evaluation. The instrument was also subjected to factor analysis before the final copy was written. In order to carry out the reliability of the instrument, the questionnaire was administered to 40 employers of Business Education graduates in Ogun State in south west geopolitical zone of Nigeria. The data obtained were analysed using cronbach alpha, which has a coefficient of 0.93. The data were analysed using mean and standard deviation. In analyzing the data, the response options in the questionnaire were weighted as follows: Very competent – 4points, Competent – 3points, Fairly competent – 2points, Not competent – 1point. A cut-off point of 2.50 was set to accept or reject items on the instrument. Mean above 2.50 shows competent, while less than 2.50 shows not competent. Z-test was used to test the hypotheses at 0.05 level of significance. If the calculated value (CV) is less than table value (tv) 1.96, the hypothesis is therefore retained, on the other hand, z-calculated (zc) which is above table value (tv), hypothesis is rejected.

IV. Result

a) Research Questions One

To what extent do university Business Education graduates possess relevant competencies in communication as perceived by employers?

Table 1 : Mean rating and SD of the employers assessment of possessed communication competencies of university Business Education graduates

N = 318

S/N	Aspects of communication competencies	Mean	SD	Remark
1	Ability to speak clearly with empathy	2.98	0.80	Competent
2	Ability to display good listening skills	3.07	0.83	Competent
3	Ability to interpret message correctly	3.01	0.74	Competent

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4	Ability to relate information appropriately to concerned parties	3.04	0.79	Competent
5	Ability to formulate points of view	2.48	0.88	Not Competent
6	Ability to remain calm, confident and composed under pressure	2.77	0.85	Competent
7	Ability to operate a computer/fax machine	2.86	0.71	Competent
8	Ability to operate telephone	3.00	0.78	Competent
9	Ability to operate radios, walkie talkies and cameras	2.64	0.86	Competent
10	Ability to listen to the target audience	3.03	0.80	Competent
11	Ability to meet the functional needs of the media	2.46	0.74	Not Competent
12	Ability to choose right media for sending information	2.71	0.88	Competent
13	Ability to pan thoroughly and carefully for all interactions	2.55	0.90	Competent
14	Ability to accept receiver as a legitimate partner	2.41	0.73	Not Competent
15	Ability to prioritize media outlets	2.77	0.98	Competent
16	Ability to use the right worlds at the right time	2.84	0.76	Competent
17	Ability to deliver a public speech	2.59	0.94	Competent
	Grand total	**2.66**	**0.76**	**Competent**

Table 1 contains seventeen (17) communication competencies. The mean scores of responses of the respondents show that they are competent in fourteen (14) aspects of communication. Ability to relate information appropriately to concerned parties (item 4) has the highest mean score of 3.04 and ability to accept receiver as a legitimate partner (item 14) has the lowest mean score of 2.41, follow by Ability to meet the functional needs of the media 2.46, follow by Ability to formulate points of view 2.48.

i. *Hypothesis 1*

There is no significant difference in the mean rating of male and female employers assessment of university Business Education graduates possessed communication competencies.

To test hypothesis 1, the mean values of the two groups were compared. The result of the comparison shows the z-calculated to be 0.863 at degree of freedom = 316 and p-value .05. The result of the computation is shown in table 2.

Table 2 : Z-test result of the difference on employers mean rating of communication competencies possessed by university Business Education graduates based on gender

Variables	N	Mean	SD	Df	z-cal	z-tab	Remarks
Male	198	52.11	12.50	316	0.863	1.960	NS
Female	120	50.40	13.03				

From the above table, the calculated z-value of 0.863 is less than the z-tabulated value of 1.960 at 316 degree of freedom and 0.05 level of significance. This means that there is no significant difference in the mean ratings of male and female employers assessment of university Business Education graduates possessed communication competencies. The null hypothesis, is, therefore upheld while the alternate hypothesis is rejected.

ii. *Hypothesis 2*

There is no significant difference in the mean rating of Rivers State and Delta State employers assessment of university Business Education graduates possessed communication competencies.

To test hypothesis 2, the mean values of the two groups were compared. The result of the comparison shows the z-cal to be 0.984 at degree of freedom = 316 and p-value .05. The result of the computation is shown in table 2.

Table 2 : Z-test result of the difference on employers mean rating of communication competencies possessed by university Business Education graduates based on location

Variables	N	Mean	SD	Df	z-cal	z-tab	Remarks
Rivers State	190	78.93	14.34	316	0.984	1.960	NS
Delta State	148	76.40	15.66				

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From the above table, the calculated z-value of 0.984 is less than the z-tabulated value of 1.960 at 316 degree of freedom and 0.05 level of significance. This means that there is no significant difference in the mean ratings of Rivers State and Delta State employers assessment of university Business Education graduates possessed communication competencies. The null hypothesis, is, therefore upheld while the alternate hypothesis is rejected.

iii. *Hypothesis 3*

There is no significant difference in the mean rating of public sector and private sector employers assessment of university Business Education graduates possessed communication competencies.

To test hypothesis 2, the mean values of the two groups were compared. The result of the comparison shows the z-cal to be 0.984 at degree of freedom = 316 and p-value .05. The result of the computation is shown in table 2.

Table 2 : Z-test result of the difference on employers mean rating of communication competencies possessed by university Business Education graduates based on type of employers

Variables	N	Mean	SD	Df	z-cal	z-tab	Remarks
Rivers State	217	73.62	15.17				
				316	0.910	1.960	NS
Delta State	101	71.24	16.30				

From the above table, the calculated z-value of 0.910 is less than the z-tabulated value of 1.960 at 316 degree of freedom and 0.05 level of significance. This means that there is no significant difference in the mean ratings of public and private employers assessment of university Business Education graduates possessed communication competencies. The null hypothesis, is, therefore upheld while the alternate hypothesis is rejected.

V. Discussion of Findings

The discussion is done according to the findings of the study. The finding was that university business education graduates are competent in 14 aspects of communication. Ability to speak clearly and with empathy, ability to display good listening skills, ability to interpret message correctly, ability to relate information appropriately to concerned parties, ability to remain calm, confident and composed under pressure, ability to operate a computer/fax machine, ability to operate telephone banks, ability to operate radios, walkie talkies and cameras, ability to listen to the target audience, ability to choose right media for sending information, ability to pan thoroughly and carefully for all interactions, ability to prioritize media outlets, ability to use the right words at the right time, ability to deliver a public speech. However, business education graduates are not competent in 3 aspects of communication. Ability to formulate points of view, ability to meet the functional needs of the media and ability to accept receiver as a legitimate partner. This study is consistent with Okwuanaso and Agbamu (2010) that business education graduates are expected to possessed the above relevant communication skills to enable them function effectively in the world of work. The result of the hypotheses revealed that, there is no significant difference in the mean rating of male and female employers assessment of university Business Education graduates possessed communication competencies, there is no significant difference in the mean rating of Rivers State and Delta State employers assessment of university Business Education graduates possessed communication competencies, there is no significant difference in the mean rating of public and private employers assessment of university Business Education graduates possessed communication competencies. This study is also consistent with EnudiOkagbare and Akpede (2008) earlier identified these communication competencies expected of Business Education graduates.

VI. Conclusion

Business Education graduates require relevant communication competencies to enable them succeed in their entrepreneurial ambitions. Therefore, basic communication competencies are required of university Business Education graduates, fro employ ability and they should be competent in all aspects for effective job performance.

VII. Recommendations

The recommendations are suggested for the study.

- University Business Education graduates should constantly undergo training and retaining on communication courses to be more competent in all communication skills.
- More business communication courses should be built in business education curriculum to enable the

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students acquire more communication competencies.

- Adequate communication gadget should be provided by University authorities for teaching and learning in Business Education.

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Job Satisfaction and Organizational Commitment: A Cross-Sectional Study with Reference to Teachers in Technical & Management Institute

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Abstract - In most of the organizations the human resource counselors, professionals and managers are concerned about the impact of job satisfaction and organizational commitment. However, many academic institutions have very little understanding of how job satisfaction affects employee's turnover, productivity and organization's performance. There-fore it is essential to understand the causes, symptoms and the effect it has. The main objective of the present paper is to study the job Satisfaction and Organizational Commitment of faculty members in Technical and Management Institutes with reference to different institutes in Dar es Salaam region. For this purpose the data was collected through questionnaire under convenience random sampling of Management and Technical faculty members. The analysis has been done using different Statistical tools with the help of SPSS. The findings reveal and demonstrate that dissatisfaction does exist in the academic organizations/institutions, which eventually results to decrease of organizational commitment. Thus, the managers of various organizations should come up with various interventions to manage the dissatisfaction among the faculty members.

Keywords : *job satisfaction, organizational commitment, management, technical & management institute.*

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Job Satisfaction and Organizational Commitment: A Cross-Sectional Study with Reference to Teachers in Technical & Management Institute

Dr. Martin Onsiro Ronald [α], Katwire Aisha [σ] & Mr. Miruka Babu Dennis [ρ]

Abstract - In most of the organizations the human resource counselors, professionals and managers are concerned about the impact of job satisfaction and organizational commitment. However, many academic institutions have very little understanding of how job satisfaction affects employee's turnover, productivity and organization's performance. Therefore it is essential to understand the causes, symptoms and the effect it has. The main objective of the present paper is to study the job Satisfaction and Organizational Commitment of faculty members in Technical and Management Institutes with reference to different institutes in Dar es Salaam region. For this purpose the data was collected through questionnaire under convenience random sampling of Management and Technical faculty members. The analysis has been done using different Statistical tools with the help of SPSS. The findings reveal and demonstrate that dissatisfaction does exist in the academic organizations/institutions, which eventually results to decrease of organizational commitment. Thus, the managers of various organizations should come up with various interventions to manage the dissatisfaction among the faculty members.

Keywords : job satisfaction, organizational commitment, management, technical & management institute.

I. Introduction

According to experts, while most managers believe employees leave due to money issues, in actuality it is an employee's relationship with their supervisor that has the greatest impact on whether they stay or go, because a supervisor has control over the CORE elements that create job satisfaction-compensation, opportunity, recognition and environment. And that is why it is important to hold supervisors accountable for retaining a thriving workforce (Deborah, 2007). The management of people at work is an integral part of the management process. To understand the critical importance of people in the organization is to recognize that the human element and the organization are synonymous. A well-managed organization usually sees an average worker as the root source of quality and productivity gains. Such organizations do not look to capital investment, but to employees, as the fundamental source of improvement. An Organization is effective to the degree to which it achieves its goals. An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. (Luthans, 1998).

Job satisfaction is the most important issue for any organization because if its employees are satisfied it is sure that the organization will flourish. It also increases the organizational commitment and reduces the flow of employees, as it is in the interest of an organization to retain employees and minimize turnover. However, many educational institutions have little understanding of how to satisfy their employees and how these employee satisfaction levels influence their intent to leave their positions. In fact, because of this limited understanding, institutional efforts towards employee satisfaction can sometimes create more dissonance than cohesion between employees and management, leading to excessive employee turnover. Organizational commitment has been described as consisting of two constructs affective and continuance (Allen & Meyer, 1990).

The definition of job satisfaction has visibly evolved through the decades, but most versions share the belief that job satisfaction is a work related positive affective reaction. There seems to be less consistency when talking about the causes of job satisfaction. Wexley and Yukl (1984) stated that job satisfaction is influenced by many factors, including personal traits and characteristics of the job.

To better understand the employee and job characteristics and their relationship to job satisfaction, various theories have emerged and provided the vital framework for future job satisfaction studies. Early traditional theories suggested that a single bipolar continuum, with satisfaction on one end and dissatisfaction on the other, could be used to conceptualize job satisfaction. Later revisions of the theory included a two continuum model that placed job

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satisfaction on the first scale and job dissatisfaction on the second (Brown, 1998). Later theories focused more on the presence or absence of certain intrinsic and extrinsic job factors that could determine one's satisfaction level. Intrinsic factors are based on personal perceptions and internal feelings, and include factors such as recognition, advancement, and responsibility. These factors have been strongly linked to job satisfaction according to O'Driscoll and Randall (1999).

Extrinsic factors are external job related variables that would include salary, supervision, and working conditions. These extrinsic factors have also been found to have a significant influence on job satisfaction levels according to Martin and Schinke (1998).

Job satisfaction is, therefore, seen by some people to be a function of what is expected and what is received. Thus if one expects little and gets little, one will be satisfied. At the same time, if one expects a lot and gets a lot, one will be satisfied. However, if one expects a lot and gets little, one will be dissatisfied. This brings different views and perception as far as gender is concern whereby the basic arguments are that although women receive less from their jobs than men do, they have lower expectations and hence feel just as satisfied as men (Kinman, 1998).

Organizational commitment is the relative strength of an employee's attachment or involvement with the organization where he or she is employed, for example; daily business, technical & management institutes' Organizational commitment is important because committed employees are less likely to leave for another lob and are more likely to perform at higher levels. However, Meyer and Allen (1994) state that organizational commitment is "a psychological state that;

- Characterizes the employee's relationships with the organization, and
- Have implications for the decision to continue membership in the organization.

Organizational commitment could also be defined as employees' strong belief in and acceptance of an organization's goals and values, effort on behalf of the organization to reach these goals and objectives and strong desire to maintain membership in the organization (Hunt and Morgan, 1994:1568). In other words, organizational commitment points to the attitudes of employees concerning commitment towards the organizations they work for (Moorhead and Griffin, 1995:64-65; Northcraft and Neale, 1990: 465). According to Luthans (1992:124), organizational commitment is directly related to the desire to maintain membership in the organization, the willingness of employees to exert considerable effort on behalf of the organization and a strong belief in and acceptance of an organization's goals and values.

a) Objectives

i. Examine the level of job satisfaction among employees in an organization
ii. Identify the factors responsible for job satisfaction in an organization.
iii. Establish the relationship between job satisfaction and organization commitment.

II. Literature Review

Other researchers use similar definitions of job satisfaction that refer to an employee's attachment, goal congruency, identification, loyalty and allegiance to their organization. On the other hand Porter and his colleagues defined commitment as "Attachment as the relative strength of an individual's identification with and involvement in a particular organization" (Mowday, Steers, & Porter, 1979).

Job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment (Levinson, 1997, Moser, 1997). Lack of job satisfaction is a predictor of quitting a job (Alexander, Litchtenstein and Hellmann, 1997; Jamal, 1997). Sometimes workers may quit from public to the private sector and vice versa. At the other times the movement is from one profession to another that is considered a greener pasture. This later is common in countries grappling with dwindling economy and its concomitant such as poor conditions of service and late payment of salaries (Nwagwu, 1997). In such countries, people tend to migrate to better and consistently paying jobs (Fafunwa, 1971). Explaining its nature some researcher (e.g. Armentor, Forsyth, 1995, Flanegan, Johnson and Berret, 1996; Kadushin, and Kulys, 1995) tend to agree that job satisfaction is essentially controlled by factors described in Adeyemo's (2000) perspectives as external to the worker. From this viewpoint satisfaction on a job might be motivated by the nature of the job, its pervasive social climate and extent to which workers peculiar needs are met. Working conditions that are similar to local and international standard (Osagbemi, 2000), and extent to which they resemble work conditions of other professions in the locality. Other inclusions are the availability of power and status, pay satisfaction, promotion opportunities, and task clarity (Bolarin, 1993; Gemenxhenandez, Max, Kosier, Paradiso and Robinson, 1997).

Measuring job satisfaction is difficult, for it is an abstract personal cognition that exists only in an individual's mind. To measure job satisfaction, one must have a conceptual understanding of the construct in order to decide which indirect factors to measure. Since there is no single agreed upon definition of job satisfaction, and no widely accepted theory to explain it, it is no surprise that there is also no general consensus on the best way to measure job satisfaction (Wanous & Lawler, 1972). Mowday, Porter, and Steers (1982, p.27),

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define the affective organizational commitment as "a strong belief in and acceptance of the organization's goals and values; a Willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization." The counterpart to affective organizational commitment is continual organizational commitment, which considers the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job (Murray, Gregoire, & Downey, 1991). Job satisfaction has been recognized as a component of organizational commitment (Kovach, 1977). It is suggested that job satisfaction is a state of pleasure gained from applying one's values to a job (Locke, 1969). Spector (1997, p.2) believes that job satisfaction "can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job." Researchers have found that job satisfaction is correlated with turnover but not to the extent that a predictive model can be created. (Kraut, 1975; Mobley, 1982; Mobley Griffeth, Hand, & Meglino, 1979).

Previous studies related to job satisfaction show that there are certain factors which affect the level of job satisfaction of the employees. The teachers in the modern era are considered as the employees of the institutions still there is considerable difference in the nature of the work of the teachers which may cause the difference in level of satisfaction from their jobs, including salary, work environment, gender, age, family life, social status, passion towards teaching etc. Different scholars have shown previously that female are more dissatisfied with their jobs while some studies related to the psychology of the school teachers show that female teachers are more satisfied with jobs as compared to their counterpart (Travis G. Worrell May, 2004 Blacksburg, Virginia). Charles Hickson, Titus 0shagbemi, Bradford: 1999. Increasing the productivity of the teachers is very essential from the societal point of view as they are the shapes of the future professionals whether technical or management. This study will help us give an insight in to the effect of different factors on the job satisfaction.

Other researchers (e.g. MacDonald, 1996; O'Toole, 1980) argue in favour of the control of job satisfaction by factors intrinsic to the workers. Their arguments are based on the idea that workers deliberately decide to find satisfaction in their jobs and perceive them as worthwhile. Studies of job satisfaction and academicians seem to consistently show there is a relationship between professional status and the job satisfaction. High levels of job satisfaction are observed in those professions that are of good standing in society. Age is one of the factors affecting job satisfaction. Different studies conducted show that older workers are more satisfied (Davis, 1988:100). Kose (1985) found a meaningful relationship between the age and job satisfaction; Hamshari (1983), age and professional experience (Delia 1979; Hamshari 1986), educational level (Well-Maker, 1985; Hamshari, 1986); level of wages (Vaugan and Dunn in Adeyemo, 1997); sex (D'elia 1979; Lynch and Verdin, 1983).

III. Importance of the Study

An educational institution is as good as the faculty members of the institution. So this study will help us understand the causes which create loyalty among faculty members towards their institutions and can help us find the reason as to why good faculty members leave the institution and will focus on the role of the institutional policies and their implementation in the context of the organizational commitment of the faculty members or the teachers.

In the modern era the different countries of the world are developing on the basis of knowledge economy. We can say that the time is approaching where knowledge is being capitalized. So the institutions which are providing professional education are gaining importance. It has become the concern of the management of such institutions to satisfy their faculty members and understand the factors which lay an effect on the job satisfaction of the faculty members. So this study will help them understand the faculty member's perspective regarding the job satisfaction and organizational commitment and will help them formulate their policies regarding the operations of the institution.

IV. Methodology

This is a diagnostic type of research. Survey method has been adopted using questionnaires with appropriate scaling techniques. The survey was done on the faculty members of the technical and management faculty of Institutions in the Dar es Salaam region with an aim to identify the job satisfaction and organizational commitment level of the technical and management faculty. The type of the data required was primary which was collected through the questionnaires.

V. Data Collection

In the present study a pilot survey was first conducted with a few sample members of each of the four institutes, to test the reliability and validity of the instrument. It was also done to incorporate their views and perception. After that, a convenience random sampling of 25 faculty members from each institute was administered the questionnaire with a total of 100 respondents. To measure their perception regarding different factors of job satisfaction and organizational commitment the most widely used Minnesota satisfaction Questionnaire (MSQ), with certain modifications to suit the purpose was used. The questionnaire used the Likert scale with 5 as very satisfied and 1 as very dissatisfied.

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a) Response

Out of 100 questionnaires, which were distributed to the selected faculty members, 60 were duly completed and returned. The returning rate was 60%, which is consistent response with similar surveys.

b) Analysis

The data collected was analyzed by using Simple descriptive statistics, the correlation coefficients and different statistical test viz. t test and chi-square test with respect to different aspects of satisfaction and organizational commitment. To facilitate the analysis, the instrument used was Likert scale of 1 to 5, where very satisfied scored '5' and very dissatisfied scored '1'. However, level '5' With '4' and '2' along with '1' were combined as satisfied and dissatisfied respectively, to facilitate data analysis.

c) Results

The respondents were asked to rate the factors that provide them with a sense of satisfaction at the work place. (See Table 1)

It is evident from table 1 that 50 per cent of the faculty member respondents of both the departments agreed that salary was one of the factors responsible for dissatisfaction. As depicted individually, about 63% technical faculty members were dissatisfied where as only 37% management faculty members were dissatisfied. Only 27% technical faculty members were satisfied while 33% of the management faculty was also satisfied. This result is consistent with Ongori and Agolla (2008).

Table 1 : Perception of Balance of Work performed to Salary Received

Department of the Respondent	Perception of Balance of Work performed to Salary Received			
	Dissatisfied	Neutral	Satisfied	Total
Technical Faculty	19	3	8	30
Management Faculty	11	9	10	30
Total	30	12	18	60

On the question of opportunity for promotion, about 45% faculty members (Table 2) were dissatisfied, 30% were satisfied and 25% remained neutral. This depicts fewer chances for promotions in academic organizations/institutes, which may result in lower organizational commitment. The respondents were also dissatisfied with the work load i.e. keeping the faculty busy sometimes with even non academic jobs.

Table 2 : Perception towards Opportunity for Promotion

Department of the Respondent	Opportunity for Promotion			
	Dissatisfied	Neutral	Satisfied	Total
Technical Faculty	15	7	8	30
Management Faculty	12	8	10	30
Total	27	15	18	60

On the other hand, the quality of supervision rendered was satisfactory whereby 62% respondents were satisfied (Table3). On the variable of anticipation on steady employment, 53% faculty members were satisfied.

Table 3 : Perception towards Technical Quality of Supervision

Department of the Respondent	Technical quality of supervision			
	Dissatisfied	Neutral	Satisfied	Total
Technical Faculty	7	8	15	30
Management Faculty	6	2	22	30
Total	13	10	37	60

About 60% respondents had a feeling of accomplishment from their work. The relations with coworkers gave satisfaction to almost 81 % of the respondents, which is a very high percentage. It was found that 40% respondents were satisfied by the flexibility to try their own methods of teaching where as 50% were neutral on the same question. Opportunity to act in ways that do not go against ones belief also gave satisfaction to 59% of the respondents.

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Table 4 : Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.380(a)	3	.944
Likelihood Ratio	.381	3	.944
Linear-by-Linear Association	.236	1	.627
N of Valid Cases	59		
a 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.97.			

On the question of relationship between employees and supervisors, 80% of the faculty members were satisfied. Which means that the supervisors treat their employees fairly well? This result is consistent with Ongori and Agofla (2008), but it is inconsistent with Stevenson and Harper (2006).

The correlation analysis for the job satisfaction on different aspects shows that there is a high 0.77 correlation between the tenure and income. It means that as the income increases the tenure also increases at a higher rate. The correlation between age and job satisfaction was also found to be positively high. This result is consistent with the results obtained by Rhodes (1983). Again a high correlation of 0.79 exists in age and income. In a study titled "Is Job Satisfaction U Shaped In Age?" it was found that many older people move into jobs, which have more desirable characteristics, as a result of which they are expected to be more satisfied. There is evidence that older employees have specific work values which bring more attractive characteristics that are less desirable to younger people. Younger people may have high expectations, which, being modified by experience of jobs which do not meet their standards, are diminished in later years. Possible explanation of the greater satisfaction of older employees is in terms of non job variations. Clark A. and Oswald A. (l 996).

Institutes /organizations policy implication and opportunity for promotion were also found to be positively correlated. On the other hand a negative correlation of O.22 was also observed in income and gender. The gender and tenure also showed a negative correlation. Several researchers have also examined the relationship between job satisfaction and gender. However, the results of many studies have been contradictory, Mason (1995).

VI. Observations

Table 5 : Correlations among the relevant factors to the job satisfaction of the faculty members

Correlations								
	opportunity for promotion	Keeping busy	Income	Age	Tenure	Gender	Opportunity to use Abilities	Institute policy implementation
opportunity for promotion								
Pearson Correlation	1	.355(**)	.175	.091	.160	-.208	.455(**)	.465(**)
Sig. (2-tailed)	.	.009	.181	.491	.222	.111	.000	.000
N	60	60	60	60	60	60	60	60
Keeping busy								
Pearson Correlation	.355(**)	1	.112	.140	.111	-.128	.359(**)	.391(**)
Sig. (2-tailed)	.009	.	.369	.285	.400	.328	.005	.002
N	60	60	60	60	60	60	60	60
Income								
Pearson Correlation	.175	.112	1	.791(**)	.771(**)	-.221	.060	.245
Sig. (2-tailed)	.181	.396	.	.000	.000	.089	.650	.059
N	60	60	60	60	60	60	60	60
Age								
Pearson Correlation	.091	.140	.791(**)	1	.745(**)	-.358(**)	.173	.169
Sig. (2-tailed)	.491	.285	.000	.	.000	.005	.186	.198
N	60	60	60	60	60	60	60	60
Tenure								
Pearson Correlation	.160	.111	.771(**)	.745(**)	1	-.320(*)	.115	0.32
Sig. (2-tailed)	.222	.400	.000	.000	.	.013	.380	.808
N	60	60	60	60	60	60	60	60
Gender								
Pearson Correlation	-.208	-.128	-.221	-.351(**)	-.320(*)	1	-.252	-.052
Sig. (2-tailed)	.111	.328	.089	.005	.013	.	.052	.696
N	60	60	60	60	60	60	60	60

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Opportunity to use abilities								
Pearson Correlation	.455(**)	.359(**)	.060	.173	.115	-.252	1	.432(**)
Sig. (2-tailed)	.000	.005	.650	.186	.380	.052	.	.001
N	60	60	60	60	60	60	60	60
Institute policy implementation								
Pearson Correlation	.465(**)	.391(**)	.245	.169	.032	-.52	.432(**)	1
Sig. (2-tailed)	.000	.002	.059	.198	.808	.696	.001	.01
N	60	60	60	60	60	60	60	60

VII. Findings

There is significant difference in the mean age of the faculty of technical and management department related to their job satisfaction which causes significant difference in terms of the job satisfaction of technical and management faculty. There is no difference in the mean income of technical and management faculty, which causes no difference in the job satisfaction level of technical and management faculty.

Feeling of accomplishment from work, the work load, formal position, institute policy implementation, relationship with co-workers and opportunity for promotion equally affects the job satisfaction level of the technical and management faculty.

Similarly acknowledgment for a well done job, freedom to use personal judgment, relationship between employees affects the job satisfaction level of the technical and management faculty.

Finally we can say that there is need for the job satisfaction level of the technical and management faculty in the academic organization.

VIII. Conclusions

This paper demonstrates that dissatisfaction does exist in the academic organizations/institutions, which eventually results to decrease of organizational commitment. Thus, the managers of various organizations should come up with various interventions to manage the dissatisfaction among the faculty members. It is universally known that an organization having better faculty, always lead and help in building the nation by building those who build the nation. Other than the traditional method of counseling employees some other techniques should also be adopted. However, a relevant fact is that generally faculty is satisfied with the jobs. The most motivating factor is work itself 'where as working conditions are the least motivating factors. This fact has been supported by Shanthi Srinivasa (1999).

Finally we can say that there is need for a systematic research on practical and efficient interventions to manage the dissatisfaction among the faculty members of technical as well as management departments. The increase in job satisfaction will also increase the organizational commitment.

Although in the present research, the researchers have tried to contribute to the existing body of knowledge, yet there are various limitations. The first limitation is that the sample size was not large enough to generalize the results to other similar organizations. Secondly the researchers have used the quantitative methods which have their own limitations. Thus there is need to conduct further research which consists of a sample that gives a holistic view on the different factors affecting the job satisfaction and organizational commitment.

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The Applicability of Western Management Science in Iran: A Retrospective Critique of a "Culture-Free" Research Study for Today's Management Scholars and Educators

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Abstract - This paper presents a retrospective critique of my own survey research conducted more than three decades ago in Tehran, Iran. The main finding of the research was that the managers of small companies in Iran had failed to implement the principles of western scientific management in their companies. A summary of the research and its results are presented. A social constructionist critique of the research and its approach is made as a cautionary note to those who continue to advance western theories of management and organizations as universal, "culture-free" and objective facts in non-western countries.

Keywords : *international management; iran; western management science; intercultural research and education; social construction of reality.*

GJMBR-A Classification : *JEL Code: P36*



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The Applicability of Western Management Science in Iran: A Retrospective Critique of a "Culture-Free" Research Study for Today's Management Scholars and Educators

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Abstract - This paper presents a retrospective critique of my own survey research conducted more than three decades ago in Tehran, Iran. The main finding of the research was that the managers of small companies in Iran had failed to implement the principles of western scientific management in their companies. A summary of the research and its results are presented. A social constructionist critique of the research and its approach is made as a cautionary note to those who continue to advance western theories of management and organizations as universal, "culture-free" and objective facts in non-western countries.

Keywords : international management; iran; western management science; intercultural research and education; social construction of reality.

I. Introduction

About three decades ago, when I was an undergraduate management major student at the College of Mass Communication Sciences in Tehran, Iran, I conducted a survey research to answer the following question: "Why are the principles of western scientific management not implemented in Iranian business firms?" Basically, by confirming my hypotheses, I found that scientific management principles are not implemented because: 1) most of the managers lack any or a sufficient formal education in western oriented management and economics; 2) since small companies - due to Iran's oil-based economy and unrestricted flow of oil revenues into her economy - obtain sufficient or excessive profits, their managers lack any motivation to implement the principles of scientific management.

Obviously, given that I was only an undergraduate student at that time, confirming my hypotheses, or rather failing to reject them as the scientific method calls for it, was personally a satisfying conclusion. However, since then, both historical developments in Iran– most notably the Iranian revolution of 1979, and my personal exposure to alternative perspectives on studying organizations and management as social phenomena (e.g., Burrell and Morgan, 1979; Hirsch and Boal, 2000; Bowring, 2000), have often made me to reflect upon the way I was educated to think about the applicability of western management science in Iran as exemplified by my research then. This retrospective reflection continues to preoccupy me three decades later as I continue to see research articles, especially in the realm of quantitative methods, which attempt to advance the "universality" and "culture free" application of western management theories and models in other countries, including Iran (e.g., Walton, 2005). Thus, I hope this article will serve as an academic cautionary note to the researchers, especially the young researchers from non-western countries, who may begin or continue to believe in the applicability of western management science in their countries.

a) Organization and Management as "Culture-Free" and "Universal"

The main reason for undertaking this critique is the persistence of including culture free studies of Iranian organization and their management in mainstream research on management topics, including organizational structure and leadership. In a number of studies in the 1980s (Conaty, Mahmoudi, and Miller, 1983; Miller and Mahmoudi, 1986), Miller and his associates applied the "culture-free" argument advanced by the proponents of the Aston studies of organization structure (Pugh et. al., 1968; McMillan et. al., 1973; Pugh and Hickson, 1976) and Miller himself (Miller, 1987) to Iranian organizations. They concluded: "The results of this research indicate that organizational theory, which had its conceptual and empirical base in the West, can be effectively generalized to non-Western nations. Theoretical models of organizational structure are clearly relevant to the Third World, and the remarkable similarity of the causal estimates obtained herein suggests that the theory and research concerned with organizational characteristics may well be supernational. The pattern of relationships subsumed under the culture free hypothesis looks much the same in industrialized and developing nations (Conaty et. al., pp. 122-123)." In 2005, Walton undertook a meta-analysis of Weber's model of bureaucratic control, including Miller's studies on Iranian organizations and other non-western countries and concluded that Weber's model has withstood the test of time and changing conditions and remains a valid "culture-free"

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model across societies. Miller and Sharda (2000) take a critical look back at Miller and Mahmoudi's (1986) "culture-free" study of Iranian organizations. While Miller and Sharda conclude that the cases of Iran and Jordan show that some aspects of organization structure are "culture bound," they continue to maintain that their research results "indicate that theoretical models of organization structure are clearly relevant to societies other than the United States (p. 326)."

More recently, Javidan and Carl (2004) undertake an apparently similar culture-free cross-cultural study of leadership in Iran. Their study finds that Iranian and Canadian samples list the same features for a charismatic leader, including vision, tenacity, self-sacrifice and eloquence. In a different study, Javidan and Carl (2005) find a common set of terms used by Canadian and Taiwanese managers to describe their immediate supervisors. Indeed, it is extra-ordinary to find these commonalities in samples between a western and two non-western countries. Yet, it is equally extra-ordinary to note that Tsui and her associates (2007, p. 441) report of these two studies and observe: "Neither studies measured culture." In these studies, we see "culture-free" universal applications of management models and theories developed in the West in Iran and other non-western countries.

In this article, I provide a retrospective critique of my research in order to add my voice to that of others who reject the idea of universal and culture free applicability of western management models to countries such as Iran. The premise of my critique is that organizations are to be studied as socially constructed phenomena (e.g., Berger and Luckmann, 1966), which, as such, are not "culture-free." From this, I will question the practical validity of the claims to the applicability of western models of management and organizations to Iran, as an example, and I propose developing native theories of management for Iran and other non-western countries.

Before proceeding to my critique, it should be noted that the following research summary is presented so that the reader has an opportunity to learn more about the research procedure and methodology. However, my critique of the research mainly concerns the rationale and general approach and questions leading to the research and its outcomes. This critique does not address the validity of specific research methods, questions, measures, and results.

II. Research Summary

I undertook the research based on the assumption that in general the principles of scientific management - as specified by Taylor (1947), Fayol (1949), and Weber (1947), and translated in Farsi by Parhizgar (1974)- are not implemented in small companies of Iran. I, then, hypothesized three causes for not having scientific management principles implemented in Iran: 1) lack of formal western based management education and expertise of the managers in small Iranian companies; 2) low level of general education of the managers; 3) ease of generating excessive profits, which served as a disincentive for a need to implement the scientific management principles. A twelve item questionnaire was designed to test the three hypotheses of the study. Questionnaire items were designed to represent the underlying nominal and ordinal measurement scales. The questionnaires were administered to a random sample of 45 managers of small businesses located in an area in central Tehran. The data collected was subjected to frequency and Chi-Square statistical analysis. Results of the analysis and my interpretation of them indicated that the principles of scientific management, i.e., planning, control and supervision, coordination, organizing, and unity of command, were not implemented in the majority of the small companies surveyed. It was also concluded that the two main causes were: a) lack of formal western management education, and b) the existence of excessive profits serving as a disincentive for implementing the principles of scientific management in small Iranian businesses.

III. Critique of the Research

Looking back at my research after three decades, I am convinced that when I undertook the study, I was a firm believer in the applicability of western scientific management principles in Iran. In my research, I treated the principles of scientific management as "culture-free," universally applicable, and desirable. Therefore, I undertook an investigation that was bound to conclude that the scientific principles of management are not implemented in Iranian organizations. In other words, by treating the principles as universal facts and laws and "culture-free," I engaged in a research that was in fact a perfect practice in self-fulfilling prophecy.

Now, for the most part, I have long lost my faith in that belief. Like then, I still maintain that there is an immense degree of academic and educational value in the works done by the western thinkers and researchers of management, and studying their works is essential for advancing the study and practice of management in Iran and elsewhere. However, I do not think that a non-western manager can uncritically apply the western management theories as organizational solutions to her country and accept either the "culture-free" or universal applicability of these theories.

Then, unlike now, I did not subscribe to the notion or paradigmatic belief that all reality is socially constructed (Berger and Luckmann, 1966). At the time of research, I believed that the nature of social sciences, similar to physical sciences, renders itself to the generation of "general laws" or "social facts," and is, therefore, applicable to most situations everywhere. Indeed, being raised in a culture which generally

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bestows lower status on any educational and occupational field other than that of medicine or engineering, I can retrospectively see how I was engaged in a struggle with myself and others to prove that my chosen field of study (i.e., management) is also "scientific." Thus, as exemplified by my research then, my belief in the objective nature of the social reality let me treat social laws and facts (e.g., the principles of scientific management) as universal, "culture free,' and binding on all organizations everywhere, including Iran. The following brief discussion about the nature of reality should illuminate my point.

IV. Nature of Reality

In the terminology of the philosophy of science, the question of nature of reality is an issue of "ontology" (see Table 1). Thus, individuals (e.g., researchers) may differ from one another with respect to their ontological assumptions. A basic objective vs. subjective view of the nature of reality constitutes a dichotomy of difference between individuals (see Burrell and Morgan, 1979). The adherents of objective ontology believe that the nature of reality is hard, factual, and objective. They believe that these hard and factual realities govern and determine the structure of social relations in society. The objectivists struggle to discover general laws that would explain all human behaviors across settings and countries. These general social laws and facts are advanced as if they are detached from and are above and beyond the reach of the individuals who are constrained by them. Thus, an assumption of objective ontology implies that social facts are given to, and are not made by, the social actors.

The adherents of subjective ontology, on the other hand, believe that the nature of reality is neither objective nor hard, but rather socially constructed. For them, there are no general laws or facts given to the actors in society, and human beings, through their very actions and behaviors, construct all social realities. It is through individuals' actions and interactions that they mutually typify meaning, and thus subjectively construct facts and laws that later become binding on them and others in society (Berger and Luckmann, 1966). In short, from a subjectivist point of view, the nature of reality is subjective, made up by the social actors and not an objective reality independent of them. Thus, the question of the applicability of western management science in Iran is a matter of one's ontological assumption.

Table 1 : Ontology of Nature of Reality

Objective View of Reality	Subjective View of Reality
Social Facts Are:	Social Fact Are:
Hard and Absolute	Soft and Relative
Given to Actors	Made by Actors
Detached from Actors	Attached to the Actors
Independent from Actors' Actions	Produced by Actors' Actions
Can be Discovered	Are Invented

V. The Question of Applicability

Based on the assumption of an objective reality, my research in 1977, was a reasonable study. Because, if it was known that in an ideal western society, efficient organizations implement the principles of scientific management, then it was logical to study whether the same principles are implemented in Iranian organizations. And since my observation was that these principles are not generally implemented in small Iranian organizations, then it was further logical to set up some hypotheses to explain for this observation. Thus, it was my objective view of reality that led me to treat the principles of scientific management as applicable in Iran, which became the primary guiding force in developing my main research question: "Why are the principles of (western) scientific management not implemented in small Iranian organizations?" Table 2 shows the path from my ontological assumption to my research conclusions.

Retrospectively, a social constructionist perspective, most likely, would not have led me to the same conclusions. From a social constructionist point of view, first I should have made an attempt to find out whether the principles of scientific management and the norm of efficiency have any cultural meaning or sense of reality to the managers in Iranian organizations. If I found out that they bear no cultural meaning to the manager, then I should have attempted to find out whether there are any cultural substitutes for the principles of scientific management in Iranian organizations. For investigating the meanings of socially constructed realities, I should not have used a quantitative approach, like the one I did. I should have used a qualitative approach, such as participant observation, through which I would have had an opportunity to become more familiar with the organizational realities in Iran, and to evaluate whether testing for the existence of the principles of management in Iran is applicable at all.

Table 2 : The Path from my Ontological Assumptions to My Research Conclusions

1) My belief in the objective nature of reality (Ontological Assumption).
2) Believing in the existence of general laws.
3) Treating principles of Scientific Management as universally applicable general laws.
4) Believing that if organizations want to be efficient, they must implement the principles of scientific management.
5) Observing that most Iranian organizations do not implement the principles of scientific management.
6) Hypothesizing that managers fail to implement the principles due to:
a) Lacking formal management education and expertise in western scientific management, which makes them unaware of the general laws of scientific management.
b) The existence of sufficient/excessive profits, which prevents managers from discovering the general laws of scientific management.
7) Testing and proving the hypotheses.

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VI. Implications for Management Education in a Global and Intercultural Context

Globalization is increasingly a prevailing condition of world affairs, including business and management education. The preamble of the Association to Advance Collegiate Schools of Business (AACSB, 2007, p.3) Standards document starts with the recognition of three global and intercultural challenges facing business education:

> Complex demands on management and accountting education mirror the demands on organizations and managers. Challenges come from:
> Strong and growing global economic forces
> Differences in organizational and cultural values
> Cultural diversity among employees and customers

Towards meeting these current challenges, over the past two decades, a considerable ground has been covered in bringing in materials, mainly in the form of examples and cases, related to international business across business and management curriculum. However, from a practical standpoint, the entire terrain of dominant theories of management has not been internationalized in their essence. Currently, as a customary method in business education, the student of business and management is principally taught the traditional western management methods of managing organizations, though also informed about the cultural differences and examples across countries. A typical organizational behavior textbook such as that of Kinikci and Kreitner (2006), while including a considerable coverage of the international and intercultural examples and topics, still presents a western oriented set of theories as the fundamental management approaches.

Indeed, the "culture free" notion of western management theories is quite prevalent (e.g., Redding, 1994; Walton, 2005). This claim is shown by Tsui and her associates (2007) in their thorough review of 93 empirical cross-national and cross-cultural organizational behavior articles published in the leading management journals from 1996 to 2005. To their "astonishment," Tsui and her associates find (p. 460), "The fundamental concept of culture has not been systematically examined, nor has the proliferation of cultural frameworks…" Thus, they make a number of recommendations for involving the inclusion of culture as a group and dynamic phenomenon in the design of future studies.

My research from three decades ago exemplifies the state of affairs as identified by Tsui and her associates. Today's western management educated practitioner learns about the cultural differences. However, she continues to be exposed to the management theories as culture-free. From my research experience and the present state of the field, I propose the main challenge of global and intercultural management education is not a greater coverage of international and intercultural information and knowledge. While this might be an important component, the main challenge is rather to educate international management students and practitioners so that they understand the native cultures and approaches to management in a non-western country how non-western societies construct organizational realities and phenomena in accordance to their native traditions and practices. Such a knowledge and understanding would in turn enable students and practitioners of management to assess the viability and the extent to which western management science is applicable to a particular non-western country.

My research experience as well as the findings and observations of other prominent writers in the field (e.g., Tsui et. al., 2007) point to the necessity of developing indigenous or country-specific management theory building and research studies. The main idea in this area should not be finding out how a given western-originated theory works in different cultures (Ofori-Dankwa & Ricks, 2000). That is the current method of education and research. The main idea should be to develop native and local understanding and theories of management as they are and continue to be socially constructed. This is a major recommendation made by Tsui (2004) and her associates (2007).

As for the educators and scholars who are well versed in the western management theories, they need to relinquish or minimize their commitment to the western theories of management in researching for native ones. In this way, the western educated scholar of management should take on the role of an explorer. And such an exploration cannot be achieved through detached statistical methods. It requires relying on ethnographic and qualitative methodology in general (e.g., Denzin and Lincoln, 2005) and grounded theory methodology in particular (Glaser and Strauss, 1967; Strauss and Corbin, 1990; Charmaz, 2006). The main objective of Grounded theory methodology is theory generation and refinement.

VII. Summary

In this paper, I have argued that the applicability of western principles of management in Iran and elsewhere is questionable. I used a critique of my own research to illustrate the point of my argument. I concluded that the case for the applicability of western management science In Iran, as a non-western country, begins from the premise that the nature of reality is objective. From this premise, some Iranian scholars subscribe to the notion that all reality can be captured in the form of "culture free" general laws and facts, and can be measured by objective statistical methods.

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I also argued that the case against the applicability of western science of management is premised based on the ontological assumption of the nature of reality as subjective and socially constructed. Based on this premise, an Iranian scholar, exemplifying a non-western researcher, is reminded that the western construction of reality does not necessarily present the absolute reality for studying and practicing management in Iranian organizations.

I highlighted my personal research experience as I observed the continued prevalence of "culture free" application of western management practices and theories. Therefore, I hope this article serves as a cautionary note to young scholars and educators of management from non-western countries against the uncritical and "culture-free" application of western theories and approaches of management to their countries, and as call for allocating more time and effort in developing native or local theories and techniques. However, this should not in any way be construed as questioning the worth of western management theories and practices in terms of their academic value. Neither should their practical value be discounted in a western context. Rather, it is their "culture-free" application that was the main point of contention in this article.

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Performance Evaluation of SMEs-A Special Focus on Small Size of Businesses at Tangail District in Bangladesh

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Abstract - Bangladesh is one of the developing countries in the world and which is struggling to overcome the impediments of economy. As a part of it is highly depends on the enhancement of Small and Medium Enterprises (SMEs). So, now-a-days it can be considered as a vital instrument for our economy to be dynamic. In this paper an attempt has been made to review the present state (in 2012) of Small and Medium Enterprises in Bangladesh. This paper has been prepared based on a sample of 200 Small Size of Businesses (SSBs) in different parts of Tangail district and the performance has been measured on ten broad indicators which incorporates several sub indicators. From the analysis it has been found that this sector is growing rapidly and playing significant roles in the economy of Bangladesh as to alleviate the rate of poverty by creating new hope for the unemployed. It has also been caught sighted that this sector having some of its deviations to reach the international level of standard. At the end of this paper, it provides worth mentionable suggestions against the deviations.

Keywords : *small size of businesses, indicators, performance evaluation, average growth.*

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Syed Moudud-Ul-Huq [α], Issa Ahammad [σ] & Abdul Gaffar Khan [ρ]

Abstract - Bangladesh is one of the developing countries in the world and which is struggling to overcome the impediments of economy. As a part of it is highly depends on the enhancement of Small and Medium Enterprises (SMEs). So, now-a-days it can be considered as a vital instrument for our economy to be dynamic. In this paper an attempt has been made to review the present state (in 2012) of Small and Medium Enterprises in Bangladesh. This paper has been prepared based on a sample of 200 Small Size of Businesses (SSBs) in different parts of Tangail district and the performance has been measured on ten broad indicators which incorporates several sub indicators. From the analysis it has been found that this sector is growing rapidly and playing significant roles in the economy of Bangladesh as to alleviate the rate of poverty by creating new hope for the unemployed. It has also been caught sighted that this sector having some of its deviations to reach the international level of standard. At the end of this paper, it provides worth mentionable suggestions against the deviations.

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I. Introduction

The origins of SMEs were invented at the time of barter systems when money was not the media of trade. After then the term of Small Size of Businesses first derived by the British and the European Nations then it was found in the USA and now it operates its journey to the globe. As a part of it, after the liberation of Bangladesh the SMEs formally launched its businesses in small scale. Now it plays an enormous role to boost our economy.

The definition of SBSs is varying with their nature of business around the world. The European Union (2003) defined small businesses as which have fewer than 50 staff members and less than 10 million Euros turnover and micro-enterprises (less than 10 persons and 2 million Euros turnover). According to the World Bank (2006) small enterprises are defined as enterprises which have fewer than 50 staff members and up to 3 million US dollars turnover and micro-enterprises have up to 10 persons and $100,000 turnover. According to the UK Companies Act 2006 define small company is one that has a turnover of not more than £5.6 million, a balance sheet total of not more than £2.8 million and not more than 50 employees. It is worth noting that even within the UK this definition is not universally applied. In the USA, the definition of small business is set by a government department called the Small Business Administration (SBA) which is known as Size Standards Office. The SBA uses the term "size standards" to indicate the largest a concern can be in order to still be considered a small business, and therefore able to benefit from small business targeted funding. In India the Small Scale Service and Business (Industry related) Enterprises (SSSBEs) are industry related service and business enterprises with investment in fixed assets, excluding land and building up to Ps. 1 million. (Ministry of trade and Industry, Government of India).

In Bangladesh Small Size of Businesses define as an enterprise would be treated as small if, in current market prices, the replacement cost of plant, machinery and other parts/components, fixtures, support utility, and associated technical services by way of capitalized costs (of turn-key consultancy services, for example), etc., excluding land and building, were to up to Tk. 15 million and it has less than 25 workers, in full-time equivalents.

With the vision of reaching its millennium development goals (MDGs), the government of Bangladesh has given the maximum inclination toward the development of Small and Medium Enterprises (SMEs) at all levels in Bangladesh. Now a day it offers the biggest opportunity to create new ventures with new employees. However, it is worth mentionable that SMEs in Bangladesh provide near about its 80% industrial employment[1]. Without any doubt SMEs are in fact the mainstay of the economy of Bangladesh to ensure working opportunities especially for young people and female workers who want to work. Though it suffers from various internal and external problems such as paucity of self-fund, poor knowledge of trade, lack of stability, unskilled personnel, high burden of interest, lack of transparency and accountability, lack of technology know how, intense competition, lack of facilities in the field of research and development etc.

In this paper it attempts to highlight the present state of Small Size of Businesses on the basis of some

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indicators. The reason behind the evaluation of Small Size of Businesses (SSBs) as there is a few works has been done on performance evaluation of SMEs, especially on SSBs. Though it has a great significant to foster our economy and it plays a vital role to alleviate the rate of poverty by creating new opportunities for the unemployed to be employed.

II. Literature Review

Now a day it is well acknowledged among researchers and economic policy makers that Small Size of Businesses play vibrant role in contributing to overall economic development of countries.

Studies of the US economy in the 1990 revealed that the introduction of new firm births and the growth of Small Size of Businesses were the major sources of job creation that played a significant role in local economic change (Karlsson, et al. 1993) [2].

The history of small business has been one of the most prime concerns for the different groups or stakeholders and it involves with controversial stories in economic development in the world. The role of small business in an economy has frequently been weakened and even misinterpreted. In the past, small businesses were believed to impede economic growth by attracting scarce resources from their larger counterparts (Audretsch, et al., 2000)[3]. However, the later part of this literature, it is clearly reveal the positive impact of SMEs as the SMEs are found in all sectors of the economy, they are dominant in trade followed by services (Hartog, J. 2005).[4] In a study about SME sector of Bangladesh Miah (2007) stated that SMEs are involved with the paucity of self-fund, sources of financing, modern technology; high rate of interest, irregular/inadequate supply of power, poor physical infrastructure and high transportation cost, poor information about market opportunities and requirements, inadequate availability of raw materials, lack of skilled technicians and workers, lack of research & development facilities, fierce competition, absence of effective and transparent legal system, difficulties in accessing technology, credit constraints, low access to business services, constraint of quality of human resources, low awareness, low lobbying capacity, rapid changes in policy environment.[5] Moreover, it is worth mentionable in the context of Bangladesh SME is characterized by low capitalization and limited assets, geographical diversity and high mortality, poor credit knowledge, very limited access to formal source of credit, cash intensity in transactions, very limited record keeping habit, poor financial disclosure on account of tax issues, high risk perception has led to high borrowing (Chowdhury 2007).[6]

Understanding the relationship between small businesses, economic growth and the incidence of poverty has been the interest of many researchers and there have been many attempts to establish statistical relationships between poverty rates and overall macro-economic performance on the basis of aggregate some statistical techniques. But, still there has been limited works in Bangladesh at micro level to focus only the Small Size of Businesses and their contribution for the development of economy. So, in this paper it attempts to evaluate the performance of Small Size of Businesses (SSBs).

III. Objectives

The main objective of this paper is to evaluate the performance of Small Size of Businesses in Tangail district of Bangladesh. More specifically the objectives are:

- To assess the relationships among Average Growth of Profits, Savings and Investments of SSBs.
- To assess empirically the relationships between Average Growth of SSBs (Small Size of Businesses) and Employment Opportunity.
- To assess empirically the relationships between Economic Development and Poverty Alleviation.
- To find out the major problems in SSBs and provide some recommendations against the problems at the end.

IV. Methodology

a) Sample Design

A total number of 200 structured questionnaires were delivered in 12 Thana's of Tangail district. Sample has been selected randomly. From all delivered questionnaire 100% respondents gave their feedback. The respondents completed the entire questionnaire; no missing values were found so all 200 responses has been selected for analysis. The Small Size of Businesses taken for the studies are Grocery Shop, Tea Stall, Retail and Wholesale Shop, Tangail Handloom Industries, Sweet Shop (Porabari Chomchom), Hardware Shop, Stationary, Jewelry, Furniture, Electronics, Book House etc.

b) Data Collection

i. *Primary Data Collection*

A structured questionnaire was developed on the basis of some valuable indicators to which the respondents were asked to put the right mark against the dichotomous questions and asked to put the quantitative data in given spaces for five years from 2007 to 2011. At the end of each questionnaire it has blank space for mentioning the problems of doing small business and suggestions as well.

ii. *Secondary Data Collection*

Secondary information has been collected from Ministry of Industries, SME foundation, Bangladesh Bureau of Statistics, Bangladesh Bank (BB), BSCIC, MIDAS, Financial Institutions and from other SME related organizations, Different Books, National and International Papers, Proceedings, Magazines etc.

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c) Data Processing & Analyzing Technique

SPSS 14.0 and Excel have been used to process and analyze the data. Dependent and independent variables are analyzed by using correlation. It has been used to analyze the relationship among different variables. For the convenience of our study, it is considered 2007 as base year for calculating the average growth rate.

V. Findings and Analysis

From the analysis it has been found about 34% entrepreneurs of Small Size of Businesses (SSBs) secured secondary school certificate and which is the maximum rate of educational qualification among the promoters. It has also been found that the graduates are not interested to promote this sector by involving themselves solely which reflects their poor participation in Small Size of Businesses (2.5%) due to the higher expectation of living standard. Earlier this contribution was near about 0%. Moreover, most of the entrepreneurs got their education from primary to higher secondary level of education. It is worth mentioning that very low degrees of illiterate promoters are doing their businesses at Tangail District.

The prospects of Small Size of Businesses in Tangail are flourishing though it suffers from many of its problems. Women are highly participated in various SMEs (especially in handloom industries). In this paper it is caught sighted that about 36% of entrepreneurs are women in Tangail. About 160 entrepreneurs out of 200 are habituated in savings from their profits and it shows an increasing trend of average savings from Tk.40955.00 (2007) to Tk.98572.25 (2011). From the analysis, the average profits of SSBs are growing from Tk. 130075.00 (2007) to Tk.195743 (2011). As a result of it, the growth rate of SSBs (in number) is increasing due to their fresh investment in new venture with the new hope of creating employment opportunities for the unemployed. And the average growth of investments is jumped in to 56% to 63.5% in the year of 2011. Huge flow of income, participation of talent, increasing local and foreign market demand, application of experience curve, financial assistance by Bangladesh Bank (BB) and other financial institutions, propensity to save money are the main reasons behind the positive trend of SSBs in Tangail since 2007. Table 1 shows the correlations among the average growth of profits, savings and investments of SSBs in Tangail District. The correlation matrix reveals that among the selected variables considered in this correlation matrix have significant relationships. So, the analysis indicates that all the considered variables have positive relationship among each other.

It's a decent sign for flourishing small size of businesses in Tangail district and new entrepreneurs will become more interested to start their journey along with their best effort to play a significant role in our local economy.

In three sector economy at macro level it known to us that the concern or group of concerns is always ready to invest their money from their savings through using the technique of portfolio management. As a result of it, the number of businesses is growing day to day. In this paper, it also supports this real theorem and from the Table 2 it reveals that there is a significant relationship between the average growth of small size of businesses and employment creation at the 0.01 level of significance under 2-tailed. It happens due to savings tendency, portfolio investment and seeking the maximum risk with optimum expectation of return by the entrepreneurs of SSBs.

With the passage of time the rate of poverty has been alleviated from Tangail district of Bangladesh due to the positive trend of economic development. As a part of the analysis it has been found in Table 3 there is a strongly positive relationship between economic development and poverty alleviation at the 0.01 level (2-tailed). Here, most of the entrepreneurs of this region believe that poverty or financial crisis may remove if there is the existence of individual economic development.

In addition, the prosperity of SSBs in this Tangail region has been generated the revenue of our government in terms of tax and it plays vital role for the economic development of our nation as a whole by contributing their social responsiveness.

VI. Problems

Although Small Scale Businesses are playing an important role in economic development, employment creation in Tangail district they are faced with several problems. The respondents were asked about their problems in operating SSBs revealed the following problems.

- Paucity of own fund is a major challenge in small scale businesses. They have to either borrow capital /fund personally or from different micro finance or financial institutions. This is a major problem for SSBs in Tangail. The survey reveals that among the respondents 87 percent strongly agreed that paucity of fund is a major barrier to SSBs in Tangail, 13 percent agreed while none of them were indifferent, disagreed or strongly disagreed in this regard.
- High interest rate from micro finance institutions, banks is another barrier to SSBs in Tangail. 17% to 18% higher interest rate discourages new SSBs and acts as a barrier to the expansion of Small Scale Businesses in Tangail. 50 percent of the respondents strongly agreed and 42 percent agreed that high rate of interest is a setback for SSBs there while 8 percent remained indifferent. None were disagreed or strongly disagreed in this regard.

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- The survey also reveals that lengthy process of getting fund from financial institutions is another problem to SSBs in Tangail. This hampers their growth. 50 percent of the respondents strongly agreed, 42 agreed that high interest rate is another problem to the expansion of SSBs. 8 percent remained indifferent and none were disagreed of strongly disagreed.
- Another problem faced by the SSBs is that graduates and post graduates are not interested in SSBs. They always run for better job in the Capital City. As a consequence educated people who can implement the business strategy efficiently are not interested in SSBs. So lack of graduates and post graduates in operating SSBs is another problem. 1 percent of the respondents disagreed, 2 were indifferent while 47 agreed and 50 percent of them strongly agreed that lack of graduates and post graduates is a barrier in SSBs in Tangail.
- Participation of women entrepreneurs in SSBs is not so satisfactory. In SMEs women entrepreneurs are taking active part. But in Tangail, women's involvement is SSBs is not satisfactory compared with other SMEs and this is also another barrier. 2 percent of the respondents strongly disagreed, 3 percent disagreed, 5 percent remained indifferent while 48 percent agreed and 42 strongly agreed that unsatisfactory participation of women entrepreneurs in SSBs in Tangail.
- Competition has increased among different businesses. SSBs must also compete with other SMEs, and other businesses to gain market share. In Tangail the number of SSBs has increased. As a consequence, competition among them (SSBs) and SMEs has increased. Intense competitions among them have led to a problem that to survive they must compete and win. 55 percent of the respondents strongly agreed and 43 percent agreed that intense completion is one of the problems of Small Scale Businesses (SSBs) in Tangail district. 2 percent remained indifferent whereas none of them disagreed or strongly disagreed at this point.
- Since most of the owners are not graduates, they do not possess the knowledge about marketing strategies. This creates a problem marketing is their product and retaining customers. 2 percent of the respondents strongly disagreed, 2 percent dis-agreed and 3 percent remained indifferent that poor marketing strategy in another problem to SSBs. Meanwhile, 49 percent of them agreed and 44 percent strongly agreed that poor marketing strategy is a major barrier to SSBs in Tangail district.
- Again, because majority of the graduates are not coming to SSBs, less qualified people are operating these business. They do not have sufficient knowledge and expertise about credit management. In Tangail, credit management of SSBs is poor and not satisfactory. This also creates a barrier in the development of Small Scale Business because credit management is vital for businesses. 2 percent of the respondents strongly disagreed, 3 percent disagreed agreed and 5 percent remained indifferent in this connection while 44 percent agreed and 46 percent of them strongly agreed that poor credit management is a major problem for SSBs.
- Transportation facility is vital for every business enterprise. Products produced by the Small Scale Businesses (SSBs) must be transported to different part of the country and in the hands of consumers. This will increase revenue. For this purpose an efficient transportation network is essential. In Tangail, SSBs face the problem of transporting (delivering) their goods to the customers timely. Poor transportation facility is the reason for this delay. Among the respondents 2 percent strongly disagreed and 7 percent disagreed that poor transpiration facility is barrier. While 41 percent agreed and 42 percent strongly agreed that poor transportation facility is a major barrier to SSBs in Tangail and 8 percent were indifferent.
- Technological advancement and technological know-how are essential for modern business. Use of internet, mobile phone, mobile internet, and computers are essential elements for successful business. This requires knowledge as well as expenditure. SSBs does not have sufficient fund to bear these expenses and avail these modern technological services. Nor do they have the expertise or skilled people to avail these services for their business. Net-work coverage is not sufficient in this area. The study reveals that lack of technological know-how and facility is a problem for SSBs in Tangail. 2 percent of the respondents strongly disagreed, 3 percent disagreed and 4 remained indifferent in this question. Whereas 46 percent of them agreed and 45 percent strongly agreed that lack of technological know-how is also a problem for the SSBs in Tangail.
- Government's tax, trade policy and registration fees also hamper the growth and expansion of SSBs in this area. Study reveals that 20 percent of the respondents agreed, 77 percent strongly agreed that government policy some times becomes a barrier to Small Scale Business (SSBs) while 3 percent remained indifferent in this regard.
- High employee turnover is another problem faced by the Small Scale Businesses (SSBs) in this region. Lack of sustainability, efficiency in operation, unskilled or semi-skilled worker makes these businesses financially insolvent. Because of these employees leave these organizations for better opportunities. Majority of the respondents agreed

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that high employee turnover is barrier to SSBs in Tangail.

VII. Recommendations

To conquer the major problems and challenges faced by Small Scale Businesses (SSBs) some recommendations are put forward.

- Govt., NGOs and SMEF should come forward to provide financial support to SSBs so that they can meet their financing need. The government through its national banks can arrange for these types of loans especially for the SSBs. Besides, the government, NGOs and SMEF should strengthen their helping hand to these enterprises.
- Special loan facility should be introduced for SSBs in flexible terms at lower interest rate through public and private banks, Micro-finance and NGOs. Moreover, Lengthy process of availing fund should be shortened. Loan and advance procedures should be made simple and easy to understand by the owners of SSBs.
- Training facility should be arranged and given to increase their efficiency by both government institutions, NGOs and SMEF relating to Small business management, strategy, achieving economy of operation, reducing wastage, maintaining proper books of accounts and accounting systems.
- Special schemes can be offered to encourage more women entrepreneur of this area to come forward and set up new small scale businesses.
- Existing transportation facilities should be improved and developed for smooth supply of goods produced by the SSBs in different parts of the country and reach customers in due time. Government must take ample measures to ensure the uninterrupted supply of raw materials and goods produces by them. Infrastructural development is indispensable for the growth and expansion of this Small Scale Businesses (SSBs).
- Technological advancement, technological facilities should be made available to get these services at an affordable cost to SSBs. For this government institution and NGOs can arrange for installment system for purchasing this equipment. The Government can take programs to develop web pages exclusively for SSBs and an included SSBs database. It will decrease the hurdle to SSBs access to global market.
- Training should be given from time to time about business management, credit management, assessing risk, marketing strategies by NGOs and Govt. Institution for increasing their skill and efficiency.
- To retain existing, skilled workforce the government can introduce the entrepreneurial career attractive through reducing the uncertainty.
- SME foundation, NGOs may take suitable marketing tools to promote and popularize the products produced by SSBs. Trade fairs can also be arranged locally and if possible internationally by them to increase sales and promotion of products produced by these business.
- Introduction of proper legal framework is necessary to ensure the development of SSBs of Bangladesh.
- In this age of severe competition, continuous planning and quality enhancement is a precondition for the survival of SSBs. To improve the quality, SSBs can follow the technique of Total Quality Management (TQM) and can ensure the improvement of quality and productivity at a time.

VIII. Conclusion

Small Scale Businesses (SSBs) are a vital player for the economic growth, poverty alleviation and a step towards industrialization of the developing countries like Bangladesh. SSBs are important for the country's economic growth, generation of employment and accelerated industrialization. It has positive correlation with growth; savings and industrialization. The SSBs is labor concentrated and can create more employment opportunities. For this it is recognized as a tool for poverty alleviation. It also fosters the growth of entrepreneurial skills and innovation. Along with poverty alleviation SSBs can increase cash flow in rural areas and it helps to reduce the urban migration. This will lead to enhance the standard of living in rural areas. SSBs performance in Bangladesh is found considerably below the level of international standard. The government of Bangladesh and NGOs has taken some steps to ensure the growth of SSBs but those are not enough. To shows more positive attitude towards this sector. Bangladesh government and NGOs should continue to provide more focuses on areas, such as arrangement of finance, provide training, developing infrastructure and transportation facilities, telecommunication facilities, legislation facilities, establish national quality policy etc. From the study and analysis it seems that for the economic development of Bangladesh SSBs can play an important role to gear up our economy toward development if it can recover most of the aforesaid problems.

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Appendix

Table 1 : Correlation among Average Growth of Profits, Savings and Investments

		Average growth of SSBs (Profit)	Average growth of SSBs (Savings)	Average growth of SSBs (Investment)
Average growth of SSBs (Profit)	Pearson Correlation	1	.437(**)	.038
	Sig. (2-tailed)		.000	.599
	N	199	199	199
Average growth of SSBs (Savings)	Pearson Correlation	.437(**)	1	.283(**)
	Sig. (2-tailed)	.000		.000
	N	199	200	200
Average growth of SSBs (Investment)	Pearson Correlation	.038	.283(**)	1
	Sig. (2-tailed)	.599	.000	
	N	199	200	200

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

Table 2 : The Correlation between the Average Growth of SMEs (Small Size of Businesses) and Average Employment Opportunity

		Average growth of SSBs (Number)	Average Employment Creation of SSBs
Average growth of SSBs (Number)	Pearson Correlation	1	.295(**)
	Sig. (2-tailed)		.000
	N	200	200
Average Employment Creation of SSBs	Pearson Correlation	.295(**)	1
	Sig. (2-tailed)	.000	
	N	200	200

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

Table 3 : The Correlation between Economic Development and Poverty Alleviation

		Economic Development	Poverty Alleviation
Economic Development	Pearson Correlation	1	.828(**)
	Sig. (2-tailed)		.000
	N	200	200
Poverty Alleviation	Pearson Correlation	.828(**)	1
	Sig. (2-tailed)	.000	
	N	200	200

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

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Assessment of Information and Communication Technology Competencies Possessed by University Postgraduate Business Education Students to Handle Entrepreneurship Business Challenges in Nigeria

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Abstract - University business education graduates, by the nature of their programme, ought to possess relevant information and communication technology competencies for successful entrepreneurship but casual observation and empirical reports indicate that they are not doing well in this aspect. Therefore, this study assessed the ICT competencies possessed by the university postgraduate business education students to handle entrepreneurship business challenges in Nigeria. One research questionand five hypotheses guided the study. Descriptive survey design was adopted for the study. The population, also used as the sample, consisted of 388 business education graduates who are currently running their postgraduate programme in universities in the south-south and south-east geopolitical zones. A validated questionnaire with a reliability coefficient of 0.96 was used for data collection. The mean and standard deviation were used to analyze the research questions while Z-test was used to test the hypotheses at 0.05 level of significance. The results revealed that the respondents have relevant competent in ability to send e-mail, ability to receive e-mail, skills in producing documents with word processors among others. However, it was recommended that university authorities should encourage business education lecturers and students to organize workshops and conferences with a view to keeping them abreast to acquire more skills in ability to receive and send fax messages and ability to create website.

Keywords : *ICT competencies, possessed, postgra-duate business education students, entrepreneurship challenges, Nigeria.*

GJMBR-A Classification : *JEL Code: A20, D83, L26*



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I. Introduction

The federal government affirmed that teacher education shall continue to be given major emphasis in all educational planning and development since no education system may rise above the quality of its teachers, and by extension, no nation can rise above the quality of her leaders (FRN, 2009). Development and education of teachers, especially business teacher is necessary for stability in our economic and political system as a nation. Teacher education can only contribute to global development when appropriate economic, scientific, technological, management structures and measures are put in place. Nwaiwu (2009) observed that the world of business has gone global.

Business education is education for and about business (Esene, 2012). It is a training in business skills that will enable the students after graduating from university programme set-up their own businesses and run it successful without failure. The curriculum of business education at university level is well articulated and covers many areas of career opportunities. These are information and communication technology, management, accounting, marketing, secretarial studies. Business education programme is an important part of Nigeria's educational system at the university level which provides a solid foundation of knowledge and skills to graduates to successful entrepreneurs. It prepares its recipients at all levels to be economically literate citizens, with knowledge, skills and competencies that will enable them fit into a variety of careers or be self-dependent especially now that vocationalization and information and communication technology (ICT) competencies are global issues. Manual competencies and skills for office work and business are, today, gradually giving way to modern technologies. Okolocha and Ile (2007) stated that technology has opened a new world of learning which has drastically increased output. The new technology calls for the update of education programmes and training of students to acquired relevant competencies. The programme should therefore form part of the new training arena in Nigerian universities. In line with the new demands, Gates (1996) opined that the digitalization of information will be the disparity between what exists and future demands.

The 21st Century business teacher talks about electronic business (e-business) and electronic commerce (e-commerce). One can stay in Nigeria and order for goods abroad and make payments through the computer (online shopping). One can learn how to set up a business enterprise by accessing information which abounds, on the internet. One can apply for job on-line and get employment through the internet without

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first visiting the company. Ndinechi and Okereke (2005) state that:

At present, the whole world is laying emphasis on entrepreneurship and small business development which is the oil that turn the engine of a nation's economy. The Business education graduates must be conversant with ICT and how to pass on the knowledge to students who will eventually grow to become teachers. It is a vicious circle, if the business teacher is not trained on ICT which is the modern way of doing business. The students will not learn, and they will not have anything to impart on the next generation of students and the effect on the entire nation is better imagined

The fact that most successful business education graduates are those who can find their way on the information superhighway is no longer contestable. With the world becoming a minute global village, there is connectivity between individuals, groups and corporate bodies and this is made possible through technology. Today, many bureaucratic activities are made easy and function effectively through the use of one technology or the other. Invariably, no matter the occupation an individual chooses, chances are that he/she will have the need for adequate knowledge and skills in basic technology usage to be appreciated in the work environment (Koko, 2005). In the past, the teaching of business education was based only on theory and illustrations, and based on the use of old technology like manual typewriters and similar equipment. However, in the 21st Century, business education that is not based on information and communication technology will be classified as outdated and not in tune with the present realities. This is because the world has become a global village where education is globalized as nations agree to standard business rules, regulations and practices (Okoro & Okoro, 2009).

Globally, the use of information and communication technology (ICT) in good business teaching must be based on enquiry, activities and observation. One of the objectives of teacher education as contained in the National Policy on Education (FRN, 2009) is to provide teachers with the intellectual and professional background required for their assignment and to make them adaptable to any organizing situation not only in the life of their country but also in the wider world. Business teachers need to adapt to the changing environment in the business world by equipping themselves with knowledge of information and communication technology such as computers, mobile telephones, fax machines, electronic mails and so on in order to bring about desired effectiveness and efficiency in job performance leading to greater achievement of the educational goals of the nation. In Nigeria, the use of ICT especially the computer has gradually become a rule than an exception. Therefore, the use of computer has come to stay to improve the quality of life through the advancement of education (Nwaiwu, 2009). Olise and Ihimekpen (2008) defined information and communication technology as the study of the use of electronic processes for storing information and making it available when the need arises. That means that ICT is the science of storing information through electronic devices and making such information available whenever it is needed. The core of ICT is, however, the computer. Abifarin (2003) defined ICT as modern communication system of all types for transferring information.

The term information and communication technology includes electronic information processing, technologies such as computers and the internet as well as fixed-line telecommunication, mobile phones and other wireless communication networks. Information and communication technology devices can be embedded in other machines and appliances to increase their functionality. A good way to think about information and communication technology is to consider all the uses of digital technology that already exists to help the use of information by individuals businesses and organizations. Information and communication technology (ICT) can also be referred to as the handling and processing of information and instructions, graphs, texts and images for use by means of electronic and communication devices such as computer and telephone. It is a mechanism that provides easy world wide communication with access to vast array of data and assessment of skills which improve the living condition of man. Ademulegun (2006) explained information and communication technology as the items of equipment (hardware) and computer programmes (software) that allow people to access, retrieve, store, organize, manipulate, share and present information by electronic means.

Information and communication technology (ICT) has become a household term globally and has brought radical changes in the way people live, learn and work. Obviously, the last decade or two have witnessed tremendous changes in the ways business and organizations operate due to the emergence of ICT. It plays very vital roles in the social, political and economic life of every nation because it makes information collection, processing, dissemination and storage very fast, easy and efficient Ezenwafor, 2012). Consequently, more and more Nigerian schools, especially those in urban areas, are acquiring microcomputers and putting them to use for instruction, record keeping, word processing and so on. The lack of use of ICT in our schools previously can be attributed to lack of support and/or training, lack of adequate funding for information and communication technology, lack of adequate knowledge of what is available and lastly lack of adequate knowledge of the benefit of ICT in the teaching and learning process. Computer has found

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itself in every aspect of human enterprise hence education and business education cannot be exceptional in being aware of its role in human development. ICT therefore should be seen, in this context as a tool for managing and transferring education programmes. As a matter of fact, ICT is an indispensable ingredient in the education programme.

Requisite competencies and skills for office work and businesses, therefore, are very paramount for business education programmes especially in this era of technological evolution where no government, globally, can boast of providing employment to all her citizenry. The changing needs of the society and demands in terms of competencies made by the government, private sector and the business world have created what is referred to as "new vocationalism" (Okolocha & Ile, 2007). These authors identified the following computer operating competencies- ability to start up, log off or short-down a computer system and its peripherals, ability to key in data or create documents, ability to use text editing and layout, ability to use different packages like Microsoft Word, Excel, Corel Draw, ability to use borders in designing and decorating a typed document, ability to copy data, paste or insert in another location and so on. Desktop skills include ability to open a desktop publishing environment, ability to identify and use documents, format existing ones in the system to prepare reports, memos, invoices and letters. Some spreadsheet competencies are ability to identify and open a spreadsheet environment, ability to key in figures in table rows, columns, insert additional rows and delete where necessary, ability to identify cells, arrange, re-arrange, name or rename a cell, and so on.

The introduction of information and communication technology (ICT) has brought a lot of blessings to business educators in the area of job creation for self employment. Okolocha and Ile (2007) observed that for business education programmes to meet the challenges in the world of work, it must provide its recipients with the requisite skills for life in the form of competencies in technical know-how, creativity, leadership abilities, awareness of values that constitute the society and community. The evolution of information and communication technology has brought various changes in the way information is processed and disseminated, the way businesses are planned, managed and carried out, the type of equipment and facilities needed in the processing of information and business transaction, the type of employable skills that are needed for one to fit into office work and/or manage business for others or be self dependent (Okolocha & Ile). At the university level business education students are taught some relevant skills in ICT before they are graduated into the business world. They are exposed to various competencies in ICT courses.

There is no course or discipline that does not require the use of ICT especially for secondary and tertiary institution teachers who are supposed to be custodians of knowledge. An uninformed teacher is the one who refuses to consider the use of ICT. Such a teacher ultimately performs a disservice to his/her students (Byrd & Kohang, 1989). Teacher's competence is of particular concern when new subjects or media are introduced into the school system. Yusuf (2004), in a survey of public secondary schools teachers, reported that a sample of teachers who have over ten years of teaching experience are not too knowledgeable in using computers for any form of teaching. Unfortunately, some who are interested have low level of competence especially in the area of ICT. Thus, the introduction of ICT skills into the curricular for training teachers and students both in secondary schools and tertiary institutions most especially students of business education, is a welcome idea.

The Federal Government of Nigeria is very much interested in inculcating ICT skills into the educational system of the country, that is why it spelt out certain rules, policies and guidelines for the deveopment of relevant ICT curricular for the primary, secondary and tertiary institutions. Such curricular will be based on the appropriate national syllabus at the selected level and other global certification syllabus to tie into key elements of the Universal Basic Education (UBE).

Olise and Ihimekpen (2008) identified the ICT competencies that should be possessed by university business education graduates to include:

- Basic information systems concepts about components
- Operations, managerial and strategic roles of information systems
- Basic communication systems concepts
- Characteristics of channels of communication
- Types of Networks areas covered
- Communication media travel paths
- Communication processes within a network
- Communication methods
- Communication service providers network and ownership
- Major concepts in technology, issues on information technology
- Development concepts hardware, software, telecommunication, and database processing technologies.

Internet services are integral part of information communication technology (ICT). Therefore, element of internet skills is very relevant in business education curriculum. In support of this, Ohakwe (2003) and Chukwumezie (2003) identified relevant internet skills/-competencies such as

- Knowledge that the internet is a world-wide assemblage of interconnected computer networks connecting all manners of private, commercial,

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government and academic network including a growing number of home computers.

- Skill in using internet services such as e-mail, File Transfer Protocol (FTP), World Wide Web, e-commerce, internet phone, telnet, internet relay chart, electronic data interchange.
- Ability to connect to the internet
- Skill in using internet equipment such as the computer system, telephone line, modem, internet account and power supply.
- Skill in internet browsing
- Knowledge of the vast benefits of the internet as a vast library, storing latest information use for marketing (Chukwumezie).
- Knowledge of internet concept - as a worldwide interconnected computer networks connecting private, commercial, government and school network.
- Knowledge of all equipment used for internal services such as computer system, computer aided telephone, telephone line modem, etc.
- Knowledge of available internet service as well as their application and operation such as e-mail, e-commerce, e-banking, e-marketing, newsgroup/-usenet, internet relay chart, world wide web (www).
- Knowledge of the advantages of internet education as a contemporary
- Knowledge of the internet connectivity that is, method of connection to the internet
- Knowledge of internet service providers
- Knowledge of data security, protecting private information against authorized access and modification and other protection techniques such as the use of passwords.

In the same vein, Olise and Ihimekpen (2008) identified the following ICT competencies that are required for business education graduates:

- Ability to operate computer
- Knowledge to send and receive e-mail
- Skills in producing documents with word processors
- Knowledge to send and receive fax messages
- Knowledge in using collating machine
- Ability to create agenda using contra vision electronic software
- Skills in producing accounting jobs using spreadsheet software
- Knowledge to receive vocal messages using the internet
- skills in using tele/video conferencing
- Skills in conducting research using the internet
- Ability to merge mails by adding, amending and deleting
- Skills in editing text on the screen by inserting materials
- Ability to perform basic data processing

a) Statement of the Problem

University business education graduates by their education and training ought to possess the relevant competencies in information and communication technology that will enable them establish and run their own businesses successfully. Research findingsby Ile & Okolocha (2007) revealed that business education graduates are not competent in information and communication technology (ICT) skills. The poor performance of business education graduates in ICT skills could be attributed to changes in technology. Business education graduates are excepted to be competent in ICT skills after graduating from business education programme since they are exposed to ICT courses in business education curriculum. This study is, therefore, conceived to investigate the ICT skills possessed by university business education graduates in ICT utilization.

b) Purpose of the Study

The purpose of this study was to assess ICT competencies possessed by university postgraduate business education students to handle entrepreneurship business challenges in Nigeria. Specifically, the study sought to determine entrepreneurship competencies possessed by university business education students in Information and communication technology utilization.

II. Research Question

The following research question was raised to guide the study:

To what extent do university business education graduates possess relevant competencies in information and communication technology utilization?

a) Hypotheses

The following hypotheses were tested at 0.05 level of significance.

- There is no significant difference between male and female university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.
- There is no significant difference between south east and south west university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.
- There is no significant difference between B.Sc. and M. Ed university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.
- There is no significant difference between federal and state universities business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.

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- There is no significant difference between full-time and part-time university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.

III. Method

This study adopted a descriptive survey design. A descriptive survey design was used for this study because it was aimed at ascertaining and establishing the status quo, facts or pieces of information concerning the population. According to Nworgu (1991), survey method is appropriate, especially for seeking individual's opinions, attitudes and perceptions in their natural setting. The population of the study comprised all postgraduate university business education students who are currently undergoing their post-graduate programme in five universities in the area of study, namely, university of Benin, Benin City, University of Uyo, NnamdiAzikiwe University, Awka, University of Nigeria, Nsukka and Ebonyi State University, Abakaliki. Business education graduates who are currently undergoing postgraduate programmes in business education were chosen for the study due to the fact that they could easily be contacted by the researcher. Statistical information from postgraduate school records of the institutions puts the figure of registered postgraduate business education students of two academic sessions (2009/2010 and 2010/2011) at 388.

The data for this study were collected using a questionnaire developed and titled "Assessment of ICT Competencies Possessed by University Postgraduate Business Education Students to handle Entrepreneurship Business Challenges in Nigeria." It consists of 31 items developed in line with the research question. The questionnaire comprised two parts- "A" and "B". Part A is for background information of the respondents and has 5 items while part B is divided into five sections, B1- B5, covering the research question and containing 107 items. The instrument is structured on a 4 point scale of Very Competent (VC)– 4 points, Competent (C)– 3 points, Fairly Competent (FC)– 2 points, Not Competent (NC) – 1 point. The face and content validity of the questionnaire was done by six experts, three from the Department of Vocational Education and one from the Department of Guidance and Counselling at NnamdiAzikiwe University, Awka plus two experts from the Department of Technical and Business Education, Delta State University, Abraka. These experts were selected based on the fact that they have knowledge and experience in test construction. The title, purpose of the study, research questions and hypotheses were presented to them with a draft copy of the instrument and they were requested to thoroughly scrutinize the instrument for clarity and relevance of the items. To establish the internal consistency of the instrument, a questionnaire was administered to twenty-five (25) business education graduates who are currently undergoing their postgraduate programme in business education at OlabisiOnabanjo University, Ago-Iwoye in Ogun State in south west Nigeria. The data collected were subjected to cronbach alpha reliability method, 0.96 coefficient was obtained. The researcher and eight research assistants trained by the researcher personally distributed the 388 copies of the questionnaire to the respondents. Some respondents completed their copies of the questionnaire and returned to the researcher and research assistants on the spot. In cases where on-the-spot completion and retrieval were not possible, the researcher and research assistants visited the institutions at later times as agreed with the concerned respondents to collect the completed copies of the questionnaire. The rate of return stood at 336, out of 388 (86.6%).

The arithmetic mean and standard deviations were used to analyse the data on the research questions. The z-test statistical tool was used for testing the hypotheses at 0.05 level of significance. Any item with a mean value between 2.5 and above was regarded as competent by the respondents while any item whose mean rating is less than 2.5 was regarded as not competent by the respondents. A null hypothesis was rejected if the calculated value of the z-test (t-cal) is greater than the table value (t-tab). On the other hand, if the calculated value (t-cal) is less than the table value (t-tab), the null hypothesis was retained.

IV. Results

a) Research Question 1

To what extent do university business education graduates possess relevant competencies in information and communication technology utilization?

Table 1 : Mean ratings and standard deviation of the respondents on their possessed competencies in information and communication technology utilization

S/N	Aspects of Information and Communication Technology Competencies	Mean	SD	Remarks
1	Ability to send e-mail	3.27	0.71	Competent
2	Ability to receive e-mail	3.20	0.67	Competent
3	Skills in producing documents with word processors	3.07	0.69	Competent
4	Ability to send fax messages	2.42	1.01	Not Competent
5	Ability to receive fax messages	2.46	1.07	Not Competent
6	Ability to create agenda using contra vision electronic software	2.60	0.93	Competent
7	Skills in producing accounting jobs using spreadsheet software	2.83	0.82	Competent

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8	Ability to receive vocal messages using the internet	2.87	0.80	Competent
9	Skills in using tele/video conferencing	2.45	0.82	Not Competent
10	Skills in conducting research using the internet	3.03	0.74	Competent
11	Ability to merge mails by adding	2.69	0.86	Competent
12	Ability to merge mails by deleting	2.76	0.86	Competent
13	Skills in editing text on the screen by inserting materials	2.95	0.78	Competent
14	Ability to perform basic data processing	3.00	0.66	Competent
15	Ability to log on or shut-down a computer system	3.30	0.74	Competent
16	Ability to key in data	3.19	0.73	Competent
17	Ability to use text editing and layout	2.87	0.84	Competent
18	Ability to key in Microsoft word package	2.84	0.90	Competent
19	Ability to use borders in designing and decorating a typed documents	2.99	0.82	Competent
20	Ability to copy, paste or insert in another location	3.06	0.79	Competent
21	Ability to open a desktop publishing environment	2.84	0.89	Competent
22	Ability to identify and use documents, format existing ones in the system to prepare reports, memos, invoices and letters	2.71	0.82	Competent
23	Ability to identify and open a spreadsheet environment	2.97	0.77	Competent
24	Ability to key in figures in table, rows, columns, insert additional rows and delete where necessary	2.96	0.78	Competent
25	Ability to identify cells, arrange, re-arrange, name or rename a cell.	2.84	0.92	Competent
26	Ability to create website.	2.41	0.92	Not Competent
	Grand Mean/S.D =	**2.89**	**0.82**	Competent

Table 2 contains twenty-six (26) information and communication technology competencies. The mean scores of responses of the respondents show that they are competent in all the aspects of information and communication technology utilization relative to entrepreneurial challenges. Ability to log on or shut down a computer system (item 15) has the highest mean score of 3.30 and ability to send fax message (item 4) has the lowest mean score of 2.50. In all, the respondents indicated that they are competent in all aspects of information and communication technology utilization relative to entrepreneurial challenges. This was confirmed by the grand mean of 2.89 and standard deviation of 0.82.

i. *Hypothesis 1*

There is no significant difference between male and female university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.

Table 2 : Z-test result of the difference on respondents' mean ratings of their possessed information and communication technology utilization competencies based on gender

Variables	N	Mean	SD	Df	z-cal	z-tab	Remarks
Male	176	75.48	15.71	334	0.364	1.960	NS
Female	160	74.90	13.37				

From the above table, the calculated z-value of 0.364 is less than the z-tabulated value of 1.960 at 334 degree of freedom and 0.05 level of significance. This means that there was no significant difference between mean ratings of male and female respondents regarding their information and communication technology utilization competencies to handle entrepreneurship challenges in Nigeria. The null hypothesis, is, therefore upheld while the alternate hypothesis is rejected.

ii. *Hypothesis 2*

There is no significant difference between south east and south west university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.

Table 3 : Z-test result of the difference on respondents' mean ratings of their possessed information and communication technology utilization competencies based on location

Variables	N	Mean	SD	Df	z-cal	z-tab	Remarks
South East	204	76.97	15.51	334	0.770	1.960	NS
South west	132	75.11	13.32				

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Table 3 : Z-test result of the difference on respondents' mean ratings of their possessed information and communication technology utilization competencies based on location

Variables	N	Mean	SD	Df	z-cal	z-tab	Remarks
South East	204	76.97	15.51	334	0.770	1.960	NS
South west	132	75.11	13.32				

In the table, the calculated z-value of 0.770 is less than the z-tabulated value of 1.960 at 334 degree of freedom and 0.05 level of significance. This means that there was no significant difference between mean ratings of south east and south west respondents regarding their information and communication technology utilization competencies to handle entrepreneurship challenges in Nigeria. The null hypothesis, is, therefore upheld while the alternate hypothesis is rejected.

iii. *Hypothesis 3*

There is no significant difference between B.Sc. and M. Ed university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.

Table 4 : Z-test result of the difference on respondents' mean ratings of their possessed information and communication technology utilization competencies based on qualification

Variables	N	Mean	SD	Df	z-cal	z-tab	Remarks
B.Sc.	283	72.98	14.41	334	1 .15	1.960	NS
M.Ed	53	7 1.21	12.88				

In the table, the calculated z-value of 0.1.15 is less than the z-tabulated value of 1.960 at 334 degree of freedom and 0.05 level of significance. This means that there was no significant difference between mean ratings of B. Sc. and M. Ed respondents regarding their information and communication technology utilization competencies to handle entrepreneurship challenges in Nigeria. The null hypothesis, is, therefore upheld while the alternate hypothesis is rejected.

iv. *Hypothesis 4*

There is no significant difference between federal and state universities business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.

Table 5 : Z-test result of the difference on respondents' mean ratings of their possessed information and communication technology utilization competencies based on university type

Variables	N	Mean	SD	Df	z-cal	z-tab	Remarks
Federal	321	71.82	15.55	334	0.944	1.960	NS
State	15	7 0.06	16.82				

In the table, the calculated z-value of 0.944 is less than the z-tabulated value of 1.960 at 334 degree of freedom and 0.05 level of significance. This means that there was no significant difference between mean ratings of federal and state universities respondents regarding their information and communication technology utilization competencies to handle entrepreneurship challenges in Nigeria. The null hypothesis, is, therefore upheld while the alternate hypothesis is rejected.

v. *Hypothesis 5*

There is no significant difference between full-time and part-time university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.

Table 6 : Z-test result of the difference on respondents' mean ratings of their possessed information and communication technology utilization competencies based on mode of study

Variables	N	Mean	SD	Df	z-cal	z-tab	Remarks
Full-time	300	78.12	14.20	334	1.03	1.960	NS
Part-time	36	77.22	14.98				

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In the table, the calculated z-value of 1.03 is less than the z-tabulated value of 1.960 at 334 degree of freedom and 0.05 level of significance. This means that there was no significant difference between mean ratings of full-time and pat-time respondents regarding their information and communication technology utilization competencies to handle entrepreneurship challenges in Nigeria. The null hypothesis, is, therefore upheld while the alternate hypothesis is rejected.

V. Discussion

The study revealed that university business education graduates are competent in 22 aspects of ICT utilization in order to handle entrepreneurship challenges in Nigeria. Ability to log on or shut down a computer system was rated highest as aspects of information and communication technology compe-tencies possessed by the respondents. This proves that university business education graduates have deve-loped a high skill in this aspect of information and communication technology utilization. Ability to send e-mail was rated competent by the respondents. Busi-ness education graduates are also competent in ability to receive e-mail, other aspects where business edu-cation graduates are competent in are: ability to key in data; skills in producing, documents with word pro-cessor; ability to copy or insert in another location, skills in conducting research using the internet; and ability to perform basic data processing. In agreement with Nwaiwu (2009) the use of ICT especially the computer has gradually become a rule than exception, the use of computer has come to stay and to improve the quality of life for the advancement of education.

The study also revealed that business education graduates are competent in the use of border designing and decorating of typed documents, they are able to identify cells, open a spreadsheet environment; they are able to key in figures in table, row, columns, insert additional rows and delete where necessary: they have skills in editing text on the screen by inserting materials, ability to receive vocal messages using internet and ability to use text editing and layout. Other aspects of information and communication technology competencies that business education graduates are competent in ability to key in different packages (ms word, excel, Corel Draws, power points), ability to open a desktop publishing environment; ability to identify cells, arrange, rearrange, name or rename a cell and skills in producing accounting jobs using spreadsheet software. Ability to merge mail by deleting, ability to identify and use document, format existing ones in the system to prepare reports, memos, invoices and letters. Business education graduates are also competent in ability to merge mails by adding, ability to create agenda using contra vision electronic software are aspects of information and communication technology where the respondents are competent. In agreement to this, Okolocha and Ile (2007) have earlier identify the following computer operating competencies expected of business education graduates– ability to start up, log off or shut down a computer system; ability to key in data or create documents, ability to use text editing and layout. Business education graduates are also competent in ability to key in different packages such as Microsoft word, excel, Corel Draws; ability to use borders in designing and decorating a typed document, ability to copy out, paste, or insert in another location. This study is also consistent with the earlier study of Olise and Ihimekpen (2008) that have earlier identified the information and communication technology competencies that are required of business education graduates such as ability to operate computer, knowledge to send and receive e-mail, skills in producing documents with word processors, knowledge to send and receive fax messages and ability to crate agenda using contra vision electronic software. However, business education graduates are not competent in ability to create website; ability to receive fax messages and ability to send fax messages. The result of the hypotheses also revealed that there was no significant difference between male and female university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization, there was no significant difference between south east and south west university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization, there was no significant difference between B. Sc. and M. Ed university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization, there was no significant difference between federal and state universities business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization and there was no significant difference between full-time and part-time university business education graduates in the mean ratings of their possessed competencies in information and communication technology utilization.

VI. Conclusion

Based on the findings of the study, it is concluded that, relatively, the universities business education graduates used for the study have the required ICT competencies to handle entrepreneurship challenges in Nigeria. However, they need to be trained and retrained in those areas of ICT which they are not competent such ability to handle fax messages, Skills in using tele/video conferencing and ability to create website.

VII. Recommendations

Based on the findings of the study, the following recommendations are made:

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- University authorities should provide adequate teaching facilities to universities for business education for sufficient practical work in information and communication technology. This will help the teachers to impart requisite competencies in the students and make them better qualified graduates of business education.
- University authorities should encourage business education lecturers and students to organize workshops and conferences with a view to keeping them abreast to acquire more skills in ability to receive and send fax messages, ability to create website and skills in using tele/video conferencing.
- Business education department should be equipped by university authorities with more ICT facilities to enable to the students acquire more ICT skills before graduation.

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Risk Adaptiveness and Need for Achievement Leads to Managerial Effectiveness

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Abstract - Fast and frequent change in technology has put the present day managers under pressure. This pressure has impact on their personality dimensions and consequently on their capabilities to perform. So, one of the most critical issue of modern era is to study the impact of changing psychological dimensions on managerial effectiveness. This research was aimed to study effects of improved psychological traits like need for achievement and risk adaptiveness on managerial effectiveness. Statistical universe for this study was the managers having experience of more than three years from governmental and non-governmental organizations. Managerial Effectiveness, Need for achie-vement and Risk adaptiveness among managers were assessed by using the Index of Managerial Effectiveness test devised by Walter W. Hudson (1993) Achievement Motive Test (AMT) developed by Bhargava, V.P. (1994) and Risk Adaptiveness Test (RAT) developed by Rishipal & Jain, N (2012) respectively. A cross-sectional and longitudinal study was conducted by using the before and after with control group research design to compare the effectiveness of treatment group consisting of ineffective managers having lower tendency of need for achievement and risk adaptiveness and control group consisting of the effective managers having higher degree of need for achievement and risk adaptiveness.

Keywords : behaviour modification therapy, effective managers, ineffective managers, managerial effectiveness, need for achievement, observation and suggestion technique, personality traits and risk adaptiveness.

GJMBR-A Classification : JEL Code: D81



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Risk Adaptiveness and Need for Achievement Leads to Managerial Effectiveness

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Abstract - Fast and frequent change in technology has put the present day managers under pressure. This pressure has impact on their personality dimensions and consequently on their capabilities to perform. So, one of the most critical issue of modern era is to study the impact of changing psychological dimensions on managerial effectiveness. This research was aimed to study effects of improved psychological traits like need for achievement and risk adaptiveness on managerial effectiveness. Statistical universe for this study was the managers having experience of more than three years from governmental and non-governmental organizations. Managerial Effectiveness, Need for achievement and Risk adaptiveness among managers were assessed by using the Index of Managerial Effectiveness test devised by Walter W. Hudson (1993) Achievement Motive Test (AMT) developed by Bhargava, V.P. (1994) and Risk Adaptiveness Test (RAT) developed by Rishipal & Jain, N (2012) respectively. A cross-sectional and longitudinal study was conducted by using the before and after with control group research design to compare the effectiveness of treatment group consisting of ineffective managers having lower tendency of need for achievement and risk adaptiveness and control group consisting of the effective managers having higher degree of need for achievement and risk adaptiveness. Control and treatment group were formed by adopting the sampling technique of randomization on availability basis. Before treatment both the control and treatment group were tested. The mean scores for managerial effectiveness (ME), need for achievement (N-ach) and risk adaptiveness (RA) for control group were 174, 39 and 26 respectively whereas the mean scores of test group before treatment for managerial effectiveness (ME), need for achievement (N-ach) and risk adaptiveness (RA) were 73, 18 and 9 respectively. There was significant difference between the pre and post treatment mean scores values of managerial effectiveness ($Mean_{pre\text{-}treatment}$ = 73 & $Mean_{post\text{-}treatment}$ = 110), need for achievement ($Mean_{pre\text{-}treatment}$ = 18 & $Mean_{post\text{-}treatment}$ = 25) and risk adaptiveness ($Mean_{pre\text{-}treatment}$ = 9 & $Mean_{post\text{-}treatment}$ = 14) of treatment group. Before and after application of treatment to treatment group, relationship between the managerial effectiveness, need for achievement and risk adaptiveness among treatment and control group were also tested and analyzed. Findings revealed that there was positive and significant relationship between the managerial effectiveness and psychological traits of need for achievement and risk adaptiveness among control as well as the treatment group. Findings related to the personality dimensions and managerial effectiveness proved that the personality traits of need for achievement and risk adaptiveness were predictive of managers capability to effectively perform and enhanced need for achievement and risk adaptiveness among managers have enhanced their effectiveness.

Keywords : behaviour modification therapy, effective managers, ineffective managers, managerial effectiveness, need for achievement, observation and suggestion technique, personality traits and risk adaptiveness.

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I. Managerial Effectiveness

Managerial effectiveness is manager's ability to achieve desired results. How well managers apply their knowledge, skills and abilities in working with, guiding and directing others determines whether they can meet those results effectively, if they can, their achievements are poised to help the organization gain a competitive edge against competing organizations heading into the future (Robbins SP, 1988).

A manager should have a combination of technical, interpersonal and conceptual skills that can make him an effective manager, according to theoretical models of management, technical skills include specialized training, skilled performance of specific tasks, expertise in a specific field or industry and the ability to apply specialized knowledge to tasks and objectives (Shermon G. 1999). Interpersonal skills include the ability to work well with others, motivate workers, resolve conflicts, delegate roles and communicate objectives clearly (Howell JP, DE Bowen, PW Dorfman and S Kerr, 1997). Conceptual skills are broader and more self-actualized. They include the ability to see the organization in the context of its industry, the ability to understand how each part of the organization functions as a whole, the ability to visualize, imagine, think, remember and process information for future course of action based on current organizational and industry trends, the ability to analyze and diagnose complex situations and the ability to understand the interrelationships at work in the organization (Zhang, L.F., & Sternberg, R.J., 2006).

a) Role of Psychological Traits in Managerial Effectiveness

Organizational effectiveness and Manager's capability to perform is very much affected by various factors like their profile, technology, work environment, relationship with other employees, physical fitness, psychological development, personal life, personality dimensions and health of managers. According to Rishipal (2012), managerial effectiveness and mature

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style of defense mechanism are positively associated. In another research Rishipal (2012) has revealed that cognitive style is a predicator of managerial effectiveness. Performance by manager could be influenced by psychological factors such as locus of control, agreeableness, need for achievement, cognitive style, neuroticism, risk adaptiveness, self image, openness to experience, extraversion, emotional stability, conscientiousness etc. and interaction between these factors. A manager's personality will help to shape their reputation within the workplace and it may also affect teamwork or collaboration. Salgado J.F. (1997) indicates that agreeableness has close relationship with job performance. Other theorists and researchers have argued that agreeable people can better regulate their behavior (Graziano & Eisenberg, 1997; Jensen-Campbell, 2002) and self regulation has been causally associated with more constructive conflict resolution strategies (Finkel & Campbell, 2001).

Rishipal (2011) has pointed that individual's behavior is a function of the values and attitudes he/she holds. If value and attitude can be changed, behavior will change itself. Various personality traits may interact with each other to blend and result in desirable, as well as undesirable workplace behaviors. Goldberg (1993) also came across in his research that indicated personnel's personality traits are valid predictors for different dimensions of job performance. Psychological features describe and predict human behavior. Rishipal and Chand P.K (2012) have pointed that personality traits of middle and senior level managers in private organizations has positive relationship with work behavior. Although there are many psychological factors attributed to effectiveness of managers, this study will focus on effect of need for achievement and risk adaptiveness on managerial effectiveness. One of the personality traits that may indicate the success of a manager may be need for achievement. In the present study, researchers have found out the consequences of change in degree of need for achievement and risk adaptiveness upon managerial effectiveness.

b) Need for Achievement

David McClelland (1961) and his associates have proposed McClelland's Theory of Needs/-Achievement Motivation Theory. This theory states that human behavior is affected by three needs – Need for Power, Achievement and Affiliation. Need for achievement is the urge to excel, to accomplish in relation to a set of standards, to struggle for success.

Need for power is the desire to influence others behavior as per personal wish. In other words, it is the desire to have control over others and to be influential. Need for affiliation is a need for open and sociable interpersonal relationships. It is a desire for relationship based on cooperation and mutual understanding.

The individuals with high achievement needs are highly motivated by competing and challenging work such as business and entrepreneurship. They look for promotional opportunities. They have a strong urge for feedback on their achievement (Mc Clelland, 1961). Such individuals try to get satisfaction in performing things better. High achievement is directly related to high performance. McClelland called such individuals as gamblers (risk takers) as they set challenging targets in unforeseen circumstances for themselves and they take deliberate risk to achieve those set targets. Such individuals look for innovative ways of performing job. They perceive achievement of goals as a reward, and value it more than a financial reward. The individuals who are motivated by power have a strong urge to be influential and controlling. They want their views and ideas should dominate and thus, they want to lead.

Such individuals are motivated by need for reputation and self-esteem. Individuals with greater power and authority will perform better than those possessing less power. The individuals who are motivated by affiliation have an urge for a friendly and supportive environment. Such individuals are effective performers in a team. These people want to be liked by others (Rishipal & Jain N, 2012).

c) Risk Adaptiveness

Risk inducing situations or circumstances are resultant of combined feeling of fear, excitement, uncertainty, insecurity, danger, threat, pressure and expectation for loss. There are various factors, circumstances, situations, duties, responsibilities and events which can induce different type of risks in day to day work life. Risk is an uncertain event or condition, if occurs, has a positive or negative consequential effect on individual.

The degree of risk in individual's work life may differ but no one can be identified and specified as a person, working in a risk free environment. A businessman's or entrepreneur's work life is always full of different kind of risks. One of the definitions of business is "the process of taking risk and converting it into profit". Or simply, "logical and rational risk in business is equal to profit". One of the prime and important characteristics of entrepreneur is 'Risk Taker'. Relationship of risk and entrepreneur is always positive and very significant.

Without risk, business is not possible; starting from the commencement of business to the reception of profit (dividend), every moment of business is full of risk creating circumstances. So for the successful establishment, conduction and management of the business, an entrepreneur should be adaptable to risk.

In other words, an entrepreneur should have a strong trait of 'Risk Adaptiveness'. Risk Adaptiveness may be defined as the psychological trait which empowers entrepreneurs to remain least affected by the negative consequential effects of the risk taking in business. It may also be explained as the effectiveness and capability of an entrepreneur by virtue of which

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entrepreneur is rationally affected by the resulting negative elements of risk taking such as fear, excitement, uncertainty, insecurity, danger, threat, pressure and expectation for loss (Rishipal & Jain N, 2012).

In the competitive world, achievement of organizational success is very difficult. It requires effective and optimum utilization of all resources including managers. Managers effectiveness is a major factor influencing organizational performance and it might be affected by various factors including the degree of various personality dimensions and traits such as locus of control, risk adaptiveness, agreeableness, need for achievement, cognitive style, neuroticism, self image, openness to experience, extraversion, emotional stability, conscientiousness etc. According to Rishipal & Jain N. (2012) the individuals who are motivated by affiliation have an urge for a friendly and supportive environment. Such individuals are effective performers in a team. Most of the previous studies of managers performance have examined the moderating influence of mental ability (Boshoff, C. & Arnolds, C 1995) or situational variables, such as autonomy (Barrick & Mount, 1993) and organizational politics (Hochwarter, Witt, & Kacmar, 2000) not the relationship among variables studied in present research. So, there was need to conduct such study which could analyze the impact of psychological traits on managerial effectiveness. Present study is an effort to investigate and understand the dimensions of managerial effectiveness, need for achievement and risk adaptiveness with a new perspective of enquiring the relationship among these and how they can influence each other. Besides this, present study has also investigated how Behavior Modification Therapy can affect the psychological traits of need for achievement and risk adaptiveness and consequently the impact of enhanced degree of need for achievement and risk adaptiveness improves the managerial effectiveness.

II. Objectives of Study

The study was aimed to investigate and understand the relationship between need for achievement, risk adaptiveness and managerial effectiveness. Conduction of present research has achieved the following three specific objectives.

- To enquire the relationship of need for achievement and risk adaptiveness with managerial effectiveness.
- To understand the difference of the relationship between need for achievement and managerial effectiveness of effective and ineffective managers and also the relationship between risk adaptiveness and managerial effectiveness among effective and ineffective managers.
- To enquire the affect of Behaviour Modification Therapy on the psychological traits of need for achievement and risk adaptiveness and also their simultaneous consequential impact on the managerial effectiveness.

III. Research Method

a) Research Design

Present research has been conducted by using before and after with control group type of research design. Research design can be better understood with the help of following table.

Table 1 : Research Design

Treatment Group	Control Group	
Before treatment (X_{t1})	Without treatment (Y_{t1})	Treatment Effect $(X_{t2}-X_{t1}) - (Y_{t2}-Y_{t1})$
Application of treatment ⇩		
After treatment (X_{t2})	Without treatment (Y_{t2})	

To conduct the research a sample of 220 managers having experience of more than three years and working with various governmental and non-governmental organizations was taken randomly on availability basis. Selected managers were tested for their capability of management and categorized as effective and ineffective managers. Subjects included in the category of effective managers were managers whose score was twenty percent more than the mean managerial effectiveness score. Ineffective manager's category included the managers whose score was twenty percent less than the mean managerial effectiveness score. After such categorization, subjects from effective and ineffective manager's categories were tested for need for achievement and risk adaptiveness. After testing the subjects of the effective and ineffective manager's category for managerial effectiveness, need for achievement and risk adaptiveness, two groups were formed. From the effective manager's category a group of 20 such subjects was selected which were having high degree of need for achievement and risk adaptiveness. Similarly from the ineffective manager's category a group of 20 subjects was selected which were having low degree of need for achievement and risk adaptiveness. For deciding the high and low degree of need for achievement and risk adaptiveness, same criteria was used as it was used in the case of managerial effectiveness i.e. twenty percent more and less than mean scores for high and low degree of need for achievement and risk adaptiveness respectively. By

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this method two groups were formed each consisting of 20 subjects. First group of effective managers was having higher degree of managerial effectiveness, need for achievement and risk adaptiveness. Second group was also having 20 subjects with lower degree of managerial effectiveness, need for achievement and risk adaptiveness. The first group having the tendency of high managerial effectiveness, need for achievement and risk adaptiveness was declared as control group whereas second group i.e. the subjects having lower tendency of managerial effectiveness, need for achievement and risk adaptiveness was considered as treatment group. The treatment group was then given the "Behavior Modification Therapy" based upon the techniques of observation and suggestion for a period of four months. On completion of the therapy, after four months, both the control and treatment group were re-tested for managerial effectiveness, need for achievement and risk adaptiveness by using the same research tools. Pre and post treatment results and findings of treatment and control group were analyzed and compared.

a) Method of Data Collection

Data was collected by using questionnaire method. Index of Managerial Effectiveness test devised by Walter W. Hudson (1993), Achievement Motive Test (AMT) developed by Bhargava, V.P. (1994) and Risk Adaptiveness Test (RAT) developed by Rishipal & Jain, N (2012) for measuring managerial effectiveness, need for achievement and risk adaptiveness respectively. The stability of items included in all scales used in the research has been measured by using Cronbach's alpha technique. The reliability of various scales was found 0.815, 0.910 and 0.722 for managerial effectiveness, need for achievement and risk adaptiveness respectively.

Collected data was analyzed by using various descriptive and inferential statistical techniques and methods to work out the results and findings for research. Statistical calculation and analysis was carried out with the help of SPSS software. Descriptive statistics such as mean and standard deviation etc. were used to analyze the results. Cronbach alpha coefficients and inter-item correlations were used to assess the internal consistency of the measuring scales. Karl Pearson correlation coefficient, coefficient of determination (r^2), regression analysis and t test were used to find out inter and intra group and variable relationship analysis. Multivariate regression technique was also used to analyze the relationship among managerial effectiveness, need for achievement and risk adaptiveness.

IV. Results and Findings

Results and findings for the research were obtained by using descriptive and inferential statistical techniques.

Table 2 : Descriptive Statistics Showing Mean Score Values of Managerial Effectiveness (ME), Need for Achievement (N-ach) and Risk Adaptiveness (RA)

Variables ⟹	Managerial Effectiveness	Need for Achievement	Risk Adaptiveness
N	220	220	220
Min.	61	11	5
Max.	183	41	29
Range	122	22	14
Mean	135	30	16
Std. Dev.	30.53	5.72	2.03

Table (2) exhibits the statistical values of mean score, range and standard deviation calculated by using the data collected from 220 subjects (managers) chosen randomly on availability basis from different governmental and non-governmental organizations. Mean score values for Managerial Effectiveness (ME), Need for Achievement (N-ach) and Risk Adaptiveness (RA) were found to be 135 for ME, 30 for N-ach and 16 for RA. Higher value of mean score for ME, N-ach & RA indicates the higher tendency of psychological traits of Managerial Effectiveness, Need for Achievement and Risk Adaptiveness. Standard deviation calculated with respect to the mean scores of various psychological traits taken as variables for the research like Managerial Effectiveness, Need for Achievement and Risk Adaptiveness was 30.53, 5.72 and 2.03 respectively. Standard deviation measures the dispersion of individual scores around mean score of all the scores. Higher value of standard deviation with respect to mean score point out a wide spread of scores among data and considered as inconsistent data whereas low value of standard deviation shows the consistency of the data i.e. the scores of the subjects were scattered near to the mean score of the group.

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Table 3 : Co-relationship between Managerial Effectiveness & Need for Achievement, Managerial Effectiveness & Risk adaptiveness and Need for Achievement & Risk Adaptiveness

Variables ⇨	ME & N-ach	ME & RA	N-ach & RA
N	589	589	589
Pearson Correlation (r)	0.764	0.809	0.795
Coefficient of Determination (r^2)	0.583	0.654	0.632
Adjusted r^2	0.402	0.356	0.590
Standard Error	10.1824	3.1343	8.030
t value	3.59	3.04	3.17
P value	.031	.048	.043

Table (3) depicts the values of coefficient of correlation, coefficient of determination and adjusted r^2 calculated by using Karl Pearson method with t value, standard error and p value. The value of coefficient of correlation was found to be r = 0.764 between the variables of Managerial Effectiveness & Need for Achievement and the r^2 value between these two variables was found to be 0.583 with adjusted r^2= 0.402, these values show a positive and significant relationship between the Managerial Effectiveness and degree of Need for Achievement. The t value between Managerial Effectiveness and Need for Achievement shown in the same table (2) was found to be (t = 3.59, p = 0.031) which supports the finding of positive and significant correlation between the Managerial Effectiveness and the degree of Need for Achievement.

The value of coefficient of correlation between the variables of Managerial Effectiveness and Risk Adaptiveness was found, r = 0.809 and the r^2 value between these two variables was 0.654 with adjusted r^2 = 0.356, which again shows a positive and significant correlation between the Managerial Effectiveness and Risk Adaptiveness. The t value between these two variables i.e. ME & RA shown in the table (3) was found to be (t = 3.04, p = 0.048) which supports the findings of a positive and significant correlation between Managerial Effectiveness and Risk Adaptiveness.

The value of coefficient of correlation among Need for Achievement and Risk Adaptiveness was found to be r=0.795 and the r^2 value between these two variables was found to be 0.632 with adjusted r^2 = 0.590, this shows a positive and significant correlation between Need for Achievement and Risk Adaptiveness. The t value between these two variables (t = 3.17, p = 0.043) also supports the findings of positive and significant correlation. Present research was an effort to find out the effect of enhancement in the tendency of Need for Achievement and Risk Adaptiveness upon the Managerial Effectiveness. So the subjects were divided into the two categories of Effective Managers and Ineffective managers on the basis of their managerial capabilities. Subjects scored 20% more than the mean Managerial Effectiveness score were taken as effective managers and subjects having Managerial Effectiveness score 20% less than the mean Managerial Effectiveness score were categorized as Ineffective Managers. Total 62 subjects were found Effective managers, 83 Ineffective managers and 75 were in others category. Subjects were further grouped on the basis of higher tendencies of N-ach &. 62 subjects selected as effective managers were further grouped on the basis of their higher tendency of N-ach and RA. Subjects among effective managers, who were having higher tendency of N-ach & RA i.e. who scored 20% more than mean N-ach & RA score values were grouped as effective managers group. Whereas from low managerial effectiveness category subjects with lower tendency of N-ach & RA i.e. who scored 20% less than the mean N-ach & RA score values were grouped as Ineffective Managers group.

Out of total 62 subjects of effective manager's group, 47 were found with higher tendency of N-ach & RA and from Ineffective manager's group of 83 subjects 60 subjects were found with lower tendency of N-ach & RA. Subjects selected so were asked to participate in the research and undergo the Behaviour Modification Therapy (for the treatment group) based on the observation and self suggestions and researchers instructions. Only 80 managers from both the categories (53 from control group and 27 from test group) gave the consent to participate in the research. So, lastly two groups of 20 subjects each were formed both from the effective and ineffective managers on random basis by use of lottery draw.

Being the cross-sectional and longitudinal study, selected subjects were lastly divided into two groups i.e. Control Group and Treatment Group of 20 subjects each on the basis of degree of tendency for ME, N-ach & RA. Control group was formed of the subjects having higher tendency of ME, N-ach & RA and treatment group was formed of subjects with lower tendency of ME, N-ach & RA. Now the groups formed so, i.e. control and treatment group were re-tested for all the dimensions of ME, N-ach and RA and finding were tabulated in the Table (4).

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Table 4 : Descriptive Statistics for Pre-treatment Measure of Managerial Effectiveness, Need for Achievement & Risk Adaptiveness

Groups	Variables	N	Min.	Max.	Range	Mean	Std. Dev.
Control Group	Managerial Effectiveness	20	162	183	21	174	2.56
	Need for Achievement	20	36	41	5	39	0.42
	Risk Adaptiveness	20	20	29	9	26	0.79
Treatment Group	Managerial Effectiveness	20	61	96	35	73	3.79
	Need for Achievement	20	11	24	13	18	1.13
	Risk Adaptiveness	20	5	13	8	9	0.83

Table (4) shows the pre-treatment values of mean scores of ME, N-ach & RA as 174, 39 & 26 respectively for control group and for treatment group 73, 18 & 9 for ME, N-ach & RA respectively. It is clear from the comparison of values of mean scores of control group and treatment group that the mean scores of control group were higher than the mean scores of treatment group for all the variables i.e. ME (Mean $_{cg}$ = 174 & Mean $_{tg}$ = 73), N-ach (Mean $_{cg}$ = 39 & Mean $_{tg}$ = 18) and RA (Mean $_{cg}$ = 26 & Mean $_{tg}$ = 9). The comparative analysis of pre-treatment values of Standard deviation in control group and treatment group for ME (Std. dev $_{cg}$=2.56, Std. dev $_{tg}$ = 3.79), N-ach (Std. dev $_{cg}$=0.42, Std. dev $_{tg}$ = 1.13) and RA (Std. dev $_{cg}$=0.79, Std. dev $_{tg}$ = 0.83) shows that there is difference in the dispersion of individual score values among control group in comparison to treatment group.

Table 5 : Descriptive Statistics for Control Group and Treatment Group after Treatment

Groups	Variables	N	Min.	Max.	Range	Mean	Std. Dev.
Control Group	Managerial Effectiveness	20	166	182	16	177	1.15
	Need for Achievement	20	34	43	9	40	0.41
	Risk Adaptiveness	20	20	28	8	25	0.75
Treatment Group	Managerial Effectiveness	20	86	165	79	110	11.98
	Need for Achievement	20	13	35	22	25	2.05
	Risk Adaptiveness	20	7	22	15	14	1.56

Table (5) presents descriptive statistical results of control and treatment group after application of treatment on subjects of test group only by using the techniques of observation and suggestion based upon the Behaviour Modification Therapy. After giving the treatment to the specified group, both the control and treatment groups were re-tested after a period of 4 months for the dimensions of ME, N-ach and RA. When the results of control group were compared (this group was not given any treatment) with their mean scores recorded four months back, there was no significant difference in the mean scores of this group even after the duration of 4 months. Table (5) also shows that there was no significant difference between the mean score of ME, N-ach & RA among the control and treatment group which means that the managers performance of treatment group has improved because of positive impact of the Behaviour Modification Therapy. Comparison of score values shown at Table (4) and Table (5) exhibits that there was significant difference between the mean scores of pre-treatment and post treatment test results of treatment group for all the dimensions such as ME (Mean $_{pre\text{-}treatment}$ = 73 & Mean $_{post\text{-}treatment}$ = 110), N-ach (Mean $_{pre\text{-}treatment}$ = 18 & Mean $_{post\text{-}treatment}$ = 25) and RA (Mean $_{pre\text{-}treatment}$ = 9 & Mean $_{post\text{-}treatment}$ = 14). The increased mean score for ME, N-ach & RA of test group after treatment proved that observation and suggestion technique of Behaviour Modification Therapy has enhanced the degree of Need for Achievement and Risk Adaptiveness among managers and consequently it has improved managerial effectiveness. Rishipal, (2011) has also stated in his book that managers behavior can be changed by providing them with new knowledge for example in some aspect of their profession, by providing them with new skills, say in the area of human relations. From Table (5) the analysis of Standard deviation values of control and treatment group for ME (Std. dev$_{cg}$=1.15, Std. dev$_{tg}$ = 11.98), N-ach (Std. dev$_{cg}$=0.41, Std. dev$_{tg}$ = 2.05) and RA (Std. dev$_{cg}$=0.75, Std. dev$_{tg}$ = 1.56) shows that there was difference in the dispersion of individual score values among control and treatment group, this is because of change in degree of personality dimensions among managers of treatment group and the individual values in treatment group were less closer to the mean score value in comparison to the values of treatment group before applying treatment.

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Table 6 : Inferential Statistics for Relationship between Managerial Effectiveness & Need for Achievement after Treatment

Groups	Control Group	Treatment Group
Pearson Correlation(r)	.872	.890
Coefficient of Determination (r^2)	.760	.792
Adjusted r^2	.657	.723
t value	2.10	3.16
P value	.032	.027

Table (6) shows inter and intra group relationship between ME & N-ach in between the results of pre and post treatment score values among control and treatment group. The results revealed that ME & N-ach were positively and highly correlated (r_{cg} = 0.872, r^2_{cg} =0.760 and r_{tg} = 0.890, r^2_{tg} = 0.792) among both groups findings. The t values (t_{cg} = 2.10 p = 0.032, t_{tg} = 3.16 p = 0.027) also supported that there is positive and significant relationship between ME & N-ach.

Table 7 : Inferential Statistics for Relationship between Managerial Effectiveness & Risk Adaptiveness after treatment

Groups	Control Group	Treatment Group
Pearson Correlation (r)	.772	.801
Coefficient of Determination (r^2)	.595	.641
Adjusted r^2	.411	.631
t value	3.11	2.59
P value	.028	.044

Table (7) shows inter and intra group relationship between ME & RA among control and treatment group after using the treatment on test group. The results revealed that ME & RA were positively and significantly correlated (r_{cg} = 0.772, r^2_{cg} = 0.595 and r_{tg} = 0.801, r^2_{tg} = 0.641) among both the groups. The t values (t_{cg} = 3.11 p = 0.028, t_{tg} = 2.59 p = 0.044) have also supported the findings.

Table 8 : Inferential Statistics for Relationship between N-ach & RA after Treatment

Groups	Control Group	Treatment Group
Pearson Correlation (r)	.753	.695
Coefficient of Determination (r^2)	.567	.483
Adjusted r^2	.503	.362
t value	3.53	3.59
P value	.043	.039

Table (8) shows inter and intra group relationship between N-ach & RA among control group and Treatment group after applying the treatment on test group. The results revealed that N-ach & RA were positively and highly correlated (r_{cg} = 0.753, r^2_{cg} = 0.567 and r_{tg} = 0.695, r^2_{tg} = 0.483) among both groups. The t values (t_{cg} = 3.53 p = 0.043, t_{tg} = 3.59 p = 0.039) also supported the results.

Table 9 : Inferential Statistics to Measure Inter-relationship between Managerial Effectiveness, Need for Achievement and Risk Adaptiveness

Groups	Control Group	Treatment Group
Pearson Correlation (r)	0.805	0.790
Coefficient of Determination (r^2)	0.648	0.624
Adjusted r^2	0.596	0.601

The interrelationship between Managerial Effectiveness, Need for Achievement and Risk Adaptiveness was calculated by using multivariate regression technique. Need for Achievement and Risk Adaptiveness were independent variables and Managerial Effectiveness was dependent variable. Coefficient of determination (r^2_{cg} = 0.648, adjusted r^2_{cg} = 0.596 and r^2_{tg} = 0.624, adjusted r^2_{tg} = 0.601) shows that Managerial Effectiveness is dependent on Need for Achievement and Risk Adaptiveness in both control group and treatment group.

Table 10 : Impact of Behaviour Modification Therapy on Treatment Group

Treatment Group	Control Group	
Before treatment ($X_{t=73}$)	Without treatment ($Y_{t1=174}$)	Treatment Effect $(X_{t2}-X_{t1}) - (Y_{t2}-Y_{t1})$ (110-73)-(177-174) = 34
Application of treatment ⇩		
After treatment ($X_{t2=110}$)	Without treatment ($Y_{t2=177}$)	

The critical analysis of Table (4), (5) and (10) shows that the mean scores of need for achievement and risk adaptiveness have improved as a result of Behaviour Modification Therapy and accordingly this improvement in N-ach and RA has further improved the managerial effectiveness. Table (10) has also proved that there is significant impact of treatment on the test group (Treatment Effect = 34).

- **Abbreviations : BMT** – Behaviour Modification Therapy, **ME** – Managerial Effectiveness, N-ach – Need for Achievement, **RA** – Risk Adaptiveness, **cg** – control group, **tg** – treatment group.

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Factors Influencing Job Satisfaction in Public Healthcare Sector of Pakistan

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Abstract - Job satisfaction is found to be one of the most important factors determining the quality of work, productivity, turnover and organizational performance. It is said to be associated with working conditions, time pressure, oppor-tunities for career development, management support, compensation and promotional policies of the organizations. In the recent past, the public healthcare professionals of Pakistan were not seen to be satisfied with the organizational policies. In this respect, the current study is conducted to evaluate the factors which cause job satisfaction in public healthcare of Pakistan. A survey was conducted with a sample of 200 healthcare professionals from the twin cities of Islamabad and Rawalpindi. The results of the study conclude that opportunities for career development, working time and promotional schemes of the organizations have high associations with job satisfaction whereas work environment was found to have low significance towards job satisfaction.

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Factors Influencing Job Satisfaction in Public Healthcare Sector of Pakistan

Raja Muhammad Ali [α] & Dr. Faraz Ahmed Wajidi [σ]

Abstract - Job satisfaction is found to be one of the most important factors determining the quality of work, productivity, turnover and organizational performance. It is said to be associated with working conditions, time pressure, opportunities for career development, management support, compensation and promotional policies of the organizations. In the recent past, the public healthcare professionals of Pakistan were not seen to be satisfied with the organizational policies. In this respect, the current study is conducted to evaluate the factors which cause job satisfaction in public healthcare of Pakistan. A survey was conducted with a sample of 200 healthcare professionals from the twin cities of Islamabad and Rawalpindi. The results of the study conclude that opportunities for career development, working time and promotional schemes of the organizations have high associations with job satisfaction whereas work environment was found to have low significance towards job satisfaction.

I. Introduction

The productivity and efficiency of human resource depend upon dynamic factors which range from personal factors to organizational policies. Job satisfaction is one of the most important factors which impact the productivity of human resources. In any organization, human resource is considered as one of the most important assets which serves as an engine in the organization for providing a sustainable source of energy and service delivery. In the healthcare sector, Pakistan has been facing certain shortfall of professionals. Hafeez et al (2010) has suggested that private healthcare sector of Pakistan is well established and organized and has appropriate working conditions. Contrary to this, they also evaluated that the employees in the public health care sector face certain issues and challenges which impact their job satisfaction level on a large scale. Job satisfaction refers to the comprehensive phenomenon which encompasses individual's feelings and emotions towards his or her job (Robbins¸2008). In addition, it also determines the extent to which employees in an organization like of dislike their jobs. Franco et al (2000b) suggest that job satisfaction and environment satisfaction are interrelated phenomenon. Nassab (2008) defines job satisfaction as the extent to which an individual is satisfied with the actual work (reporting, communicating, surgery, plumbing etc) that they do in the organization. Contrary to this, environment satisfaction is associated with the coworkers' attitudes, supervisors, working conditions and physical space in the organization (Van et al., 2002). Job satisfaction can be measured through a single-item scale or through a complex and multi-item scale.

In the healthcare sector, the job satisfaction of professionals plays an effective and strong role in their performance and is further reflected in the health and satisfaction of the patients. In addition, the job satisfaction of health care professionals also determines the quality of services delivered by them to the respective communities (Garcia-Pena et al, 2000). In the earlier studies strong association has been found in the poor working conditions and organizational factors and job dissatisfaction and social factors have been recognized as an important source of job satisfaction.

In the public healthcare sector, the subject of job satisfaction is very relevant because of the fact the organizational factors and employee's health and stress has great influence on their job satisfaction (Adams et al, 2000). This is because of the expectations of the healthcare organizations associated with the professionals to deliver high quality health services (Nassab, 2008).

Job satisfaction has been investigated as one of the most important factors for improving employee productivity within an organization. Several earlier studies have been conducted regarding investigation of employee job satisfaction in the healthcare professions. However, very few studies have been conducted in perspective of Pakistan. At present, the situation of healthcare professionals in the public sector of Pakistan seems to be less satisfied with the policies of the healthcare institutions. Several media reports confirm that there have been many strikes and protests by the healthcare professionals in Pakistan in the recent past. This has raised the continuous threat of attrition to the public healthcare sector. Therefore, it is very important to conduct the research on public health care professionals to evaluate the factors which have caused the health professionals to be less satisfied with the jobs. In this regard, this particular study has been conducted to investigate the specific factors and issues which cause satisfaction or dissatisfaction in health care professionals.

II. Objectives of Study

The aim of the study is to examine the factors in detail which cause job satisfaction or job dissatisfaction

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in healthcare professionals of public sector or Pakistan. In this respect, it reviews certain organizational and personal factors which influence the job satisfaction of healthcare employees. Moreover, it also proposes certain recommendations to the management of public healthcare organizations to improve the job satisfaction in employees because it ultimately impacts the job performance of employees.

III. Literature Review

While the performance of workers is limited by or dependent on worker competencies and availability of resources, the presence of these factors is not the surety of the high work performance of employees. Nassab (2008) suggests that the performance of workers and job satisfaction is reliant on the willingness of employees to work diligently, regularly, carry out important tasks and remain flexible towards several tasks. The health facility managers and policy makers of the health sector must ensure that the employees are willing to work in the organization and understand the particular work policies. The work performance or productivity of employees is largely determined by the job satisfaction and furthermore, it impacts the quality of work. This complex arrangement assesses the attitudes of individuals towards jobs that not only impacts the job motivation but also influences the coworker's relations, career development and health conditions of employees. Several [previous studies have evaluated that the job satisfaction not only depends on the nature of an individual's work but also on his or her expectations on the particular job. In some specific jobs such as healthcare jobs, there are some subjective expectations of professionals that may bring some risks. Therefore, it is important for the management to cater and understand these factors and issues in an effective way. Specific to the healthcare industry, the job satisfaction of employees impacts the efficiency and effectiveness of work, quality of work and also on the healthcare cost. Besides the importance of healthcare professionals for the healthcare system and patients, the job satisfaction of professionals in this industry is highly correlated with the human relations within the organization, absence from work and quality of services delivered by the professionals. In several countries, job satisfaction surveys are conducted on a regular basis to collect data regarding satisfaction of employees with particular tasks and organizations. Furthermore, the data collected through these surveys may provide substantial help to the management to take specific actions for improving job satisfaction of employees. Bovier and Pernegar (2003) have suggested that in the healthcare sector, employees face a certain level of risk for discontent with the work. Allen and Mellor (2002) noted that complex timings of work, burnout and high stress level are the determining factors in well being of professionals and workers in the healthcare sector and also impact the professional satisfaction of workers in this industry. Across the world, many studies have evaluated the factors impacting the job satisfaction in healthcare professionals such as level of education, age, gender, nature of work, nature of the organization, compensation policies, working hours, work experience and promotional policies (Ali and Mohammad, 2006).

Job satisfaction is not as simple as it seems by its appearance. It has a very complex relationship with several variables. Castle et al (2006) suggest that a health care professional may be satisfied with salary and promotions but simultaneously dissatisfied with the relationships with co-workers. This complex association of job satisfaction with different factors may also influence the job performance of employees. White (2000) suggests that satisfied employees tend to be more creative, productive and committed to the organization as compared to the dissatisfied employees. Research by DeStefano et al (2005) have elaborated a direct and positive correlation between patient satisfaction and staff satisfaction in health care organizations.

In the healthcare organizations, explaining job satisfaction has remained a complex and enduring issue. Many authors have elaborated the positive association between job performance and job satisfaction. However, the research in this area has provided several contrasting outcomes; job satisfaction is found to be associated with several factors such as rate of absenteeism, employee turnover and union activity (Pillay, 2008).

The investigation by researchers in this area is highly important for examining the critical factors which influence the job performance of healthcare professionals (Seo, Ko & Price, 2004 and Castle et al., 2006). Most of the studies which have established the relationship between job satisfaction and other critical factors have been conducted in developed countries. However, researchers from Asian and underdeveloped countries have also started to emerge. However, in these countries, the research in this area is mostly based on the theoretical findings while research on this area in western countries is based on empirical investigations. Therefore, there is need to carry out research to evaluate the empirical investigation on the factors causing job satisfaction in health care professionals.

In the healthcare sector, there are several problems such as growing demand of healthcare professionals, the cost of health care services and expectations of patients. With all these factors, stress has been building for the healthcare professionals which are causing job dissatisfaction in them. Uña Cidón et al (2012) has suggested that the job satisfaction brings a byproduct which is the quality of services delivered to patients. Therefore, management in healthcare organizations needs to incorporate factors which bring job

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satisfaction in employees. As the job satisfaction is multifaceted factor and is linked with the job performance, it is important to evaluate and explore the factors causing this relationship to establish.

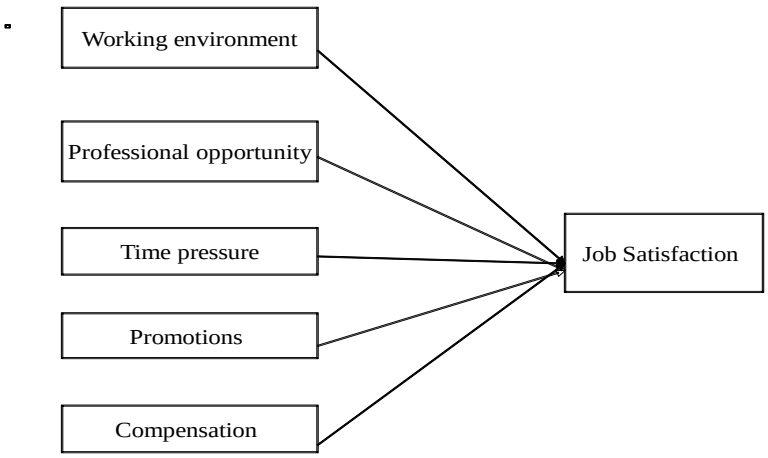
To evaluate and explain the factors causing job satisfaction in healthcare professionals, the concept of motivation cannot be ignored. In many previous studies, factors causing motivation in employees in the work environment have been explored. In this regard, Vilm and Egle (2007) have noted that management needs to provide suitable work environment to workers for creating job motivation, job satisfaction and other desired results. Several studies have explored that salary, educational background and promotional strategies of organizations impact the job motivation which ultimately affects job satisfaction (Castle et al., 2006). In addition, earlier studies have also explored that incentives and reward may not be sufficient to create job satisfaction in health care professionals. This creates a need to explore more hidden and intricate factors which cause job satisfaction in the healthcare sector. In some recent studies, working environment, support from senior professionals and managerial staff in healthcare organizations have found to be impacting positively on job satisfaction in employee (Jang et al, 2005 and Brooks-Carthon, et al. 2011).

For preventing persistent dissatisfaction of employees and to improve the working environment, Richer at al. (2009) suggest that management need to conduct an appreciative inquiry for creating radical changes in the organizations. Nassab (2008) suggests that a supportive working environment is critical element for developing employee skills and enhancing their motivation and satisfaction level towards work. In addition, Ali and Mohammad (2006) and Kokkinene et al (2007) have also explored the relationship between management support, personnel management and job satisfaction. Contrary to this, Newman et al (2002) have explored that personal management may also lead to employee dissatisfaction. This shows the importance of personnel management and supportive management in healthcare organizations.

Many other studies have also elaborated that low wages and lack of effective pension, promotions and insurance schemes are associated with low level of job satisfaction in healthcare professionals (Case et al. 2002 and Harris-Kojetin et al. 2004). A study conducted by Kirpal (2004) suggests that the policy makers need to identify their responsibility to point out the negative effects of certain factors as well as the worker's identity from a qualitative perspective. He further elaborated that the nature of work has been changing continuously and moving from rigid work structures to more flexible work practices. In addition, Nassab (2008) pointed out that job satisfaction and dissatisfaction have a strong relationship with the mobility and turnover intentions of workers in the healthcare sector. Therefore, it is vital for the healthcare management to be aware of the fact that low level of compensation and workloads can cause dissatisfaction in employees.

IV. Theoretical Framework and Hypotheses

On the basis of the above discussion, following theoretical framework has been developed to evaluate the factors impacting job satisfaction in healthcare professionals of the twin cities of Pakistan.



Following hypotheses have been derived on the basis of the above theoretical framework:

H1 : Working environment positively impacts the job satisfaction

H2 : Professional opportunities have positive associations with job satisfaction

H3 : Time pressure is significant towards job satisfaction

H4 : Promotional schemes have a positive relationship with job satisfaction

H5 : Compensation policies are positively related to job satisfaction

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V. Methods

This particular research is based on the descriptive analysis of the factors which impact on job satisfaction in the public healthcare sector or Pakistan. This research was framed on the positivism philosophy with quantitative research methods. To evaluate the empirical evidence and test the hypothesis, primary data have been incorporated in the study.

The technique of the research is based on the survey which is conducted with the healthcare professionals in the public health care sector of Pakistan. With a close end questionnaire, 200 healthcare professionals were selected from public healthcare organizations in the twin cities of Islamabad and Rawalpindi. The sampling technique for the study was convenience based. The sample subjects who were conveniently accessible and who were primate to the researcher were selected in the study.

Before conducting the actual survey with the selected sample subjects, pre-testing was conducted through pilot study to check the sequence, language, format and comprehension of the close end questionnaire. After conducting this pre-testing, the questionnaire was modified in terms of language and sequence of questions to make it easy and understandable by the sample subjects.

The final and actual phase of data collection was more elaborated and modified. By calculating Cronbach alpha, the internal reliability and validity of the research instrument was rechecked. It was found to be acceptable for conducting a real survey. The participants of the study were selected through convenience sampling but at the same time diversity in the sample selection was further ensured by targeting sample subjects of different subfields of the healthcare sector. Moreover, further categorization of the sample was also made on the basis of work experience, postgraduate qualification, age and workplace (public sector). Before the selection of sample subjects, all participants were ensued about the confidentiality of their provided data. In addition, they were also ensured about anonymity in data collection because no one was forced to take part in the research without his or her consent.

For the data analysis purpose, the Statistical Package for Social Sciences (SPSS), 17th Version was selected. Through this statistical software, descriptive and inferential statistics were performed on the data to test hypothesis.

VI. Data Analysis and Interpretation

Data collected through survey tool has been analysed statistically. The results of the analysis revealed that the overall model of the study was significant. The analysis results are as follows:

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removec	Method
1	Work Environment, Professional opportunity, Time pressure, Compensation, Promotions[a]	.	Enter

a. All requested variables entered.
b. Dependent Variable: Job Satisfaction

Model Summary

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension0	1	.634[a]	.402	.369	13.26531

a. Predictors: (Constant), Work Environment, Professional opportunity, Time pressure, Compensation, Promotions

AVOVA test was applied to the data to analyse the data. The results of the test show that the model developed for the evaluation of factors causing job satisfaction in the public health care sector of the twin cities of Pakistan was significant.

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4373.066	5	2186.533	12.426	.000[a]
	Residual	6510.834	195	175.966		
	Total	10883.900	200			

a. Predictors: (Constant), Work Environment, Professional opportunity, Time pressure, Compensation, Promotions
b. Dependent Variable: Job Satisfaction

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Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.168	7.117		5.925	.000
	Professional opportunity	.693	.220	1.059	3.144	.003
	Time pressure	.314	.060	.405	5.273	.000
	Promotions	.350	.051	.0532	6.825	.000
	Compensation	.075	.038	.101	1.950	.053
	Work Environment	5.699	3.928	.489	1.451	.115

a. Dependent Variable: Job Satisfaction

The above table reveals that the professional opportunities, promotions, compensation and working environment were significant towards job satisfaction. Moreover, time pressure was found to be associated with the job satisfaction in health care professionals. The results of the study have revealed that the promotions have higher significance towards job satisfaction in the public healthcare professionals. After this, professional opportunities were found to be influencing the job satisfaction in public healthcare professionals. The work environment and compensation were the least influencing element towards job satisfaction.

The results of the study have certain similarities and contradictions with the previous studies. The results of this study are similar to the earlier studies in the sense that attractive COMPENSATION policies influence the job satisfaction in a positive way (Case et al. 2002; Mohammad, 2006; Kisa, 2006 and MacDermid et al, 2008). However, contrary to Case et al. (2002), this study found that working environment which also encompasses management support does not have high level significance towards job satisfaction as compensation and promotional schemes do.

VII. Conclusion and Recommendations

The results of the study have evaluated that the job satisfaction in healthcare professionals is highly associated with certain factors which need to be developed and focused by the healthcare management. The study concludes that attractive promotional schemes have a high level influence on the job satisfaction of healthcare professionals. In addition, opportunities for professional development also influence the job satisfaction while Work Environment has lower impact on the job satisfaction of employees in the public healthcare sector. Earlier studies have reported that job satisfaction further impacts on the quality of services rendered by the healthcare professionals. The management of public healthcare institutions of Pakistan needs to improve the Work Environment. In addition, healthcare professionals must be given attractive compensation, opportunities for career development and promotions. This research was conducted on a small sample which limits its generalizability. The future researchers need to expand the scope of this study by focusing on a large sample so that its results can be generalized to the entire public health care sector of Pakistan.

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Hiring the Right People for your Organization

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Abstract - Organizations may have had the experience of hiring a person who seemed just right during the interview process and then wondered why problems arose or the person just "didn't work out." What starts as a rational process may be finalized by a hiring decision based on a "hunch." This is not to suggest that the proper hiring decision is devoid of subjective aspects, since it is important that the new person be able to work well with you. However, you will end up with fewer problems if the hiring process is carefully thought out and followed. This writing suggests a hiring process and its elements. The recommended guidelines should enable you and others involved in the process to improve your hiring average and build a more successful company.

This writing suggests a hiring process and its elements. The recommended guidelines should enable you and others involved in the process to improve your hiring average and build a more successful company.

Keywords : *hiring, responsibilities, management, performance, personnel, recruitment, supervision, motivation.*

GJMBR-A Classification : *JEL Code: D20, J50*



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Keywords : hiring, responsibilities, management, performance, personnel, recruitment, supervision, motivation.

I. Deciding whom you need

In hiring the right person, the most important information needed is the nature of the position being filled, as this becomes the basis for determining whom you need. If the position has already been established and occupied, the task of defining the requirements is somewhat easier than if it is a new position. A non managerial or first-line supervisor's position is less complex to define than is a middle manager's, where the tasks are more unstructured. Rodger and Hunter (2010).

In the case of the middle manager or executive, the job requirements may be even more difficult to establish. Yet, the proper selection is more crucial to your success. An organized approach to define managerial requirements is known as a management analysis. The information defined in a management analysis includes:

a) Functional Responsibilities

The operational functions are primary. In addition, it is necessary to specify the planning, control, coordination, and public relations functions that the new manager is expected to carry out. Be as explicit as possible in defining the role and responsibilities and how this manager will be held accountable for performance in each of these activities.

b) Supervisory Responsibilities

Identify all the positions (people) reporting to this manager and the characteristics of the people who hold these positions, so that a certain technological background or orientation can be specified as part of the position requirements if necessary. Define which of the subordinate positions are line and which are staff. Islam (2008).

c) Leadership Style

Although each manage is ultimately accountable for the performance of subordinates, certain leadership styles are more appropriate than others in certain situations. A highly directive manager of research will cause a decline in the morale and performance of the highly skilled professionals with advanced degrees, whereas the same manager in a highly structured task environment, such as manufacturing, will generally succeed much better than a more participatory manager. Mannan (2009).

d) Management Relationships

Each manager will be dependent upon other managers in your company for success, as it is impossible to carry out their responsibilities in a vacuum. Identify as clearly as possible each of the interrelationships and the specific nature of that relationship. A position that has many interdependencies, such as hospital administrator, requires a manager that communicates clearly and gets along with people extremely well. In addition to defining some of the personal characteristics needed by the manager, the nature of the duties and responsibilities will be better defined. Flamholtz, Bullen and Hua (2010).

e) Public Contact

Identify each of the spheres of public activity in which the manager will be expected to represent the firm. These may include key account development, public service organization membership, press relations, or government liaison responsibilities. Where ever possible, identify the role of the manager, the purpose or intent of such activities, and any specific objectives.

Although defining management requirements such as those described above may be difficult, it will be extremely helpful to you in identifying the type of person that is needed for key positions. Specifying the activities and responsibilities also give you an opportunity to responsibilities also gives you an opportunity to reassess the importance or necessity of those functions or activities. Any overlapping responsibilities can be identified and organizational modifications instituted as necessary before the individual is hired and problems arise. By specifying your performance expectations for each of these activities, accountability can be clearly understood by all the candidates. Weihrich (2007).

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In deciding whom you need, the requirement of the position and capabilities of the employee must both be defined carefully for best results.

The more structured positions of first-line supervisors support staff and other non-managerial workers are somewhat less complex to define. They may be defined by using a job analysis, which clarifies: Whitmore (2009).

- Work activities
- Tools and equipment
- Work performance
- Job context
- Personnel requirements

A job analysis is useful in that it generates

- Information for the preparation of job descriptions and specifications
- Employee training materials
- Job evaluation for pay purposes

Job descriptions can be developed from the information obtained in the job analysis. In undertaking a job analysis, you may find it helpful to interview the person(s) who presently hold that position in your organization (if such a position currently exists), or those who hold comparable positions. From this interview, it may be learned, for example, what problems exist, if any, in the current position, the kinds of decisions expected from the person holding the position, and the general work environment. Also, talking with the people who will interact with a new person in the position in question may provide some additional perspectives that may prove useful in the hiring process.

Besides developing specific job descriptions, you can obtain a much better sense of what kind of person you really need for that position. Any problems uncovered in job analysis need to be classified objectively as to:

- Problems with the particular person who was the previous job holder, or
- Problems associated with the particular job.

These should be addressed and resolved, if possible, before someone is hired for that position. Problems associated with the personal characteristics or experience of the previous incumbents can aid you in better specifying the kind of person you need to hire. Armstrong, Michael and Angela (2009)

II. Job Descriptions

A job description is an organized, standardized statement of the duties, responsibilities, and requirements of a specific job. Writing a job description will enable you to organize the information about a particular position and construct a hiring specification. Whitmore (2009). Before proceeding, however, it is necessary to be aware that job descriptions can never adequately summarize all the information you obtained in the course of your job analysis, so do not discard your working notes. See the Job Description Form for a sample format. This format may be useful, but do not allow any one format to constrain or limit your job description information. You may also see the need for separate formats for management, clerical, and manufacturing positions, since the job requirements are quite different.

In developing any job description, the following general categories of information should be included:

a) Job Identification

Includes information such as job title, alternate titles, department, division, and code, so that the position can be located on your organization chart and in the Directory of Occupational Titles, which is published by the Department of Labor. A brief summary description of the position, working conditions, and compensation are usually included in this section. Flamholtz (2009).

b) Duties Performed

Contains a listing of the major duties with a description of the characteristics of each. In sequencing the duties, it is useful to indicate the approximate percentage of time spent and/or priority by importance.

c) Skill Requirements

Describes the educational background, training certifications, and specific job experience requirements. The requirement levels should be stated as realistically as possible, as opposed to what you would ideally like to have. Also note that an overqualified person is as potentially troublesome as is the under qualified. Griffin (2008).

d) Supervision given and Received

Identifies the position (person) to which this job reports. If the position is a supervisory one, the number of subordinates and position titles should be indicated. Fay, Howard and Charles (2007).

e) Relation to other Jobs

As specifically as possible, describes how this position relates to other positions and the position responsibilities to any other department. Describes how, if relevant, the position is dependent on other positions for job performance.

f) Working Conditions and Resources

Identifies the aspects of the job environment that will affect the position or have a bearing on how the job is carried out. This section is particularly useful in describing machines, tools, and materials that would be

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utilized in a manufacturing position or office equipment and automated equipment used in clerical or secretarial positions.

g) Performance Evaluation

In most traditional job descriptions, this category does not appear. However, you will find it very helpful to define specifically the performance benchmarks that will be used in evaluating performance. This expectation should flow from your identification of job duties and skill requirements. Brumet, Flamholtz and Pyle (2011).

When writing job descriptions, be as clear and specific as possible. Vagueness or generalities will impede hiring the right person and managing his or her performance. Clarity is preferred over style.

> Job descriptions serve as summaries of duties, responsibilities, skill requirements, supervision, relations to other jobs, working conditions, and performance expectations.

Pope (2009)

III. Hiring Profiles

Through the management analysis, job analysis, and the summary provided by the job description, you have been attempting to define the specific needs of a particular position. Although this analysis can provide an operational audit of your organization, the primary purpose is to describe or profile the ideal candidate for this position and the compromises you might be willing to make in the specifications. There are several differences between a job description and a hiring profile. Thompson and James (2007). The hiring profile not only includes the specifications listed in the job description, but also includes personality characteristics or style identified in the management analysis, such as communication or interpersonal skills that might be necessary for success in this position.

You may have indicated in your job description the duties in order of time spent or importance. If so, it should be easy to decide for which of those functions you will be willing to accept less than the stated education and work experience requirements, it is necessary then to specify the absolute minimum that would be acceptable and what, if anything, the candidate would need to do during a probationary period to meet expected requirements. You will incur costs if you specify training courses, tuition refunds, workshops, on-the-job training, or the like. If requirements are not flexible, it means that a candidate who fails to meet them will automatically be excluded from consideration. This exercise, besides reassessing the appropriateness of the stated requirements, will provide a larger pool of candidates for consideration and greater flexibility in the hiring process.

Job Description Form

Form 1 **IDENTIFICATION FACTS**

Job Title _____ Location _____

Other titles used _____ Number employed: M_____ F_____

Brief summary of nature or function of job* _____

_____

Code number**_____

Salary range: Minimum _____ Maximum _____

Average bonus or incentive payment _____

Working hours:_____ Shift: _____ From _____ To _____

Overtime: _____ never _____ Seldom _____ frequent; average hours per week: _____

Misc. _____

* A 1-sentence description, to give a general idea of job.

** Job definition (from the Dictionary of Occupational Titles; your local State Employment Service Office can be helpful.)

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Form 2 **SKILL REQUIREMENTS**

Educational Requirements: (general education- -grade or years)

Grammar School _____ High School _____ Business School _____ College _____

Specific education for job

_____

Job Experience:

Previous experience required: None _____

Acceptable type and length _____

Average length of time with organization

_____

Previous jobs normally held

_____

Next job in line of promotion

_____

Relation to Other Jobs: Contacts regularly as part of job:

Within the Company _____ Outside the Company _____

Exercises Supervision Over:

Position of individual : _____

Subject of supervision: _____

Is Supervised by: Position of individual Subject of supervision

Immediate supervisor _____ _____

Others _____ _____

Job Duties:

Regular:

Before open for business _____

During business hours _____

After business hours _____

Periodic (weekly or monthly):

Performed on regular time _____

Performed after hours _____

Occasional: Performed on regular time _____

Performed after hours _____

Job Knowledge: Policies and Regulations

General Special and Departmental

_____ _____

_____ _____

Procedures and Methods

_____ _____

_____ _____

Technical Information Related Information

_____ _____

Use of Equipment: Types of equipment:: _____

Special operations _____

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Form 3 **RESPONSIBILITIES**

Direction & Group Leadership:

None _____ Occasional _____ Frequent _____ Continual _____

Nature of responsibility _____

Business Operations:

None _____ Occasional _____ Frequent _____ Continual _____

Nature of responsibility _____

Care of Equipment:

None _____ Occasional _____ Frequent _____ Continual _____

Nature of responsibility _____

Safety and Health of Others:

None _____ Occasional _____ Frequent _____ Continual _____

Nature of responsibility _____

Contact with Public: None _____ Occasional _____ Frequent _____ Continual _____

Form 4 **EFFORT DEMAND**

Physical Activities

_____ Standing	_____ Turning	_____ Reaching	_____ Pushing	_____ Smelling
_____ Walking	_____ Running	_____ Throwing	_____ Pulling	_____ Testing
_____ Balancing	_____ Stooping	_____ Lifting	_____ Fingering	_____ Hearing
_____ Climbing	_____ Sitting	_____ Carrying	_____ Feeling	_____ Seeing

Worker Characteristics

_____ Planning	_____ Talking	_____ Making decisions
_____ Directing others	_____ Showing initiative	_____ Working rapidly
_____ Writing	_____ Getting alone with people	
_____ Showing enthusiasm	_____ Working at various tempos	
_____ Being well groomed	_____ Concentrating amid distractions	
_____ Controlling emotions	_____ Remembering names and faces	
_____ Using arithmetic	_____ Remembering details	
_____ Working accurately	_____ Examining and observing details	
_____ Discriminating colors	_____ Attending to many items	

Form 5 **WORKING CONDITIONS**

_____ Inside	_____ Hot	_____ Dirty	_____ Inadequate light
_____ Outside	_____ Cold	_____ Dusty	_____ Inadequate ventilation
_____ Humid	_____ Dry	_____ Odors	_____ Working with others
_____ Hazards	_____ Wet	_____ Noisy	_____ Working around others
_____ High places			_____ Working alone
_____ Change of temperature			_____ Working under pressure

Detail of Working Conditions (summary based on working conditions) _____

Details of Hazards _____

Permissible Handicaps: Limb _____ hearing _____ Sight _____

Source: "How to Write a Job Description," Management Aids for Small Manufacturers No.171 (Washington, D.C.: Small Business Administration, 2010), pp. 3 – 4

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IV. Recruitment

Many companies actively pursue a policy of promoting from within by widely publicizing all openings, providing training for promotion, and maintaining personnel skills inventories. There are many positive motivational factors associated with such a policy, and it should be seriously considered. However, lip service adherence to this policy by only posting openings on some secluded bulletin board will adversely affect morale.

Having internal and external candidates may cause problems if an outsider is picked. Communicating clearly to your employees that a particular position is open, the job and candidate expectations, and that you are looking outside as well as inside will preclude some of these problems. Assuming you are unable or unwilling to promote from within, the next phase is to seek out actively as many potential candidates as possible. Note that all other phases of the hiring process will be used for internal as well as external candidates. Some of the possible recruiting sources include: Bourne, Franco and Wilkes (2008).

a) Recommendations of Present Employees

This approach has the best overall retention rate of all the sources. An employee probably is not going to recommend personally someone who will be a problem and will tend to provide the candidate with accurate information about the company. Managers tend to prefer hiring people they know and like or have been recommended to them by someone they trust or respect.

b) Unsolicited Applicants

This is the next best source of successful candidates. Your public relations, advertising, and other recruiting activities will attract candidates.

c) Advertising

As with your product advertising, the media selected must be targeted on the desired audience of potential candidates or the returns will be few in number and not of the desired quality.

d) Employment Agencies

Private agencies develop specialties that may provide some concentrated attention to your requirements. These organizations charge a fee for placing an individual with your company. They will bury you with resumes unless you are explicit in your specifications and are serious in holding to them. State unemployment offices are generally not very useful; the staff tends to be overworked and under qualified.

e) Schools and Colleges

You may find it valuable to develop relationships with neighboring colleges and technical schools. Student performance in summer jobs or co-oppositions can be observed closely before a hiring commitment is made, which is an advantage you do not have with other external candidates.

These are the most common sources of candidates and should be evaluated periodically for retention rate and cost by job categories. Within your budget constraint, use as many sources as possible to obtain a sufficient pool of candidates.

> In recruitment, use all sources that will generate the largest pool of qualified candidates.

V. Interview and Selection

Standard personnel practice is to have candidates complete an applicant blank and have a brief preliminary interview. The application form will be most useful to you in checking references ad initiating personnel file if the person is hired. Preliminary interviews only serve to screen out the obviously unqualified. Employment testing is highly controversial. The most successful tests are usually skill related, such as typing tests, whereas personality or aptitude tests are of questionable value.

The employment interview is a crucial part of the hiring process and needs to be carefully planned. Your key objective is to match the candidate's skills and capabilities to the requirements that were incorporated in the hiring profile and determine how well the person meets those requirements. The interview should proceed from the most important to the least important. Have the candidate give as many illustrations as possible as to how well he or she meets a major requirement. Resumes ad applications forms are usually inadequate for this assessment and may mask the needed information. Only through careful probing during the interview can the necessary information be obtained. Winggrove (2009)

> The job interview should be carefully planned and directed toward obtaining objective information on how well the candidate matches the hiring specifications.

The actual conduct of the interview should take place where interruptions can be avoided and the setting is businesslike, yet conducive to a relaxed conversation. Remember – it is an interview, not an interrogation, and the candidate should do most of the talking. Your demeanor and style will portray the

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company to the candidate and in no small way affect whether the candidate is interested in your company. It is highly recommended that you accurately portray the company and the position to the candidate. The better the information the candidate has, the less chance there will be that a good employee will quit because he or she discovers that you have given misinformation about the job or company, and a greater probability that the "right" person will be hired.

Before concluding the interview, review your notes to make sure that the information obtained from the candidate is accurate. Check with the candidate any questionable points of information. Indicate the decision time frame and that you will check references. Try to be responsive to a candidate's need for a prompt answer, but do not be railroaded. Allow sufficient time to answer all the candidate's questions and leave open the opportunity for the candidate to ask further questions in the next day or two. Don (2008).

Once you have narrowed your list to about five candidates, references should be checked. The references provided almost always respond positively about the candidate. References from the last two previous jobs will be more informative than personal references. Contact the previous employers by phone rather than letter. In this way you can prove questionable areas. Concentrate your questioning on the skills and capabilities you require that might have been demonstrated on a previous job. Once all the references have been checked, the final selection is made by comparing each of the remaining candidates against the hiring specifications and selecting the one that best fits them.

> Talking with the candidate's past employers is the most important reference check. Verify job accomplishments that demonstrate the capabilities you need for the position to be filled.

The best candidate selected is contracted and offered the job. There is usually some flexibility in the salary negotiations, particularly at the managerial level. However, be careful that the salary negotiated is not out of line with similar positions. If the salary is tool high, your other employees will be dissatisfied, and if it is too low, the new employee will become discontent. Weihrich and Buhler (2009) Salary information usually becomes known, even with the best security. Upon acceptance of the offer, it is a good public relations policy to notify the other candidates as courteously and promptly as possible.

VI. Employee Orientations

An activity that is often ignored or quietly dispensed within a small company is orientation. The purpose of orientation is to integrate the new employee into your organization as quickly and effectively as possible. Some of he data common to orientation include:

a) Company Information

such things as history, current activities, organization chart, and where the new employee fits into the total scheme of things.

b) Personnel Policies and Practices

Attendance, lateness, illness, personal time practices, benefit plans with dates of eligibility for enrollment and any special services. In addition to presenting this information to the new employee, an employee handbook containing such data can be distributed after the presentation. (See the sample Employee Handbook: Table of Contents below).

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Employee Handbook:
SAMPLE TABLE OF CONTENTS

1 – WELCOME MESSAGE
2 – HISTORY OF THE COMPANY
3 – THIS IS OUR BUSINESS
4 – YOU AND YOUR FUTURE
5 – WHAT YOU WILL NEED TO KNOW

Working hours
Reporting to Work
"Time Clock"
Rest Periods
Absence From Work
Reporting Absences
Employment Record
Pay Period
Shift Premiums
Safety and Accident Prevention
Use of Telephones
How To Air Complaints

6 – THESE ARE YOUR BENEFITS
- Vacations
- Holidays
- Group Insurance
- Hospitalization & Surgical Benefits
- Free Parking
- Training Program
- Christmas Bonus
- Savings Plan
- Profit-Sharing Plan
- Suggestion Awards
- Jury Duty
- Military Leave
- U.S. Old Age Benefits
- Unemployment Compensation
- Equal Employment Opportunity

7 – THESE SPECIAL SERVICES ARE FOR YOU
- Credit Union
- Education Plans
- Medical Dispensary
- Employee Purchases
- Company Cafeteria
- Monthly Magazine
- Annual Outing
- Bowling League
- Baseball Team

8 – INDEX or TABLE of CONTENTS

Source : "Pointers on Preparing an Employee handbook," Management Aids No. 197, (Washington, D.C.: Small Business Administration, 2011), p. 3-4.

VII. Temporary Help

Temporary help may be effective in certain instances, such as in taking physical inventories, performing special projects, or covering during an illness or vacation. The advantages of using temporary help include: they are skilled and bonded, your staff does not become accustomed to collecting overtime,

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and although the temporary hourly rate is higher, the total costs (benefits, personnel services, and so on) are lower. Disadvantages include the need for closer supervision and direction, and some resentment on the part of your own employees over losing overtime pay. Friedmann (2005). Temporary help should be just that – temporary. If it becomes a standard part of your operation, job assignments and staffing patterns need to be reviewed.

Another approach to handling short-term activity bulges or less than full-time work loads is to hire part-time employees. A number of computer firms, for example, have had good success with hiring skilled housewives as programmers. They work at home or come to work after the children go to school and leave before the children come home. These employees are paid by the job or by the hour and are not entitled to the benefits given full-time employees. Some companies compensate for the lack of benefits by increasing the hourly rate or providing limited benefits. Dulewicz (2009).

Temporary help services may be an effective way of meeting short-term staff overload activities, provided the temporary aid is carefully planned and supervised.

VIII. Motivation and Pay

The issue of money and motivation is highly controversial; money takes on aspects of status, prestige, and achievement, which are recognition motivators. Research indicates that paying someone more than the job is worth will cause the person to work proportionately less. Experiences with piecework incentives and straight commission pay plans have not been overly successful, and for the most part they have been replaced with group incentives.

Motivation is not something you do to someone else; motivation is self-initiated. You can encourage the potentially highly motivated individual in the following ways: Bannister and Balkin (2008).

- Pay appropriately for the job and provide benefits comparable to similar firms in your area.
- Reward individuals in proportion to their contributions to their unit and/or company if an incentive plan is used.
- Be clear about expectations. In the following chapter we discuss Management by Objectives. This is a good approach to defining in advance what is expected and when. It also provides objective information for performance evaluation.
- Define jobs in a manner that encourages the assumption of responsibilities and involvement is successfully carrying them through to completion. The "division of labor" approach to job responsibilities can be carried too far. If it is, the result will be menial pieces of a job that are stultifying to the employee.
- Encourage advancement by providing on-the-job training, tuition refunds, or the like. Some thought might be given to career paths so that promotions are planned and organized not only to reward the employee, but to meet the future staff needs of your company.
- Train your supervisors and managers to be more sensitive to the needs of their employees and to those things that will motivate or "turn off" employees.

Performance is the sum of ability plus motivation. The work must be done. It will be done faster and better if the employees are motivated.

IX. Conclusion and Recommendations

One of he best tactics for reducing the number of problem employees is to follow the guidelines suggested earlier on recruitment, interview and selection. However, you will still be confronted with the employee having difficulties or causing problems. You will need to balance firmness with fairness and compassion with performance. Each problem" is not an isolated event, affecting only that individual, but a troublesome chain of events that can severely affect morale and performance of an entire unit if not handled properly. If your employees are unionized, they are probably covered by a negotiated grievance procedure, which will restrict your actions. It is appropriate periodically to review the effectiveness of the process and negotiate improvements.

Grievance procedures and disciplinary actions are needed to resolve legitimate employee complaints and to gain adherence to a reasonable code of conduct.

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Even if your company is unionized, there is need to develop a disciplinary process and policy. Disciplinary actions may or may not precipitate grievances, which would be covered under the contract. The following guidelines will be useful in developing such a disciplinary process:

a) Establish a minimum number of rules. For example, don't establish a dress code if it is not important to safety. Excessive rules invite disobedience and lack of respect for all rules. Good supervisory practices will discount the need to formalize all desired behaviors into rules.
b) Communicate the rules clearly and the intent to enforce them.
c) Institute fair but appropriate penalties for rule violations and for repeated violations of the same rules. Some of the common penalties used, in order of increasing severity, are:
   i. Oral reprimands.
   ii. Written reprimands.
   iii. Loss of privileges.
   iv. Fines.
   v. Suspensions.
   vi. Discharges.

Remember that intention or attitude is not punishable. Rule enforcement is based on observable behaviors.

d) Do not take action when you are angry, as your judgment will be affected. Take time to find out what really happened and why.
e) When meeting with the employee, try to stress his or her positive contributions, at the same time not condoning the rule violation. Endeavor to have the employee work out a plan of action for avoiding future violations.
f) Make sure that your supervisors consistently enforce rules and regulations; repeated forgiveness will undermine the perceived importance of the rules and they may well become unenforceable if taken to court.

Punishment is not a motivator and of questionable value as a deterrent. Your relationship with the employee will make the biggest difference.

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3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

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Approach:

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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