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**Recruitment and selection of Academic Staff and Students' learning experience in Private Christian universities in developing countries: A case study of Zimbabwe Ezekiel Guti University (ZEGU).**

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**Abstract**

The recruitment and selection of academic staff, who are the most valuable assets of a university, is critical for the standard of education to remain competitive at international levels. The education sector requires academics with relevant qualifications from credible universities, with relevant experience, who are capable of contributing to teaching, research and community service. The study explores recruitment and selection of academic staff and the implications on the learning experience of students in a private Christian university in Zimbabwe. Data collection used self-completed questionnaires and interviews from a sample of 26 academics and non-academics and 70 students. The findings show that recruitment and selection of academic staff is adversely affected by low salaries, fringe benefits and preference for Church-affiliated personnel. The low numbers of academic staff are supplemented by part-time academic staff a situation that negatively affects students' learning experience due to scheduling of weekend lectures that are often cancelled and run late, poor student support and pastoral care. The study recommendations include the need for addressing the

low remuneration issues, employing non-denominational academic staff, implementation of proactive staff development programmes, staff exchange programmes among regional and international private Christian institutions.

**Keywords:** recruitment, selection, academics staff, private universities, private Christian universities

## INTRODUCTION

The emergence and expansion of private universities is attributed to a number of internal and external factors (Obasi, 2007). The internal driving factors include the inability of public universities to cope with increasing demands for admission and resource constraints curtailing expansion of government-funded universities (Munyoro, 2014). The concomitant falling standards in public universities are exacerbated by frequent closures and unstable academic calendars due to staff and students' unrest, especially in developing countries such as Zimbabwe. The external driving forces emanate from the prevailing neo-liberal economic policies, globalization, and the information and communication technology (ICT) revolution among others (Obasi, 2007). Apart from the above challenges, it is essential to note that recruitment and selection of academic staff remain a challenge (Hugo, 2005; Metcalf, 2005) even though recruitment and selection of academic staff is one of the crucial process (French and Rumbles, 2010) which form a core part of central activities underlying human resource management in the private Christian universities. Recruitment and selection of academic staff is one of the crucial processes which form a core part of the central activities underlying human resource management in universities (French and Rumbles, 2010). It is essential to note that academics are among the most valued assets in the universities, who individually and collectively contribute to the achievements of the institutions' objectives (Armstrong (2006). While the recruitment and selection of academic staff remains a challenge across the globe (Smolentseva, 2003) the situation in many African universities is particularly urgent as they experience qualified academic staff shortages (Tettey, 2009). Furthermore, the brain drain experienced by African universities continues to erode the expertise to the extent that not enough teaching capacity is available to provide quality training for new generations of citizens (Tettey, 2006b). From the discussion above, it is clear that there is a dearth of empirical evidence on the challenges being faced in the recruitment of academic staff and implications for students' learning experience in the newly established private Christian universities in Zimbabwe. Therefore, this research is going to assess the challenges that are being faced in the recruitment and selection of academic staff in Zimbabwean private Christian universities and their implications on student learning experience.

## LITERATURE REVIEW

The demand and supply theory for higher education offer the starting point for understanding the different roles that private universities have in different national systems (Holttä, 1990). Mugabi (2009) points out that the number of private universities has grown largely due to excess demand for higher education as a result of the failure of public universities to meet the demand. Favourable market policies presented religious organizations and other entrepreneurs with suitable conditions to establish universities that provide higher education to supplement public universities (Akpotu and Akocha, 2009). Rose (2002) argues that even if the state provided sufficient places in public universities, there would remain a need to meet particular demands of specific groups, such as, religious groups because state education is based on uniform and consistent provision and as such, does not necessarily target education for those with different needs or specific interests. As observed by Geiger (1985) and supported by Pachuashvili (2006), three situations contribute to the emergence of private universities, namely: demand for *more*, demand for *better*, and demand for *different* higher education.

A private university as a higher degree awarding institution where proprietorship is held by private individuals, churches, non-governmental organizations (NGOs) and any other entity that is not governmental and therefore, self-financing (Nwokeocha, 2015). In addition, private universities are established and operated by private limited companies, co-operations or charities which receive no financial support from the government ([www.applytouni.com](http://www.applytouni.com)). Most private universities raise all their finances through tuition fees and donations. They have the same degree awarding powers and are bound by many of the same standards that apply to public universities ([www.applytouni.com](http://www.applytouni.com)). Private universities emerge when the public universities become selective, elitist, and over-weighted with size restrictions (Geiger, 1985). In such situations, private universities mainly perform a demand-absorbing role, and enrol students who cannot matriculate at public universities (Mugabi, 2009). In many ways, private universities offer higher quality in the midst of uncontrolled open access, massive enrolments, overcrowding and low academic standards from public universities (Munyoro, 2014; Mugabi, 2009). Similarly, Holtta (1990) highlighted that the emergence of private universities provides differentiated higher education often stimulated by a need for cultural or linguistic pluralism; for example, existence of religious groups whose values, norms, and beliefs cannot fit within a single public education system.

The recruitment and selection of academic staff is one of the crucial processes which form the core activities underlying human resource management in universities (French and Rumbles, 2010). Academics are one of the most valued assets in the universities, who individually and collectively contribute to the achievements of the institutions' objectives (Armstrong, 2006). While the recruitment and selection of academic staff remains a challenge across the globe (Hugo, 2005; Metcalf, 2005), the situation in many African universities is particularly urgent as they experience acute shortages of qualified academic staff (Tettey, 2010). Tettey (2006a) and Mihyo (2007) point out that one of the main factors contributing to the challenges in recruitment and selection of academic staff is the unattractiveness of academic positions, as conditions of service in universities fall behind those in other sectors of the economy. Varghese (2006) noted that private Christian universities in Africa very often operate with very few regular staff and rely on a large part-time academic staff, where resourcing some of the Faculties relies on church-affiliated staff members from the church hierarchy.

### **Recruitment: concept and process**

Monday and Noe (2005) define recruitment as a process that involves attracting prospective applicants in sufficient numbers and with appropriate qualifications, developing their interest in an organization and encouraging them to apply for jobs within it on a timely basis. From this view, they highlight the importance of developing the interest of and stimulating prospective candidates to apply, and also indicated that recruitment should not be done haphazardly, but when the need arises. In turn, Costello (2006) views recruitment as a set of activities and processes used to legally obtain an adequate number of qualified applicants at the right place and time to enable applicants and the organization to select each other for their own optimum interest. This concept underlies the legal issues involved in recruitment, the timing, the location and the important roles that both the applicant and the organization play for the success of the process. Omisore and Okofu (2014) point out that the need for recruitment arises as a result of vacant positions created by those who would have left the organization, inter alia, due to retirement, resignation and/or withdrawal. Catano *et al* (2010) refer to the recruitment process as the generation of an applicant pool for positions or jobs in order to provide the required number of candidates for a subsequent selection or promotion programme. The main requirement in the recruitment process is a well-conceived policy, wherein guidelines and objectives to be achieved in an institution should be properly outlined (Mokoditsoa, 2011). The recruitment process is affected by internal factors, such as organizational culture, and external factors, such as the demand and supply for human resources. The pool of candidates for a job opening is determined internally (that is within the organization) or externally (that is outside the organization). Typical

internal methods include bidding, job posting, referrals, skills inventories, and the intranet (Spector, 2003). In the external method, candidates are sought using different platforms of resourcing such as: advertising in the print or electronic media; posting on the internet; informal personal contacts; external assistance; formal personal contacts; and notice boards, accessible by current staff or the general public (Beardwell and Wright, 2004). The objective of the recruitment procedure is to attract genuinely suitable candidates in order to produce a shortlist for further screening in the selection process (Anyim *et al.*, 2012).

### **The Selection Process**

Bratton and Gold (2007) describe selection as the process by which managers and others use specific instruments to choose from a pool of applicants a person or persons most likely to succeed in the job(s), guided by organisational goals and legal requirements. In turn, Boxall and Purcell (2008) argue that selection is the process of making fair and relevant assessments of the strengths and weaknesses of applicants with the intention to hire them. From this perspective, the strengths or weaknesses of a potential candidate determines the selection decision. Basically, a combination of different techniques is used in the selection process, to eliminate unsuitable candidates and to finally identify the most eligible persons. Selection from a pool of candidates is necessary since not every applicant is suitable for the advertised post (Beardwell and Wright, 2004). The selection process follows after the recruitment process and its purpose is to choose job candidates from a previously generated applicant pool in a way that will meet management goals and objectives as well as current legal requirements (Catano *et al.*, 2010). The selection process includes activities such as structured interviews, psychometric testing, skills analysis, competence mapping, biodata, reference checking, background checking and credit checks (Armstrong, 2006; Gusdorf, 2008). There are basically three different styles of interviews, namely directed interviews, non-directed interviews and probing interviews (Omisore and Okofu, 2014). Psychometric tests are used to assess factors such as ability, aptitude, personality and intelligence of the candidate (Lewis, 1985). Oladipo and Abdulkadir (2011) noted that a rigorous, valid and sophisticated selection system helps in identifying the right candidate with the potential to perform. On the other hand, Boxall and Purcell (2008) emphasise that the fundamental issue is to make selection process more reliable, appropriate definition of performance expectations, and the use of techniques that improve the organisation's ability to predict which individuals will be good performers. Different employers use different combinations of criteria in the selection process, to assess and identify the most eligible candidate for their organization or institution, which depend on the job description, person specification and organizational culture.

### **The Recruitment and Selection Processes**

The recruitment and selection processes focus on attracting suitable candidates, eliminating unsuitable candidates and converting the successful candidates to be effective employees (Pilbeam and Corbridge, 2002). Despite the close connection between the recruitment and selection processes each process requires a separate range of skills and expertise, that may in practice be fulfilled by different staff members and agencies (Rees and French, 2010). For example, the recruitment process, but not the selection decision, may be outsourced to an external recruitment agency. Thebe and Waldt (2014) highlight that the recruitment and selection processes typically consists of a sequence of steps that need to be followed to ensure that the best possible job applicant is appointed in terms of relevant knowledge, skills and capabilities. Additionally, Pounder and Young (1996) indicate that consistency between position expectations and recruitment and selection criteria, enhances the legal defensibility of the search process, and increases the reliability and validity of selection decisions. Thus, the recruitment and selection processes are two distinct procedures which interact with each other and involve other functions within the human resource strategy. Strategically directed recruitment and selection processes have the potential to make a significant contribution to the institutional performance and pursuit of competitive advantage (Williams and Dobson, 1997).

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**Recruitment and Selection Approaches**

The theoretical approaches or perspectives to the recruitment and selection process include: person-job fit, social negotiation, and person-organization fit. These perspectives draw upon different assumptions about people and what determines their behaviour at work.

*Person-Job Fit Approach*

The person-job fit approach proposes the match between individual's knowledge, skills, abilities, and the available job (Carless, 2005). The person-job fit approach assumes that internal factors (personal traits) determine people's behavior. Further, the approach assumes that the traditional recruitment and selection approach requires the organization to describe the job, specify the person's qualifications, and then search for a candidate with personal characteristics or traits that fit the job description and person specifications.

*Social Negotiation Approach*

Herriot (1992, 1993) point out that people and jobs are constantly changing such that the selection process has become a two-way process involving both parties (applicant and organization). As a result, the negotiation takes place for the purpose of establishing a psychological contract and the creation of a social environment which enhances the performance of individuals. The assumption behind this approach is that external factors influence the individual's behaviour.

*Person-Organization Fit Approach*

Kristof (1996) points out that the person-organization fit approach focuses on the compatibility between people and organizations. A number of organizations seek to employ people who will 'fit in' with their organization's culture (French *et al.*, 2008). The person-organization approach positions the recruitment and selection process in the context of a crucial interaction between the person and the organization. Carless (2005) points out those two types of 'fit' have to be achieved in the person-organization fit approach during the hiring process. In particular, the 'fit' between the individual's technical knowledge, skills, and abilities (KSA) and the task demands of the job. Further to the 'fit' between the overall individual character (such as personality, attributes, needs, interests, values) and the culture, values, goals, structures and processes of the organization. Armstrong (2006) integrates the three approaches in building a perspective that portrays the recruitment and selection techniques as a strategy that should explore methods of finding staff who have the necessary skills and experience (person-job fit), who are likely to deliver the required behavior (social negotiation) and who will fit into the organization's culture readily (person-organization fit). He further explained that the aim of the strategy is to develop the best mix of recruitment and selection tools.

Beardwell and Wright (2004) point out that traditional recruitment and selection methods are increasingly failing to address the increased complexity, greater ambiguity and rapid pace of change in the contemporary environment. The ensuing evolution in response to the changing environment require recruitment processes and selection decisions based on both the individual's competence, specialized skills (physical or social) and abilities. One of challenges in the recruitment and selection of academic staff is the unattractiveness of academic positions, as conditions of service in universities fall behind those in other sectors of the economy (Tettey, 2006a and Mihyo, 2007). Private Christian universities, in Africa, very often operate with very few regular staff, a large part-time academic staff, a limited number of full-time academic staff, and in some of the faculties rely much on church-affiliated staff members, from the church hierarchy (Varghese, 2006). Further, the brain drain of academic staff experienced by universities is negatively affecting the recruitment and selection of highly qualified academics in universities. Zimbabwe has five (5) private Christian universities, that is, Africa University, Solusi University, Catholic University, Zimbabwe Ezekiel Guti University (ZEGU) and Reformed Church University. This study focuses on Zimbabwe Ezekiel Guti University



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(ZEGU) to assess the recruitment and selection processes of academic staff and the implications for students' learning experiences.

## METHODOLOGY

The research adopts a case study design to explore the factors impacting on the recruitment and selection of academic staff in a private Christian university in Zimbabwe and the perceived consequences on the student learning experience. The design was chosen because of its convenience in capturing the nuances, subjectivities, and explanatory basis from the subjects' responses (Tettey, 2006; Yin, 1985; Leedy and Omrod, 2005). The design allowed for an intensive and in-depth study of a private Christian university as a specific individual institution in a specific context (Choga and Njaya, 2011). A qualitative approach enables gathering data or facts in instances where little is known about the field of study (Williams and Grinnel, 1990). The population of the study comprised academic and non-academic staff and students at the ZEGU during the period July-December 2015.

Twenty-six (16 male and 10 female) conveniently sampled academic and non-academic staff employed by the University and seventy (40 male and 30 female) students participated in this study. The age of staff members ranged from 25 to over 55 years who had working experience ranging from one (1) year to four (4) years. The qualifications of academic staff in the sample was eight (8) first degree, fifteen (15) masters' degree and three (3) doctorate holders, respectively. All respondents were Christians. In turn, students' age profiles ranged from below twenty-five (25) and forty-four (44) years of age. There were forty-three (43) first year, twenty (20) second year and seven (7) fourth year students, respectively. It has to be noted that third years were on attachment and were not part of the sample.

The sample constituted a strategic and systematic group of individuals that met the criteria of representatives of this particular study, reflecting the characteristics of the population that was of interest to the researchers (Bell, 1999). In addition, the sample was best placed to explicate the practices which exist, beliefs and processes that are currently going on at ZEGU, and the effects that are being felt and experienced, together with the trends that are currently developing (Best, 1970).

A self-administered questionnaire and semi-structured interviews with key respondents were used to collect in this study. Questionnaires are relatively cost effective and have a greater level of anonymity; without pressure on the respondents; and they were simple to distribute, collect and process (Choga and Njaya, 2011). Questionnaires are widely used in collecting survey information (Saunders et al., 2009; Erikson and Kovalainen 2008; Bryman and Bell, 2007). Semi-structured interviews with key informants enabled the researchers to examine the inner world of the respondents (Thorpe and Holt, 2008). Secondary data was collected through review of the university documents and related publications. The questionnaire was pilot-tested to check on the relevance and usability of the items. In general, all questions were found to be clear to the participants. Permission to carry out the study was sought from the University authorities. Participation in the study was voluntary. To ensure anonymity, participants were asked not to write their names on the questionnaire. Further, participants were assured that their responses will be kept confidential and used only for the purpose of this study.

Descriptive statistics and narrative accounts were used to analyze the data. The data were presented in Tables 1-4 below.

## RESULTS AND DISCUSSIONS

**Table 1:** Staff Demographic data (n=26)

Characteristic	Variable	N	%
Gender	Male	16	61.50
	Female	10	38.50
Religion	Christian	26	100
Age	25-34	10	38.50
	35-44	4	15.40
	45-54	10	38.50
	Above 55	2	7.70
EDUCATIONAL QUALIFICATIONS	Work Experience <1 year	7	26.90
	1 year	5	19.20
	2 years	5	19.20
	3 years	7	26.90
	4 years	2	7.70
	Degree	8	30.80
	Masters	15	57.70
	Doctorate	3	11.50
Employment status	Part-time	8	30.50
	Full-time	18	69.20
	Academic staff	15	57.70
	Non-academic	11	42.30

Table 1 above shows that males constituted 61.5% of the respondents compared to females. Wamukoya (2014) argues that the fewer number of females in academics could be attributed to cultural values, and religious beliefs and convictions, especially in an African setup. The age distribution shows that 53.9% of the respondents were between 25-44 years old and 61.6% had at least three- years' work experience. In turn, the highest academic qualification showed that 80% hold Masters degrees while 6.7% have PhDs. Notwithstanding the global challenges of recruiting academics across the globe (Smolentseva, 2003; Hugo, 2005) these findings highlight the acute



challenges faced by private Christian universities in recruiting highly qualified academics (Tettey, 2009). The concomitant impact of the brain drain experienced by African universities that is eroding the expertise is significantly diminishing the teaching capacity available to provide quality training for new generations of citizens (Tettey, 2006).

**Table 2:** Students Demographic data (n=70)

Characteristic	Variable	N	%
Gender	Male	40	57.10
	Female	30	42.90
Religion	Christian	69	98.60
	Muslim	1	1.43
Age	<25 years	26	37.14
	25-34 years	27	38.60
	Above 45 years	4	5.70
Year of study  Faculty	1 <sup>st</sup> year	43	61.40
	2 <sup>nd</sup> year	20	28.60
	4 <sup>th</sup> year	7	10.00
	Arts	35	50.00
	Commerce & ICT	35	50.00

Table 2 above shows that the majority of the student respondents were male (57.10%). The age distribution showed that 75.74% of the respondents were between 21 and 34 years old. Similarly, the majority of the students stated their religion as Christian compared with a single student who stated the religion as Muslim. In terms of year of study, the majority (61.40%) were in their first year of study.

**Table 3:** Staff responses on recruitment and selection practices (n=26)

Statement	Responses									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%	#	%
1. Qualifications of lecturers have an impact on students' performance	15	57.7	9	34.5	2	7.7	-	0	-	0
2. Advertising academic staff vacancies on appropriate media is the major tool to attract the right candidates with required qualifications and experience	13	50	9	34.5	4	15.4	-	0	-	0
3. Church affiliation play a significant role in the recruitment and selection process in private Christian universities	8	30.8	13	50	2	7.7	2	7.7	1	3.8
4. Low salaries and limited benefits are affecting the recruitment and selection of qualified academic staff	14	53.8	4	15.4	5	19.2	3	11.5	-	0
5. Head hunting is practised as part of the recruitment and selection process	2	7.7	8	30.8	9	34.5	4	15.4	3	11.5
6. The current recruitment and selection process is assisting to employ the right candidates to meet the intended objectives	4	15.4	11	42.3	7	26.9	4	15.4	-	0
7. The recruitment and selection process is ensuring conformity to legal requirements as required by the ZIMCHE Act	13	50	7	26.9	5	19.2	1	3.8	-	0
8. The recruitment and selection policy of ZEGU is ensuring consistency in hiring staff and reducing the risk of bias or discrimination	7	26.9	10	38.5	5	19.2	2	7.7	2	7.7
9. The recruitment and selection process is ensuring privacy and observance of equal opportunity legislation.	6	23.0	11	42.3	4	15.4	4	15.4	1	3.8

Table 3 above shows that the majority (92.2%) of respondents highlighted that the qualifications of academic staff have an impact on students' performance. The role of church-affiliation, in the recruitment and selection was highlighted by 80.8% of the respondents. In turn, 69.2% of the respondents cited low salaries and limited fringe benefits as a deterrent factor in the recruitment of academic staff. While 84.5% reported that advertisement of academic staff vacancies used appropriate media channels and 38.5% cited the use of headhunting. In turn, 57.7 % of the respondents reported

that due process was being followed in efforts to the recruit and select the right candidates and 76.9% cited that this was in compliance with the Zimbabwe Council of Higher Education (ZIMCHE) Act. Further, 65.4% reported that the recruitment and selection policy was consistent with the University policy and 65.3% felt that the recruitment and selection policy ensured privacy and adheres to the Equal Opportunity legislation as enshrined in the Labour Act.

**Table 4:** Students' responses on learning experiences (n=70)

Statement	Responses									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
The academic staff are competent in their respective subjects	27	38.6	36	51.4	5	7.1	-	0	2	2.9
There are enough academic staff for all the modules offered in my faculty and year	18	25.7	23	32.8	16	22.9	8	11.4	5	7.1
Part-time lecturers are more competent than full time lecturers	6	8.6	9	12.8	33	47.1	16	22.9	6	8.6
Full-time lecturers are more competent than part-time lecturers	10	14.3	12	17.1	33	47.1	12	17.1	3	4.3
The standard of education offered is of international level	23	32.8	25	35.7	13	18.6	2	2.9	7	7.1
Lecturers are available during their lecture allocations	26	37.1	27	38.6	8	11.4	7	7.1	2	2.9
Lecturers are available for consultations and tutorials	20	28.5	38	54.3	8	11.4	2	2.9	2	2.9

Table 4 above shows that the majority of the students (90%) reported that academic staff is competent in their respective subject areas. In turn, 60.5% of the respondents noted that there were adequate staff numbers for modules offered within their Faculty and academic year level. With respect to the perceived competence of part-time 21.4% of the respondents felt that part-time lecturers were more competent compared to full-time lecturers. In contrast, 31.4% reported that full-time academics were more competent than part-time lecturers. In both cases, less than 50% held the respective viewpoints while 47.1% of the respondents were neutral in both cases. In turn, 68.5% of the respondents reported that the quality of education offered by the University meets international standards. The majority of the respondents (75.7%) reported that lecturers were available during their lecture allocated times while 82.8% noted that lecturers are available for tutorials, pastoral care and consultations.

The qualitative information from the additional comments by students highlighted the following pertinent issues: the need for more full-time academics and minimising reliance on of part-time lecturers. The challenges cited as arising from over-reliance on part-time lecturers included apparent lack of commitment as they tended to cancel the week-end lectures and are often late for lectures.

## CONCLUSIONS

The key challenges affecting the recruitment and selection of academic staff are the low salaries and fringe benefits. As a result, financial constraints are adversely affecting the recruitment and selection of highly qualified academic staff at ZEGU. Financial constraints restrict the remunerations and benefits offered to academic staff (Ryan and Tippins, 2004). ZEGU, like most emerging private

Christian universities tends to hire PhD holders on a part-time basis due to financial constraints (Varghese, 2006). Given that ZEGU is a ZAOGA Church-related institution, and key positions are occupied by members from this particular Church organization which influences the preference academic staff members who belong to the Church. As a result, the religion of prospective academic staff becomes an important criterion which determines his or her selection into the private Christian university's workforce. This highlights theoretical postulations underpinning the person-job (Carless, 2005) and person-organization fit (Kristof, 1996) influencing the recruitment and selection processes. In this case, the person-job fit approach is used to match the candidate's qualifications and the available job while the person-organization fit approach, that is church affiliation, is used to determine if the person and the organization's vision and mission are compatible. This seeks to create a strategic integration between the staff members and the university's goals and objectives; or a person-organization fit where the private Christian university seeks academic staff who 'fit' to the organization's culture (French *et al.*, 2008). In many ways, the preference for Church-affiliated academic staff potentially promotes head-hunting rather than the use of advertisements in the print and electronic media. This limits the pool of prospective academic candidates and curtails the use of the most appropriate advertising media to attract academic staff (Catano *et al.*, 2010). As a result, the techniques with a high predictive value are seldom adopted in the recruitment and selection of academic staff in private Christian universities (Ryan and Tippins, 2004).

#### RECOMMENDATIONS

Remuneration is an endemic challenge facing most institutions of higher learning and there is need to implement income generating projects and mobilization of funds from well-wishers. In addition, striking some balance between preference for Church-affiliated academic staff and delivery quality education. Recruitment strategies may need to be complemented by accelerated staff development programmes of Masters' degree holders to pursue doctorate studies, staff exchange between affiliate Church universities. There is need to continuously raise and improve the academic standards of private Christian universities through identifying and recruiting academics who are PhD holders and professors on a full-time basis (Bray, 2006). Incentives and benefits such as loans for purchasing personal vehicles and housing stands will supplement the low remuneration.

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