

**MAKERERE UNIVERSITY**

**LOCUS OF CONTROL, SELF EFFICACY, CAREER COMMITMENT AND CAREER  
TURNOVER INTENTIONS AMONG TEACHING STAFF.  
(ACASE OF PUBLIC UNIVERSITIES IN UGANDA)**

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**DECLARATION**

I declare that this dissertation is a result of my own independent investigation. It has not been submitted to any other institution for any award. Where the work of others has been used, due acknowledgement has been done.

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Reg. no. 2008/HD10/14371U

Signature..... Date.....

**APPROVAL**

This dissertation has been submitted for examination with my approval as the University  
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Signature.....Date.....

**DEDICATION**

To my parents Mr and Mrs Omoding Onyoin Michael and my daughter Cordelia Hannah

Akureje

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### **ABSTRACT**

This study focused on identifying the relationship between behavioral variables of locus of control, self efficacy, career commitment and career turnover intention among teaching staff in five public universities located in different regions of Uganda. The study specifically addresses three objectives of determining the relationship between academic locus of control and career commitment, examining the relationship between self – efficacy and career commitment and establishing the relationship between career commitment and intentions to turn over.

A cross sectional survey design with a sample taken from the total academic staff population in the five universities ( $n= 336$ ) was used to examine employees' perceptions of locus of control, self efficacy, career commitment as well as possible work outcome of career turnover intention.

The study findings revealed that two of three dependent variables (self efficacy and career commitment) were significant predictors of career turnover intention. Relationship findings showed that there was a positive but non significant relationship between locus of control and career commitment, a positive and significant relationship between self efficacy and career commitment and a positive and significant relationship between career commitment and career turnover intentions.

Accordingly, this study's principal value is its indication that behavioral-oriented constructs may be useful determinants of career turnover intentions. Other implications for management theory and practice generated out of the study findings are also discussed, as well as suggestions for further inquiry into career turnover intentions.

## CHAPTER ONE

### 1.1 Background to the study

Turnover intention at the organizational level has received a considerable amount of research attention (Houkes, Janssen, de Jonge, & Nijhuis, 2003; Mitchell, Holtom, Lee, Sablinski, & Erez, 2001; Shaw, Delery, Jenkins, & Gupta, 1998; Vandenberg & Nelson, 1999) and is argued to be one of the best predictors of actual turnover (Hom, Griffeth, & Sellaro, 1984; Steers & Mowday, 1981). The turnover challenge appears to be significant in the field of tertiary education in sub-Saharan Africa.

Tettey (2006) notes that, turnover has eroded the expertise base of African universities to the extent that there is not enough capacity to provide quality training for new generations of citizens. As such, Tettey (2006) further observes that, this is having a weakening effect on African continent's ability to make strides in the areas of socio-economic and political development. The scenario is worsened, according to Ndulu (2004), as even the narrow high skill base that exists is being eroded at a very fast rate by the outflow of professionals to more developed countries of the world.

The United Nations Conference on Trade and Development (UNCTAD) estimates that, roughly 30 per cent of the region's university-trained professionals live outside Africa, while another estimate Cornish, (2005) suggests that up to 50,000 African-trained Ph.D.s are working outside Africa. In Uganda, Makerere University Business School, an affiliate of Makerere University reported a loss of fourteen (14) senior academic staff in the period of 2007-2009 (Office of the School Secretary), Kyambogo University lost thirteen (13) academic staff in a span of two years, 2008-2009 (Human resource office – Staff records). This situation is continuously challenging the achievement of higher institutions mandate that includes, teaching to produce high level man

power, applied research, publication of books, journals and research papers, public service through extension activities, serving as store-houses of knowledge and as centres of excellence in all human endeavours (Government White Paper, 1992). The incapacity to execute these is partly witnessed by a severe drop in the international rankings of state universities (Mamdani, 2007)

While the intention and demonstrated attrition of qualified academics has been accounted for by structural factors like pay and organizational conditions such as Role Conflict, Role Ambiguity, Opportunities for Professional Development, and Social Support (Mamdani, 2007; Tekleab et al. 2005; Currall et al. 2005; Acker 2004; Mor-Barak, Nissly & Levin, 2001; Trevor et al. 1997), the interconnections between the psychological and structural factors behind intention and actual turnover are not well documented (Tettey, 2006). Though structural inadequacies may be the more obvious and could lead to psychological dissatisfaction, attention to psychological manifestations of employee discontent may provide invaluable early warning signals. This can alert administrators to appropriate action that may not be addressed by structural change no matter how well conceived and designed.

The major force for using behavioral intentions in predicting turnover stems from theoretical perspectives in which intentions are held to be influenced by calculative beliefs about behavior (Fishbein & Ajzen 1975), and that turnover intentions have shown to be strongly related to actual turnover (Tett & Meyer, 1993)

The high focus on structural factors as mitigators and causes of intentions to quit have overshadowed the rather silent behavioral influences like, locus of control and self-efficacy

which are important motivational constructs that influence individual choices, goals, emotional reactions, effort, coping and persistence (Gist & Mitchell, 1992). Barling & Beattie (1983) and Hill, Smith, & Mann, (1987) indeed show that employees who feel capable of performing particular tasks will perform them better and will cope more effectively with change. Thus, the outstanding challenge is to draw the necessary emphasis to the behavioural anchors that build into intentions to turnover amongst teaching staff.

## **1.2 Statement of the problem**

Public Universities have a high number of staff with feelings of leaving their career. This is evidenced by high voluntary turnover rates coupled with low morale, all of which contribute to poor job-related productivity. This intention to quit the career is seen to hinder academic staff ability to execute higher institutions mandate of teaching to produce high level man power, undertaking applied research, publication of books, research papers and public service through extension activities. The explanation for this limited commitment to the academic career has not thoroughly been identified. Most of the explanatory attempts have been based on factors that explain employee motivation to stay in an organization than in the career, and on structural aspects such as pay than perceptions akin to personal beliefs. This study will attempt to address this conceptual gap in explaining academic staff turnover intentions.

## **1.3 Purpose of the study**

The purpose of the study was to find out the relationship between, locus of control, self efficacy, career commitment and intention to turnover amongst teaching staff in state universities.

## **1.4 Objectives of the study**

- I. To determine the relationship between locus of control and career commitment
- II. Examine the relationship between self – efficacy and career commitment

III. Establish the relationship between career commitment and intentions to turn over

## **1.5 Research Hypothesis**

*H1. Teaching staff internal locus of control positively correlates with career resilience*

*H2. Teaching Staff with internal locus of control positively identify with their careers*

*H3. Teaching staff with external locus of control engage in planning for their career*

*H4. Self efficacy positively relates to career commitment to a career among employees*

*H5 Career resilience negatively relates to turnover intentions among academic staff.*

*H6 Career Identity is negatively related to turnover intention among academic staff*

*H7 Career planning is positively related to turnover intentions among academic staff.*

## **1.6 Scope of the study**

### **1.6.1 Conceptual Scope**

The study conceptually focuses on the relationship between locus of control, self efficacy, career commitment and intentions to turnover.

### **1.6.2 Geographical Scope**

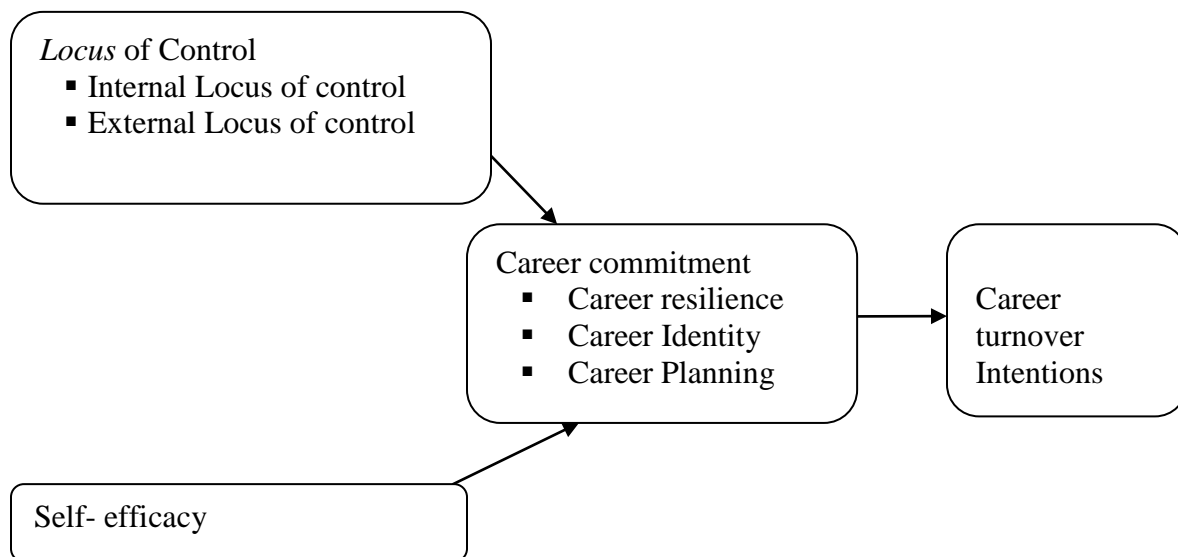
The study focuses on public universities in Uganda that include Makerere University (including its affiliate Makerere University Business School) Kyambogo University, Mbarara University of Science and Technology, Gulu University and Busitema University.

## **1.7 Significance of the Study**

- I. The results of the study are valuable for HRM practice, especially with regard to selection of individuals to join academic careers, such that those whose stable traits do not march the career are not hired.

- II. The study also fills the existing research gap by utilizing locus of control, self efficacy and career commitment as turnover intention intervention strategy, and as such is of value to administrators of higher learning institutions, researchers, academics and practitioners.
- III. The results of the study are also beneficial to individuals, as it provides relevant insights that guide in making career choices that are congruent with personality and perceptual orientations.
- IV. The study also serves as a think piece for educational leaders interested in facilitating long-term initiatives and strategies aimed at building a desire for academic careers from potential academics outside of the academia through reinforcing, self-efficacy and internal locus of control .

## 1.8 Conceptual Framework



**Source:** Model obtained through review of literature from (McAllister et al, 2007; Poon 2004; Kidd and Green, 2004; Watkins, 1987, Lee, Carswell, & Allen, 2000; Carson & Bedeian, 1994; Bandura, 1998)

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Locus of Control and Career Commitment

In the existing psychology literature, locus of control is theorized as a personality variable defining how individuals view outcomes in terms of their perceived control over future events and environmental influences (Rotter, 1966). Locus of control has also been viewed in regards to ones perception of the rewards or reinforcement (Rotter, 1966). The argument is that, individuals perceive the effect of rewards or reinforcement differently depending on whether the person explains the reward as dependent on his own behavior or independent of it. The *locus* of control identifies two types of individuals; those with internal Locus of Control, who perceive success and failure as a consequence of their own actions and reactions, and those with an external *Locus* of control, who attribute both success and failure to external factors such as luck, coincidence, fate or the influence of people stronger than themselves.

These generalized attitudes, beliefs, and expectations can affect a variety of behavioral choices in many different life situations Rotter (1966). Besides the identified effect of locus of control on job stress and strain (Spector & O'Connell, 1994), work and client participation (Duvdevany & Rimmerman, 1996), academic achievement (Bar-Tal and Bar-Zohar , 1977), consultative decision-making (Selart, 2005) among others, Ketz & Keim (2002), indicate that locus of control has been implicated in a wide variety of career and vocational behaviors. For this study though, specific focus will be on ascertaining the influence of locus of control on ones commitment to career in academics.

According to Aremu (2004), the broader area of employee commitment as a research interest has begun to receive some serious attention in the last decade. This is corroborated by Mowday (1998), Varona (1996) and Mowday et al. (1982), when they assert that employee commitment within the private sector has received significant research focus. Metcalfe and Dick (2001) though, are of the view that there have been far less research on the job commitment of public sector employees generally. This study will try to bridge this gap by studying career commitment of teaching staff in academic institutions in public universities in the Ugandan context.

Career commitment and occupational commitment have been areas of interest in the careers literature for some time and the terms are used in similar ways (Kidd & Green, 2004). Blau (1985), conceptualized career commitment as one's attitude towards one's vocation, including a profession and developed a uni-dimensional measure which attempted to distinguish career from job, work or organisational commitment. To Lee *et al.* (2000), the term occupational commitment, is defined as commitment to "an identifiable and specific line of work that an individual engages in to earn a living at a given point in time".

Carson and Bedeian (1994) drawing on the work of Blau (1985), Greenhaus (1971), Hall (1971) and London (1983) too suggested multidimensional conceptualization of career commitment comprising three components: "*career identity*", establishing a close emotional association with one's career; "*career planning*", determining one's developmental needs and setting career goals; and "*career resilience*", resisting career disruption in the face of adversity (Lydon and Zanna, 1990). It is this conceptualization of career commitment that is used in this study, since it



is felt to be important to understand the antecedents of affective attachment to academic career, the career resilience of academic staff and their proactive career planning.

From the above review of literature, the following research hypothesis on the relationship between locus of control and career commitment are derived;

- H1. Teaching staff internal locus of control positively correlates with career resilience*
- H2. Teaching Staff with internal locus of control positively identify with their careers*
- H3. Teaching staff with internal locus of control do not engage in planning for their careers*

## **2.2 Self - Efficacy and Career Commitment**

Bandura (1995) defined self efficacy as the “beliefs in one’s capabilities to organize and execute the course of action required to manage prospective situations” (p. 2). It is a construct based on cognitive and behavioral concepts that Bandura (1977b) describes as an individual's perception of his or her skills and abilities and whether the skills/abilities produce effective and competent actions.

According to Betz & Hackett, (1981), Self-efficacy was first introduced into the career and vocational development literature through the construct's relationship to perceived career options. Its use was further expanded as social cognitive theory was related to career and academic interest, and career choice and performance (Lent, Brown, & Hackett, 1994). The concept of Self-efficacy theory has since been applied to a variety of career and vocational related behaviors including job search intentions (Eden & Aviram, 1993; Van Ryn & Vinokur, 1992), career choice (Betz & Hackett, 1981), task performance and persistence (Jacobs, Prentice-Dunn, & Rogers, 1984), interview readiness and performance (Stumpf, Austin, & Hartman, 1984), and employment outcomes for individuals with psychiatric disorders (Regenold,

Sherman, & Fenzel, 1999). However, no or at least little research to the knowledge of the researcher has been done on self efficacy relationship to career commitment in public universities especially in Uganda and this study seeks to fill that gap.

Bandura's conceptualization of self efficacy encompasses two components, efficacy expectations and outcome expectations. *Efficacy expectations* refer to one's conviction that he or she can successfully produce the behaviors that will lead to a desired outcome, while *outcome expectations* refer to one's belief that a particular course of action will produce a certain outcome (Bandura, 1977a). Because these components are felt to apply, the study will be limited to them. It is argued that Efficacy expectations have an effect on one's choice of settings, behaviors, and persistence (Bandura, 1997b). That, individuals with low efficacy expectations will likely avoid situations in which they feel unable to cope, instead, they will seek out situations in which they feel that they will be able to handle (Strauser *et al*, 2002). Also, individuals who have high levels of efficacy expectations will be more likely to persist with behaviors when they become difficult and will therefore be more likely to execute the behavior successfully (Bandura, 1998). This ideally offers logical support to Steese *et al* (2006) assertion that, personal confidence is more important to achievement than actual ability, and Bandura (1997) finding that high self efficacy leads to resilience. In relation to career commitment, it can therefore be hypothesized that,

*H4. Self efficacy positively relates to career commitment among employees*

### **2.3 Career Commitment and Intentions to Turnover**

Turnover intent is defined as a worker's desire to remain or relinquish organizational employment ties within a given time frame (Price & Mueller, 1981). Firth, Mellor, Moore and

Loquet (2004) observe that, while actual quitting behaviour is the primary focus of interest to employers and researchers, intention to quit is argued to be a strong surrogate indicator for such behaviour. This is supported by, researchers such as Ajzen and Fishbein (1980) and Igbaria and Greenhaus (1992), who also argue that intentions are the most immediate determinants of actual behaviour.

However, according to Firth *et al* (2004), while it is reasonable to argue that intentions are an accurate indicator of subsequent behaviour, there is still no knowledge on what determines such intentions. Numerous researchers (e.g. Bluedorn, 1982; Kalliath and Beck, 2001; Peters *et al.*, 1981; Saks and Ashforth, 1996) have attempted to answer the question of what determines people's intention to quit by investigating possible antecedents of employees' intentions to quit. To date, there has been little consistency in findings, which to Firth *et al* (2003) is partly due to the diversity of constructs included by the researchers, the lack of consistency in their measurements and the heterogeneity of populations sampled. This is also consistent with Blau and Lunz (1998) contention that, turnover research has focused largely on male and non-professional populations and on intentions to leave an organization rather than an occupation. This study will attempt to add knowledge on determinants of turnover intentions and account for the intention to leave the career than organization in the context of public universities in Uganda.

In relation to career commitment, Lee *et al* (2000) Meta analysis of over 18 studies shows strong and clear link between career commitment and intention to leave the career field. For the sample dimensions of career resilience, career identity and career planning, it is therefore hypothesize here that;

*H5 Career resilience negatively relates to turnover intentions among academic staff.*

*H6 Career Identity is negatively related to turnover intention among academic staff*

*H7 Career planning is positively related to turnover intentions among academic staff*

## **2.4 Chapter summary**

In the academic profession where longevity in the line of work is critical to achieve the mandate such as research and d publication, ensuring the sustainability of staff is both important and critical. The irony though, is in the fact that antecedents to staff sustainability behavior have not thoroughly been identified. Whatever has been identified is either limited conceptually or in scope. Most of the arguments have been placed on determinants to explain employee motivation to stay in an organization not in the career, on structural aspects such as pay not perceptions such as personal beliefs, on contexts outside the career of academics and on private rather than public institutions. This review acknowledges and highlights the current published debates on the variables of study and as add knowledge by addressing these conceptual and contextual gaps.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The study was carried out using a quantitative cross sectional survey design, in which data relating to the study variables was gathered from the sample study population. The design was adopted because the researcher had interest in gathering data that represents what was going on among teaching staff in public universities at the time.

#### 3.2 Study Population

This study covered full time academic staff in all the five universities gazetted by Public and tertiary institutions Act (2001) as public universities. These include Makerere University Kampala, Makerere University Business School, Kyambogo University, Mbarara University of Science and Technology, Gulu University and Busitema University. These institutions have academic staff populations of 1413 (Central Registry –Makerere University), 274 (Office of the school secretary), 391 (Human resource office – staff records), 211 (Human resource office), 192 (Human resource office), 157 (office of the University Bursar), respectively. The public institutions were chosen because availability and high level of exposure of information demonstrating the presence of the studied behaviour through actual voluntary turnover numbers.

#### 3.3 Sampling Size and Design

A sample of 323 was selected from a population of 2638 (Bartlett et al, 2001) in all the five public universities. However, because of the anticipation of delayed or non response from some respondents, the researcher sent out 350 questionnaires to cover for a possible shortfall. 336 were returned and used for analysis. A simple random sampling method was employed to select the sample.

### **3.4 Data Sources**

#### **3.4.1 Primary Data**

The main data source for this study was primary data. Data was generated from responses from the study respondents using a structured standardized questionnaire containing closed ended questions. The questionnaire was designed in congruence with the research objectives and hypothesis.

#### **3.4.2 Secondary Data**

This was obtained from records of public universities, published Journals articles and Government of Uganda records. This data included the number of public institutions, categorization of levels of academic staff, number of academic staff, location of public universities and other characteristics of public Universities.

### **3.5 Data Collection Instruments**

The researcher used questionnaires to collect data for the study. Questionnaires were used to collect primary data. These questionnaires comprised of only closed ended questions on which respondents were designed to scale, for the respondent to indicate their level of agreement. The choice of questionnaire as a data collection instrument was its ability to provide, to scale response provision that enables responses to be provided within a short period of time.

### **3.6 Measurement of Research Variables**

The standard questionnaire built on a likert scale was used to get quantifiable data. Participants indicated their agreement or otherwise to the items by responding from *very true to me* to very *untrue to me*.

The instrument measured;

*Locus of control*

To measure the locus of control dimensions of internal versus external locus of control, the participants completed the Work Locus of Control Scale (WLCS; Spector, 1988).

#### *Career commitment*

This was measured using nine items from Carson and Bedeian's (1994) measure of career resilience, career identity and career planning.

#### *Self Efficacy*

To measure self efficacy, the researcher adopted Ralf Schwarzer & Matthias Jerusalem, (1993) which to the researcher was relevant to this study.

#### *Turnover Intentions*

The turnover intention items were taken from the scale developed by Kelloway, Gottlieb, and Barham's (1999).

### **3.7 Reliability Test**

A Cronbach alpha test was computed as a measure of scale reliability. Every variable was tested for reliability basing on the responses of seventy participants in the pilot study.

The Table 1 below shows the alpha coefficients for the four study variables.

*Table 1: Reliability Test*

<b>Variable</b>	<b>Alpha coefficient</b>
Locus of Control	0.673
Self Efficacy	0.533
Career Commitment	0.712
Intention to turnover	0.669

*Source: Primary Data*

Since the internal consistency tested the Alpha coefficients indicated in the table above exceed 0.5, then the scales used to measure the study variables are reliable (Cronbach, 1951). Expert opinions on the adopted measures as well as factor analysis during pre-testing stage were used to ensure that the scales were valid to measure the variables.

### **3.8 Data processing and Analysis**

The data collected from the study respondents was organized and edited to ensure accuracy, completeness and consistency. The organization of the data enabled the data coding to be done. The Statistical Package for Social Sciences (SPSS) was used to carry out the analysis. The analysis involved Pearson correlation coefficients to establish the strength and direction of the relationships among the variables of the study, Multiple regressions analysis to establish the extent to which independent variables predict the dependent variable, Cross tabulations to describe sample characteristics as well as Analysis of Variance (ANOVA) tests to establish the difference in perception on variables in relation to various categories studied within the various categories in the demographic characteristics.

### **3.9 Ethical Considerations**

The researcher obtained an introduction letter from the Graduate Research Center which was presented to the institutions to get permission to collect data from their staff. This letter also accompanied the researcher's questionnaire and a cover page that indicated the reason for the study and a request to have the individuals to respond to the questionnaire. The request explicitly indicated the researcher's promise to keep the identity of the respondents anonymous and to use the findings for purely academic purpose.



## CHAPTER FOUR

### RESULTS AND FINDINGS OF THE SURVEY

#### 4.1 Introduction

This chapter presents the results and the interpretation of the study findings. The presentation of the results is guided by the research hypotheses; as such the statistics are a reflection of what it took to answer the hypotheses in the study. The findings are qualitative and quantitative and are obtained from primary data and presented in tables. The relationship between variables was ascertained cross tabulations, correlations, multiples regression and analysis of Variance (ANOVA). The findings in this study are interpreted in relation to the hypothesis generated in the study.

The following hypotheses guided the study

- H1. Teaching staff internal locus of control positively correlates with career resilience*
- H2. Teaching Staff with internal locus of control positively identify with their careers*
- H3. Teaching staff with internal locus of control do not engage in planning for their careers*
- H4. Self efficacy positively builds the commitment to a career among employees*
- H5. Career resilience negatively relates to turnover intentions among academic staff.*
- H6. Career Identity is negatively related to turnover intention among academic staff*
- H7. Career planning is positively related to turnover intentions among academic staff*

## 4.2 Cross tabulations demographic Characteristics

### 4.2.1 Age by Position in academic hierarchy

The results in table 2 below indicates a cross tabulation of age by position in the academic hierarchy.

Table 2: *Age of respondent by Position in academic hierarchy*

Age of respondent * Position in academic hierarchy								
			Position in academic hierarchy				Total	
			Assistant Lecturer	Lecturer	Senior lecturer	Associate professor		Professor
Age of respondent	23-29	Count	100	26	3	0	0	129
		% within Age of respondent	77.5	20.2	2.3	.0	.0	100.0
		% within Position in academic hierarchy	75.8	24.1	3.6	.0	.0	38.4
	30-39	Count	32	76	50	2	2	162
		% within Age of respondent	19.8	46.9	30.9	1.2	1.2	100.0
		% within Position in academic hierarchy	24.2	70.4	60.2	20.0	66.7	48.2
	40-49	Count	0	6	27	4	0	37
		% within Age of respondent	.0	16.2	73.0	10.8	.0	100.0
		% within Position in academic hierarchy	.0	5.6	32.5	40.0	.0	11.0
	above 49	Count	0	0	3	4	1	8
		% within Age of respondent	.0	.0	37.5	50.0	12.5	100.0
		% within Position in academic hierarchy	.0	.0	3.6	40.0	33.3	2.4
Total	Count	132	108	83	10	3	336	
	% within Age of respondent	39.3	32.1	24.7	3.0	.9	100.0	
	% within Position in academic hierarchy	100.0	100.0	100.0	100.0	100.0	100.0	
						<b>X<sup>2</sup> = 254.061</b>	<b>Df = 12</b>	<b>Sig. = .000</b>

Source: *Primary Data*

The results presented in table 2 above indicate that a majority (39.3%) of respondents are Assistant lecturers with 77.5% of them being in the age group 23-29. The results also indicate that of the respondents sampled, 48.2% are in the age group 30-39, 46.9% of them being at the level of Lecturer. The results in this table also indicate that of the sample respondents, the least was a category of above 49 years of age (2.4%), 50% of them being at the level of Associate Professor. The results here also indicate that there is a strong association between age and position in the academic hierarchy (sig = .000). This implies that age can be a determining factor in which

position of the hierarchy an academic staff occupies. This can be interpreted on the basis that the position rise is based on one's academic growth and development, which takes time to be achieved in the course of university service.

#### 4.2.2 Academic qualification by position in academic hierarchy

Table 3: Academic qualification by Position in academic hierarchy

Academic qualification * Position in academic hierarchy								
			Position in academic hierarchy					Total
			Assistant Lecturer	Lecturer	Senior lecturer	Associate professor	Professor	
Academic qualification	Bachelors degree	Count	95	6	3	0	0	104
		% within Academic qualification	91.3	5.8	2.9	.0	.0	100.0
		% within Position in academic hierarchy	72.0	5.6	3.6	.0	.0	31.0
	Masters degree	Count	37	102	60	0	0	199
		% within Academic qualification	18.6	51.3	30.2	.0	.0	100.0
		% within Position in academic hierarchy	28.0	94.4	72.3	.0	.0	59.2
	PHD	Count	0	0	20	10	3	33
		% within Academic qualification	.0	.0	60.6	30.3	9.1	100.0
		% within Position in academic hierarchy	.0	.0	24.1	100.0	100.0	9.8
Total	Count	132	108	83	10	3	336	
	% within Academic qualification	39.3	32.1	24.7	3.0	.9	100.0	
	% within Position in academic hierarchy	100.0	100.0	100.0	100.0	100.0	100.0	
					<b>X2 = 321.150</b>	<b>Df = 8</b>	<b>Sig= .000</b>	

Source: Primary data

The results in table 3 above indicate that the majority (39.3%) of the sampled staff are Assistant Lecturers, 91.3% of which have a highest qualification being a Bachelor's degree. The results also indicate that, of the 9.8% of the sampled respondents with PhD's, 60.6%, 30.3% and 9.1% are at the level of Senior lecturer, Associate Professor and Professor respectively. This results also indicate significant relation between different levels of academic qualification and position occupied in the academic hierarchy (sig = .000). This by implication means that, academic

qualification is a determining factor as to what position in the academic hierarchy an academic staff occupies.

### 4.2.3 Age by Academic qualification

The cross tabulations indicated in table 4 below presents the distribution of Age by Academic qualification.

*Table 4: Age of respondent by Academic qualification*

Age of respondent * Academic qualification						
			Academic qualification			Total
			Bachelors degree	Masters degree	PHD	
Age of respondent	23-29	Count	89	40	0	129
		% within Age of respondent	69.0	31.0	.0	100.0
		% within Academic qualification	85.6	20.1	.0	38.4
	30-39	Count	15	141	6	162
		% within Age of respondent	9.3	87.0	3.7	100.0
		% within Academic qualification	14.4	70.9	18.2	48.2
	40-49	Count	0	16	21	37
		% within Age of respondent	.0	43.2	56.8	100.0
		% within Academic qualification	.0	8.0	63.6	11.0
	above 49	Count	0	2	6	8
		% within Age of respondent	.0	25.0	75.0	100.0
		% within Academic qualification	.0	1.0	18.2	2.4
Total	Count	104	199	33	336	
	% within Age of respondent	31.0	59.2	9.8	100.0	
	% within Academic qualification	100.0	100.0	100.0	100.0	
			<b>X2 =276.981</b>	<b>df = 6</b>	<b>Sig = .000</b>	

*Source: Primary Data*

The results in table 4 above indicate that the majority of the sampled respondents (59.2%) have Master degree, 87.0% of which in the age group 30-39. This was followed by Bachelors degree category (31%) with the majority (85.6%) in this category being in the age group 23-29. The results also indicate that, of the 2.4% in age category above 49, 75% hold PhDs with 25% holding masters degrees. The result also indicated that there is an association between one's age and academic qualification among academic staff (sig = .000). This by implication means that

age is an important determinant of the level of academic attainment among academic staff in public universities

#### 4.2.4 Tenure of service by academic qualification

The cross tabulations in table 5 below indicate the results of tenure of service against the academic qualification of the sample respondent.

*Table 5: Tenure of service at the University \* Academic qualification*

Tenure of service at the University * Academic qualification						
			Academic qualification			Total
			Bachelors degree	Masters degree	PHD	
Tenure of service	Less than 1 yr	Count	7	0	0	7
		% within tenure of service	100.0	.0	.0	100.0
		% within Academic qualification	6.7	.0	.0	2.1
	1-3 yrs	Count	84	57	0	141
		% within tenure of service	59.6	40.4	.0	100.0
		% within Academic qualification	80.8	28.6	.0	42.0
	4-10 yrs	Count	13	135	15	163
		% within tenure of service	8.0	82.8	9.2	100.0
		% within Academic qualification	12.5	67.8	45.5	48.5
	10- above	Count	0	7	14	21
		% within tenure of service	.0	33.3	66.7	100.0
		% within Academic qualification	.0	3.5	42.4	6.3
	5	Count	0	0	4	4
		% within tenure of service	.0	.0	100.0	100.0
		% within Academic qualification	.0	.0	12.1	1.2
Total		Count	104	199	33	336
		% within tenure of service	31.0	59.2	9.8	100.0
		% within Academic qualification	100.0	100.0	100.0	100.0
			<b>X2 = 233.083</b>	<b>Df = 8</b>	<b>Sig = .000</b>	

*Source: Primary Data*

The results of the analysis here indicate that majority of the academic staff have served for a period between 4-10 years (48.5%), of these, 67.8% have a qualification of a Masters degree and 45.5% at the level of PHD. There is also an indication in the results that 100% of the staff who have served for less than one year has only a bachelor's degree as their qualification, while 66.7% of those that have served for ten and more years hold PHD's. There is also according to results, a strong association between tenure of service and academic qualification. This implies

that the time one spends in the service of the university can determine how much they attain in academic qualification.

### 4.3 Pearson Correlation Analysis of Variables

Pearson correlation analysis was used to establish the relationships between the study variables as per the hypotheses of the study. The correlation coefficient reflected the magnitude and direction of the relationships.

Table 6: Correlation coefficients between variables

	Mean	SD	Correlations									
			1	2	3	4	5	6	7	8	9	
Internal Locus of Control (1)	5.0063	.36931	1									
External Locus of Control (2)	4.8441	.44041	.620**	1								
Locus of Control (3)	4.9252	.36467	.881**	.918**	1							
Self Efficacy (4)	5.2917	.30271	.402**	.409**	.450**	1						
Career Identity (5)	5.6079	.32220	.112*	.077	.103	.113*	1					
Career Resilience (6)	4.7902	.63501	.132*	.071	.109*	.237**	-.100	1				
Career Planning (7)	3.8527	.67984	-.074	-.111*	-.104	.237**	-.013	.367**	1			
Career Commitment (8)	4.7502	.37115	.063	-.005	.029	.312**	.224**	.766**	.816**	1		
Intention to Turnover (9)	3.2024	.65823	-.084	.023	-.028	.034	-.020	.157**	.248**	.235**	1	

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

\* . Correlation is significant at the 0.05 level (2-tailed).

### 4.4 Results on the hypothesis tested

#### 4.3.1 H1. Teaching staff internal locus of control positively correlates with career resilience

The results in the table above show that there is positive relationship between internal locus of control and career resilience ( $r = .132^*$ ,  $p < .05$ ). This offers support to the hypothesis.

4.3.2 H2. *Teaching Staff with internal locus of control positively identify with their careers*

The results support the hypotheses since there is a positive relationship between internal locus of control and career identity ( $r = .112^* p < .05$ ).

4.3.3 H3. *Teaching staff with internal locus of control do not engage in planning for their careers*

The results in the correlation matrix indicate that there is a negative relationship between internal locus of control and career planning ( $r = -.074 p > .05$ ). Therefore the results support the hypotheses as stated.

4.3.4 H4. *Self efficacy positively builds the commitment to a career among employees*

The results in the correlation matrix above indicate that there is a positive significant relationship between self efficacy and career commitment among teaching staff ( $r = .312^{**} p < .01$ ). This therefore offers support to the tested preposition.

4.3.5 H5 *Career resilience negatively relates to turnover intentions among academic staff.*

The correlation table above indicates a positive significant relationship between career resilience and intentions to turnover ( $r = .157^{**} p < .01$ ). This means that the results do not support the hypothesis as stated.

4.3.6 *H6 Career Identity is negatively related to turnover intention among academic staff*

Career identity was found to be negatively related to turnover intention among teaching staff ( $r = .020$   $p > .05$ ). The finding therefore supports the hypothesis as stated in the study.

4.3.7 *H7 Career planning is positively related to turnover intentions among academic staff.*

The statistical analysis used was the Bivariate Zero-order correlation. The correlation findings between variables show a positive significant relationship between career planning and turnover intentions ( $r = .248^{**}$   $p < .01$ ). This finding supports the tested hypothesis.

#### **4.5 Regression of Turnover intentions**

To determine variance explained in turnover intentions, a multiple regression analysis was used. Multiple regression analysis is a process by which several variables (independent and moderating) are used to predict another variable (Dependent variable). This was done because the correlation coefficients indicated that there was a relationship between the variable. The choice of a multiple regression analysis was because the study involved several independent variables that were used to predict the values of the dependent variable. In the study, the values of turnover intention were predicted on the basis of the values of self efficacy, locus of control and career commitment. The results of the multiple regression analysis are presented in the table 10 below



*Table 7: Predicting Turnover Intentions*

<b>R<sup>2</sup> = .057</b>		<b>F = 6.741</b>			
<b>Adjusted R<sup>2</sup> = .049</b>		<b>Sig. = .000</b>			
	<b>Unstandardised Coefficients</b>	<b>Standardized Coefficients</b>			
<b>Model</b>	<b>B</b>	<b>Std Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig</b>
(Constant)	3.499	.664		5.268	.000
Career Commitment	.218	.077	.164	2.832	.005
Self Efficacy	-.381	.123	-.185	-3.091	.002
Locus of Control	.109	.101	.063	1.077	.282
<b>Dependent Variable: Turnover Intentions</b>					

*Source: Primary Data*

The findings shown in table 10 above indicate that the overall regression model is significant (Sig. = .000). The findings also reveal that two of the three variables (career commitment and Self Efficacy) are significant predictors of turnover intentions, while locus of control does not significantly predict turnover intentions. Further, the findings presented above reveal that, the three variables; career commitment, Self efficacy and Locus of control can predict turnover intentions with 4.9% of variance explained. Overall, the independent variables are statistically significant in predicting the dependent variable, though with a small explanatory contribution of the dependent variable. Though it is known that, the more variability explained, the better the model, Abelson, (1985) notes in his variance explanation paradox that, small effects can be cumulative. Citing examples of educational interventions, persuasive effects of advertising, and repeated decisions by ideologically similar policy makers, the author urges that small variance contributions of independent variables in single-shot studies grossly understate the variance contribution in the long run. Thus, one should not necessarily be scornful of miniscule values for percentage variance explanation, provided there is statistical assurance that these values are significantly above zero

#### 4.6 Analysis of Variance (ANOVA)

Table 8: ANOVA test for Position

Descriptives						
		N	Mean			
				df	F	Sig.
Locus of Control	Assistant Lecturer	132	4.8821	4		.002
	Lecturer	108	5.0341	331	4.465	
	Senior lecturer	83	4.8607	335		
	Associate professor	10	4.9625			
	Professor	3	4.5625			
	Total	336	4.9252			
Career Commitment	Assistant Lecturer	132	4.7273	4		.206
	Lecturer	108	4.7978	331	1.487	
	Senior lecturer	83	4.7159	335		
	Associate professor	10	4.7167			
	Professor	3	5.1111			
	Total	336	4.7502			
Self Efficacy	Assistant Lecturer	132	5.2227	4		.006
	Lecturer	108	5.3546	331	3.649	
	Senior lecturer	83	5.2988	335		
	Associate professor	10	5.4400			
	Professor	3	5.3667			
	Total	336	5.2917			
Intention to Turnover	Assistant Lecturer	132	3.2992	4		.221
	Lecturer	108	3.1701	331	1.437	
	Senior lecturer	83	3.0964	335		
	Associate professor	10	3.1000			
	Professor	3	3.3750			
	Total	336	3.2024			

Source: Primary data.

The finding in table 8 above indicates that there are significant differences in the perception of Locus of Control (sig .002) with the Lecturers reporting the highest mean (Mean 5.0341) and the Senior Lecturers the lowest mean (Mean 4.8607). Significant differences in the perception of self efficacy across different positions are also revealed, with the Lecturers having the highest mean (Mean 5.3545) and Assistant lecturers the lowest mean (Mean 5.2227). There were no significant

differences revealed in the perception of career commitment and turnover intentions variables. This implies that, while findings on career commitment and intention to turnover can be generalized across positions, the same may not be advisable for self efficacy and locus of control.

*Table 9: ANOVA test for Tenure*

Descriptives						
		N	Mean			
				df	F	Sig.
Locus of Control	Less than 1 yr	7	4.5268	4		.025
	1-3 yrs	141	4.9207	331	2.829	
	4-10 yrs	163	4.9321	335		
	10- above	21	4.9851			
	5	4	5.1875			
	Total	336	4.9252			
Career Commitment	Less than 1 yr	7	4.8452	4		.013
	1-3 yrs	141	4.7187	331	3.198	
	4-10 yrs	163	4.7725	335		
	10- above	21	4.8611			
	5	4	4.2083			
	Total	336	4.7502			
Self Efficacy	Less than 1 yr	7	5.1429	4		.004
	1-3 yrs	141	5.2482	331	3.983	
	4-10 yrs	163	5.3147	335		
	10- above	21	5.4857			
	5	4	5.1250			
	Total	336	5.2917			
Intention to Turnover	Less than 1 yr	7	3.5000	4		.105
	1-3 yrs	141	3.1809	331	1.933	
	4-10 yrs	163	3.2247	335		
	10- above	21	3.2262			
	5	4	2.4063			
	Total	336	3.2024			

*Source: Primary Data*

The table 9 above reveals significant differences in the perception of Self efficacy across the different tenure periods (Sig .004). The teaching staff who served for above 10yrs had the

highest mean (Mean 5.4857) and the teaching staff who had served for less than one year had the lowest mean (Mean 5.1429). There were no significant differences revealed in the perception of other variables across different work tenure categories.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the findings, discussion, conclusion and recommendations out the study as well as proposed areas of further study.

#### 5.2 Summary and Discussion of the findings

Results of the present study reveal that there is positive relationship between internal locus of control and career resilience, a positive relationship between internal locus of control and career identity, a negative relationship between external locus of control and career planning, a negative relationship between internal locus of control and career planning, a positive significant relationship between self efficacy and career commitment, positive significant relationship between career resilience and intentions to turnover, a negative relationship between career identity and turnover intention, a positive significant relationship between career planning and turnover intentions. On regression, the study indicates that locus of control does not significantly predict turnover intentions.

On analysis of variances, the study reveals that there are significant differences in the perception of Locus of Control across academic levels, and significant differences in the perception of Self efficacy across the different tenure periods.

*H1. Teaching staff internal locus of control positively correlates with career resilience*

The preposition that was tested was on the internal locus of control positively correlating with career resilience. Consistent with the expectation, the results of the survey indicate that there is positive relationship between internal locus of control and career resilience. This is consistent

with London (1993), finding that self perceived empowerment relate to career resilience as rated by supervisors. This was also emphasized in the later study, London (1998) where he observed that, internal locus of control as a personality trait is associated to career resilience. This by implication echoes that career resilience is dependent on psychological and circumstantial resources. As Bridges (1995) lists the components of career resilience to include, flexibility, learning that which is new, bouncing back from disappointment, and accepting uncertainty and insecurity it becomes apparent that the internal locus of control is one of the basic precursors for actualizing resilience in a career.

*H2. Teaching Staff with internal locus of control positively identify with their career identity*

The results support the hypotheses since there is a positive relationship between internal locus of control and career identity. This finding concurs with Dhillon and Kaur (2005) observation that, personality variables play a significant role in the development of career maturity. Specifically, they found out that there was a positive relationship between career maturity attitude, career maturity competence and internal locus of control. This therefore means an individual with internal locus of control has a higher propensity to identify with their career, mature and grow in it as well as focus on building competencies that make their stay and long term relevance in their chosen career.

*H4. Self efficacy positively builds the commitment to a career among employees*

The study results offer support to the tested preposition. The results indicate that there is a positive significant relationship between self efficacy and career commitment among teaching staff. This agrees with the previous findings of Adio and Popoola (2010) who found a positive significant relationship between self efficacy and career commitment in their study of factors influencing career commitment of librarians in the federal University libraries in Nigeria. The

result is also consistent with the finding of Tella (2003) and Pajare and Johnson (1996). Tella, Ayeni and Popoola (2007) reinforce this finding by showing that self-efficacy of academic librarians in research libraries in Oyo state of Nigeria has an impact on their commitment.

*H5 Career resilience negatively relates to turnover intentions among academic staff.*

The study results revealed positive significant relationship between career resilience and intentions to turnover. These results do not support the hypothesis and contradicts Ito and Brotheridge (2005) observation that career adaptability, which is a combination of career resilience, development activities and networking (London, 1983, 1993) is negatively associated with intention to leave. Blau (2004) in a longitudinally tracked sample of 133 full time bank tellers from a large bank also found that career resilience was significantly negatively related to turnover. Further, the finding is also inconsistent with Kidd and Green (2004) results on a study of intention to quit among research scientists, which revealed that all three components of career commitment negatively predict intention to leave science with career resilience showing the strongest negative relationship.

*H6 Career Identity is negatively related to turnover intention among academic staff*

Career identity was found to be negatively related to turnover intention among teaching staff. The finding supports the hypothesis and is consistent with Kidd and Green (2004) findings which reveal that career identity as a component of career commitment negatively predicted intention to leave. It is further consistent with Blau (2004) observation that there is a significant negative relationship between career identity and turnover. The finding however is inconsistent with Larsen (2006) observation in a study of six diverse channels of leaders of high impact radical and

continuous improvement change projects within profit, non-profit and civil service organizations which revealed that career identity was positively related career turnover intention.

*H7 Career planning is positively related to turnover intentions among academic staff.*

The survey findings show a positive significant relationship between career planning and career turnover intentions, thus the hypothesis is supported. This revelation clearly agrees with Larsen (2006) who observed in his study of six diverse channels of leaders of high impact radical and continuous improvement change projects within profit, non-profit and civil service organizations that career planning has positive relationship career turnover intention. The study findings however, sharply differ with other researcher's findings that there is a significant negative relationship between career identity and turnover (Kidd & Green 2004, Blau 2004)

### **5.3 Conclusion**

Overall, the study looked at locus of control, self efficacy, career commitment and intention to leave academic careers among teaching staff in public universities. In particular, the study examined relationships among variables by testing the hypotheses generated in the review of existing literature on relationship between the variables. The study also examined the effect of the study variables (locus of control, self efficacy, career commitment) on the dependent variable. Two variables (self efficacy, career commitment) were found to be significant predictors of the dependent variable, except one (locus of control) that was found not to significantly predict turnover intention. Therefore, unless other studies prove otherwise, there is no likelihood of locus of control as behavioral trait influencing intention to leave academic career within the context of this study findings.



Further, the results of the linear regression also provide other insights to suggest that the net explanatory contribution of the three variables on the dependent variable is low. Though Abelson (1985) urges of the possible cumulative effects of small contributions, it is now evident that there is less contribution to intent to leave academic career that is generated by innate personality and behavioral traits.

#### **5.4 Recommendations**

Basing on the findings of the study, the researchers would like to make the following recommendations that should help to mitigate intention to leave academic career and actual career turnover.

- a) Management of Public universities should focus more on ensuring those individuals who have high beliefs in their own capabilities are hired for academic positions. This is so because the findings show that there is a positive significant relationship between self efficacy and career commitment among academic staff in public universities.
- b) Public University administrators must also put emphasis on providing career development opportunities for their staff. The evidence here indicates that there is positive significant relationship between career planning and career turnover intentions. This implies that whenever an employee puts into perspective his or her career progression plan, there is a significant positive effect on his or her intention to leave academic career. As such, if public university administrators do not refocus attention to career development and progression, chances are high that their academic staff will have intention to quit the career or actually quit the career, like Ajzen and Fishbein (1980) observed that individual behaviour is driven by behavioural intentions.

- c) Public University administrators also have to focus more effort on creating strong learning environments to build career identity among its staff. The study findings here indicate that there is a negative relationship between career identity and turnover intention among teaching staff. Since the strong learning environment build on identity, then chances will be high that intention to leave will not be ignited and hence turnover may not actualize.
- d) Continuous self awareness trainings of staff to build and reinforce on self belief is critical in sustaining an academic staff. Given the nature of the roles played by academic staff that ranges from teaching, counseling to research, it is of paramount importance that continuous training to augment on self knowledge is critical in retention of staff.

### **5.5 Limitations to the study**

There are some limitations of the present study therefore the researcher advises that the findings of the study should be put in consideration with caution.

- a) The research instruments used in this study were self-report, therefore relying on the biases of self reporting self efficacy, locus of control, career commitment and turnover intentions; this self report nature could limit the validity of the instrument.
- b) The uniform distribution of the study respondents across the academic hierarchy was not possible and as such the majority of the respondents were junior staff in academia thus posing challenge of generalizing the findings.
- c) The participants for this study were from various public universities located in different areas of the country, Makerere University (including MUBS) and Kyambogo University located in the city while the other three (Busitema, Gulu and Mbarara) are located upcountry. As such, the differences in social orientations of the academic staff in the

various universities could have biased the responses and the generalized results and conclusions. This to the researcher could account for the low  $R^2$  found at .049

- d) The study focused on only academic staff from public universities thus the results may not necessary be extrapolated to cover privately owned universities without further study.
- e) There is the possibility of common method errors as all the data were gathered by the same source.

### **5.6 Areas for further study**

The findings of the study point to a number of opportunities for further exploration into the variables discussed in this paper.

- a) Further studies should be done to investigate the influence of teaching tenure periods on the level of Self efficacy among academic staff.
- b) Further studies should also been done on the relationship between positions in academic hierarchy and the level self efficacy among academic staff
- c) Future research should attempt to replicate and extend this study using multiple sources of data and non-self report measures for turnover, such as actual turnover data.
- d) To further the debate on effect of behavioral variables discussed in this study on the intention to quit, a longitudinal study could be undertaken to measure their cumulative effect on actual turnover.
- e) Since the study findings were generated by focusing public institutions, a comparative study between private and public universities could generate further insights due to structural differences in university set ups.

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Bachelors Degree  Masters Degree

PHD  Any other, Please specify.....

6. How long have you been teaching at University level?

Less than 1 year  1-3 yrs  4 -10 yrs  10 - above

**Please choose only one option that suits your level of agreement or disagreement for each of the following items**

**Locus of Control**

		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
	The following questions concern your beliefs about jobs in general. They do not refer only to your present job.						
1	<b>A job is what you make of it.</b>						
2	<b>On most jobs, people can pretty much accomplish whatever they set out to accomplish</b>						
3	<b>If you know what you want out of a job, you can find a job that gives it to you</b>						
4	<b>If employees are unhappy with a decision made by their boss, they should do something about it</b>						
5	Getting the job you want is mostly a matter of luck						
6	Making money is primarily a matter of good fortune						
7	<b>Most people are capable of doing their jobs well if they make the effort</b>						
8	In order to get a really good job, you need to have family members or friends in high places						

9	Promotions are usually a matter of good fortune								
10	When it comes to landing a really good job, who you know is more important than what you know								
11	<b>Promotions are given to employees who perform well on the job</b>								
12	To make a lot of money you have to know the right people								
13	It takes a lot of luck to be an outstanding employee on most jobs								
14	<b>People who perform their jobs well generally get rewarded</b>								
15	<b>Most employees have more influence on their supervisors than they think they do</b>								
16	The main difference between people who make a lot of money and people who make a little money is luck								

### Self - Efficacy

1	I can always manage to solve difficult problems if I try hard enough.								
2	If someone opposes me, I can find means and ways to get what I want.								
3	It is easy for me to stick to my aims and accomplish my goals.								
4	I am confident that I could deal efficiently with unexpected events.								
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.								
6	I can solve most problems if I invest the necessary effort.								
7	I can remain calm when facing difficulties because I can rely on my coping abilities.								
8	When I am confronted with a problem, I can usually find several solutions.								
9	If I am in trouble, I can usually think of something to do.								
10	No matter what comes my way, I'm usually able to handle it.								

### Career Commitment

		<b>Disagree very much</b>	<b>Disagree moderately</b>	<b>Disagree slightly</b>	<b>Agree slightly</b>	<b>Agree moderately</b>	<b>Agree very much</b>		
	<b><i>Career Identity</i></b>								
1	Academics is an important part of who I am								
2	Academic career field has a great deal of personal meaning to me								



3	I do not feel “emotionally attached” to a career in academics								
4	I strongly identify with the idea of a career in academics”.								
	<b><i>Career Resilience</i></b>								
5	The costs associated with academic career sometimes seem too great for me.								
6	Given the problems I encounter in academics, I sometimes wonder if I get enough out of it								
7	Given the problems in academics, I sometimes wonder if the personal burden is worth it								
8	The discomforts associated with academics sometimes seem too great								
	<b><i>Career Planning</i></b>								
9	I do not have strategy for achieving my goals in this career field.								
10	I have created a plan for my development as an academician								
11	I have identified specific goals for my own personal development as an academician								
12	I do not often think about my personal development in this career field								

### **Intention to Turnover**

1	I am thinking about leaving this career								
2	I am planning to look for a new career								
3	I intend to ask people about new career opportunities								
4	I don't plan to be in this career much longer.								
5	As soon as I find a better career, I will quit academics								
6	It is very unlikely that I would ever consider leaving this career								
7	It is very important for me to spend my working time in this career								
8	I have thought seriously about changing careers since beginning this career field.								

**END**