THE CAREER PROGRESSION OF MASTERS IN BUSINESS ADMINISTRATION (MBA) GRADUATES: THE CASE OF UNIVERSITY OF LIMPOPO GRADUATES BETWEEN 2007 AND 2011

By

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DECLARATION

I Mohlatlego Glostine Sekole declare that the mini-dissertation hereby submitted to the University Of Limpopo for the degree of Master of Business Administration has not been submitted by me for a degree at this or any other university ; that it is my own work in design and execution and that all material contained therein have been duly acknowledged.

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Mohlatlego G. Sekole   Date

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DEDICATION

To my father Mr. Moloko Sekole, Mother Jemima Mokganyetsi Sekole, siblings Mosima, Mogaleadi and Sewela as well as all MBA Graduates from Turfloop Graduate School of Leadership

ABSTRACT

The contribution of an MBA degree on career mobility in South Africa is of importance and exhibits strong interest from academics, business and public space. Many people believe that an MBA can help for any managerial position especially in cooperate business set up in terms of upward career mobility and skills acquisition. This study wanted to find out if indeed qualifying with an MBA degree helps graduates to move upward, get better salaries and benefits and feel more skilled.

This study was conducted using graduates from the Turfloop Graduate School of Leadership, University of Limpopo, who graduated between 2007 and 2011. A total of 44 participants responded. The results mainly indicated that the MBA qualification does help in helping graduates feel better capacitated and ready for managerial positions. The qualification also helps with higher positions and/or salaries. However, for candidates to realise those better positions they mostly need to move to other organisations or even other provinces.

The study recommends that another study focused on more universities that offer MBA in South Africa be carried out to compare the career advancement of graduates from all these universities. Another one that focuses on the reasons why career progression is not mostly realised in organisations within which candidates worked prior to getting an MBA degree is also recommended.

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 INTRODUCTION

People might achieve professional business qualifications to equip themselves with the skills or qualifications needed to perform a job or task, to beef up their CVs or to convert years of experience into a tangible reward. Certain qualifications might help you to command a larger salary and to progress in your career; others might drain your bank account and leave you with nothing more than a few lines to add to your CV. The rule of thumb when it comes to business qualifications is, choose carefully (All about careers Professional Business Qualification, 2014).

This research paper presents an exploratory research that will be conducted to assess how Masters in Business Administration (MBA) graduates progress in terms of career advancement (promotions or greater responsibilities) after acquiring their MBA degree. There are a lot of factors that graduates face within the corporate world after completion of their degree. Depending on the outcome of the findings, this might be a motivating factor to the current students and also attract those who have been resistant to register or those who are thinking of registering.

1.2 PROBLEM STATEMENT

The opportunity to advance one's career is a key determinant of the prospects for MBA graduates to progress their careers in all spheres of the economy. Regardless of whether or not MBA graduates from Turfloop School of Graduates and Leadership (TSGL) advance their career, one of the primary aims of any institutions is to get top managers with MBA degrees. It is within this framework that the career progression of MBA graduates of TSGL need to be studied and their career advancement, movement and changes assessed.

Given the notion that an MBA degree is considered a major qualification for top management, the need for MBA contribution to advancing the careers of TSGL needed further analysis. A study focused on TSGL is important to help the institution to recognise the contribution of MBA graduates and to use them as a tool to attract other prospective graduates. It also provides the TSGL with an area of the curriculum which might need strengthening to improve the programme and skills which graduates might need going forward. Therefore, the study will help shift the focus of TSGL MBA graduates and the programme to be more career oriented due to their ability to acquire skills which can sustain career

advancement. In South Africa not much work has been done to study career progression of MBA graduates, comparatively yet, little has been done to thematically analyse career progression.

1.3 MOTIVATION OF THE STUDY

Career advancement is traditionally seen as the main influence for one to enrol for an MBA degree. The MBA degree is supposed to provide international opportunities and exposure to better skills and knowledge for all graduates. It is worthwhile to note that the history of MBA in South Africa cannot be left out when one looks at the history of higher education in the country. It is also wise to note the influence that the pre-democratic legislation had in influencing the range of degrees and subjects that the institutions could offer, as well as the pedigree of students that could register (Council of Higher Education, 2004).

The racial profile of MBA degree enrolment between 1994 and 2001 had resulted in an increased enrolment of black students. It is with this increase in MBA enrolment among blacks in mind that this study would like to determine as to how progressive these black graduates are in the world of labour, as well as their relevance to specific skills related to the requirements of the labour market.

1.4 SIGNIFICANCE OF THE STUDY

It is not enough for professionals to graduate with an MBA qualification. Developmental strategies must be available to ensure that they progress in regard to career development. There must be equal attention paid to stating and implementing goals for graduates to achieve, preparing for management roles and development of appropriate life and corporate skills. This research will aim to generate new knowledge in the area of career development for MBA graduates.

The study is envisaged to benefit professionals and managers who want to acquire an MBA degree. It will also hopefully help organisations that would like to support their employees to study MBA as a way of enhancing their managerial skills. These supporting institutions will know if investing in an MBA is worth their money. Other policy makers may then advocate for training in management as part of the requirements of being a manager. This will hopefully eventually benefit all organisations in employing sound management in their day-to-day functioning.

1.5 AIM AND OBJECTIVES AND OF THE STUDY

1.5.1 Aim of the study

The main aim of this research study is to assess the career mobility of MBA graduates from the University of Limpopo after completing their degree.

1.5.2 Objectives of the Study

Objectives of the study are as follows:

- Find out whether MBA graduates from the University of Limpopo experience upward career mobility after graduation.
- Evaluate the change, if any, in their salaries after graduation.
- Assess whether they feel more capable and better equipped (in terms of knowledge and skills) in their managerial positions.

1.6 RESEARCH QUESTIONS

Research question of the study are as follows:

- How does an MBA qualification enhance career mobility for graduates from the University of Limpopo?
- What role does an MBA have on the income/ salary of managers/graduates after graduating?
- Does the MBA assist graduates to feel more capable and better equipped in their managerial responsibilities?

1.7 ORGANISATION OF THE STUDY

The study is presented in five chapters.

Chapter one gives an introduction to the study, problem statement, motivation and the significance of the study. Furthermore it describes the aim and objectives of the study. Chapter two presents the literature review while chapter three presents methods followed to collect data for the study as well as methods employed in the analysis of the data. Chapter four focuses on the presentation of the findings of the study. Chapter five presents the results of empirical analysis, summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents an overview of the state of MBA in the 21st century. The chapter has been organised under the following major themes: Introduction and definition of MBA; MBA Globally (in the 21st century); envisaged benefits of studying towards an MBA degree; career development; career movement; career advancement and training; career motivation; Challenges in Universities offering MBA and summary of the chapter.

2.2 MBA GLOBALLY IN THE 21ST CENTURY

Management education in the corporate business has been in the forefront because it provides several prospects for the candidates. Masters of Business Administration (MBA) can be defined as one of the most common career choices amongst the youth today. The choice is based on the benefits that the course offers. MBA is one of the most preferred career choices which results in scores of students looking to pursue their post-graduation studies (Ketkar and Vaidya, 2014). According to Collins (2010), MBA like any other degree is achieved at a university or college with a fundamental rooted provision of theoretical and practical training to help graduates in the process of gaining a better consideration of overall business management functions with a specific focus such as accounting, finance or marketing.

Oosthuizen (2014) argued that recently, at the dawn of the new millennium, business education in South Africa was under review. As a result of South Africa's economy contributing significant to the African continent, the growth of business education serves as a motivation to the whole world. Twenty years ago, South Africa saw the end to years of racial divisiveness in favour of reconciliation - a course which has seen a birth of new businesses and opportunities (MBA, 2014). Furthermore, the study showed that since the new millennium South Africa has positioned itself on the universal platform, this position resulted in the call for broad-based skills meant for improving managers. In the business sense an MBA has become the required criterion and is generating a new group of South African business personnel who have the best tools essential to strive in the universal business scenes.

Similarly, the Council of Higher Education (2004) stated that the strong adaptation towards responsiveness to business needs resulted in competent leadership required in the business sector. This process put management education at risk. The process gave birth to "Management at Risk" which resulted in the report titled the Management Education Task Force, chosen in November 2001 by the

Association for the Advancement of Collegiate Schools of Business (AACSB) International Board of Directors. In the report the rationale was to identify the challenges faced by business schools worldwide and to suggest institutional responses.

Recently, Patel and Patel (2012) looked at the factors that influence the decision of selection by an institute for MBA. The study used the factor analysis method to analyse primary data which were collected through one-on-one interviews to the sample size of hundred and fifty students. Similarly, Temtime and Mmereki (2011) investigated the apparent quality, application and the shortcomings in the MBA programme of University of Botswana by administrating questionnaires and one-on-one interviews. The study went further and proposed several recommendations that would be instrumental to overcome the gaps discovered. Accordingly, Fisher and Kiang (2007) analysed the Tracy and Woldfogel (1997) methodology to assess different MBA programmes in a peer group and looked at the value they added to students.

On the other hand, Chen (2007) established a classical view to clarify the decision making practise of global graduate students from East Asia. The study used Canada as a reference to follow an advanced education system. The study used a push-pull model to comprehend the ability and connections between numerous factors that impact on the selection of a nation, institute, curriculum, and city. On the other hand, Kathawala et al. (2002) likened the old-style MBA with the modern internet offered MBA applying the Strength, Weakness, Opportunity and Threat (SWOT) exploration with much emphasis on the viewpoints of universities, professors and students.

Like any other degree, an MBA has been evolving over time. The first group of MBA curriculum consists of essential amount of similar study interest intergraded to one i.e. strategic management, change management, entrepreneurship and leadership. MBA also benefited the graduates with a number of skills to be precise, teamwork, leadership, communication and problem solving. The degree ensured old-styles of provision and drew earlier professionals short of much work experience. Education is seen as up-to-the-minute in classroom and in empirical education grounded in circumstance experience training and real job tasks (CHE, 2004).

The other group of MBAs developed in Europe in the 1980's. This group combines standard and training in the syllabus and was fundamentally theoretical in character. The majority of the knowledge was gained from the classroom atmosphere. This group drew adult and more veteran students (CHE, 2004). The third group, which developed in the 1990's, perceived the MBA graduate as somebody with

informed decision making skills, with good insight and profoundly experience. The two programmes were universally appealing and operated by incorporating learning methods, philosophies and methods of delivery. Education was carried at several business schools and institutions. MBA students adopted the thematic approach to study management issues, using project-based assessments and concrete experiences (CHE, 2004).

2.3 MBA IN SOUTH AFRICA

The regime changes in the South African society subsequent to the start of the 90th decade have left nearly no segment of society isolated. In the instance of tertiary institutions, as government headed the formation of a different advanced education system, the government funded and independent sources of education had emphasis on the development of policy related frameworks with the application of a variety of schemes and tools to direct the advanced education institutions on the course of legislation (CHE, 2004). This resulted in the effect on Business Schools and MBA programmes by changes and hassles as much as any further academic divisions of the programme. Universities were tasked to transform the operating personnel and student profiles while concurrently supportive of the equity and quality vision, which later added to the development of the Republic's economy as well as to fast-track public service management. CHE (2004) argued that the elements of an MBA curriculum are connected with the integration of commercial societal accountability into the requirements of managerial preparation.

Furthermore, it was noted that among the developments supportive to the rising status of the MBA as a degree in South Africa is the belief that the MBA makes the ex-students to confront any sort of management challenge. It is worthwhile to note that subsequently business competence is understood as a necessary and generalisable component of all sorts of institutes; other sectors and governments perceive MBA as the training ground for fresh managers. This has two shortcomings, the first results from the nature of the sector involved and the second being the MBA programmes. While the addition of a three-way lowermost line of commercial obligation was challenging business performances and persuading variations in executive education, commercial determinations are significantly dissimilar from those of public and private institutions (CHE, 2004). While firm business activities in respect of cost-effectiveness, reporting systems, organisational preparations integration into government department and NGOs. This reviews the managing of state departments in the third world countries which are not similar to those which outlines business enterprises. With much of the focus on the public

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and private institutions in the search for productivity influence the purpose of government and NGOs in relation to society (CHE, 2004).

The study went further and concluded that there is still room to re-visit the MBAs' curriculum to specific needs of the developing countries. Harvard Business School specialised their developments dedicated towards the running of NGOs. Nonetheless, there is correlation between MBAs and the teaching of government management forces. It is necessary to establish the degree of the re-orienting of MBA in the direction of public management training requirements which is likely and significance in the emphasis of institutes responsible for public administration and their correlation with business schools. Accordingly CHE (2004) argued that, with the guidance of the MBA programmes, the expectancy is that the programme will yield top managers and executives for conglomerates and native initiatives, entrepreneurs, experts for precise segments or businesses and executive directors for NGOs. The specialisation is excessively expected to yield targeted skills and competencies that weaken the core abilities anticipated of MBA graduates (CHE, 2004). MBA in South Africa has been in existence for 50 years, subsequently the initial MBA School in South Africa created a move which resulted in the curriculum review of all business schools. The public and private sphere made demands on the schools to review their stand-up in advanced programmes (CHE, 2004).

2.4 ENVISAGED BENEFITS OF AN MBA DEGREE

2.4.1 Skills and Benefit

There is a common presumption that MBA assists the graduate to develop his/her career. The notion hinges on the insight of an improved career; nonetheless an MBA undoubtedly exposed new paths and affords graduates with new skills in the workplace (Mishra, 2013). Furthermore, an MBA programme is clearly intended to add value to progress scholars providing them business-related knowledge and managerial skills. The study by Boyatzis and Renio (1989) argued that an MBA programme created a substantial positive outcome on former student executive proficiencies in capacities of material, quantitative analysis and execution of tasks. The study argued that the programme nonetheless did not seem to improve soft skills, primarily interactive skills such as constructive relations with peers, organisations or important individuals. A study by Kretovics (1999) restrained the learning effects of an MBA programme. The study establish that the MBA education improved twelve (12) skills related to occupational efficiency of its alumni compared to current students. The degree focused on solid executive skills such as goal setting, evidence gathering, quantitative analysis, theory application, technology application and developing relational skills (Mihail and Elefterie, 2005).

Furthermore, Sturges, Simpson and Altman (2003) evaluated the effect of a Canadian MBA package on graduates' capabilities grounded on detailed consultations with the learners. The study concluded that graduating in the programme endorsed the alumni to be extra active bosses, with an awareness of and admission to a range of trade systems, moreover aided by advancing their self-assurance and managing of individuals. The same conclusions were made the study of Ishida (1997) after evaluating the graduates of the Graduate School of Business Administration at Keio University in Japan. A study in the UK by Baruch and Peiperl (2000) established that attainment of an MBA degree enhanced former students' abilities. Such potentials and capabilities can be connected with precise core skills not limited to research and accounting skills although others were worried about the overall decision-making abilities like career management and working in teams. Similarly, this proportional study determined that MBA studies assisted former students to achievements and benefits and furnished other managers with more concerns about the abilities required in business. The study of Baruch and Leeming (2001) provided a valuation of the impact of an MBA of a leading UK management school on the skills and career paths of its graduates. The study found that supported the debate on MBA studies which directed the improved self-possession, professional skills, employability and better features of career advancement.

Nevertheless, both business print media and scholars have elevated questions of the added value of graduate commercial training to former student executive skills and experiences. Appraisals by way of individuals of Bennis and O'Toole (2005), Mintzberg (2004) and Pfeffer and Fong (2002) argued the breach amongst theory and practice; these studies maintained that the acquaintance and abilities delivered by the MBA programmes relate poorly to experts' requests. Other studies, like Pfeffer and Fong (2002) advocate that the breach is owing to unrelated syllabus organisation and training. Bennis and O'Toole (2005) stressed the insignificance of commercial graduate school research and determined that organisation lessons would improve after outdoing their practices shift towards the centrality of utmost innovative law, healing and other professional schools. The partial arrangement of business syllabuses was identified before in Porter and McKibbin's (1988) study. The investigative systems had considerable importance at the cost of leadership, social and communication skills.

An MBA degree can enhance several capabilities. Orr (2008) argued that MBA can teach a graduate to ponder like a professional frontrunner, train them to comprehend compound business matters and reason tactically. It is not only limited to enhancing or providing the business skills that a person might be

missing, it can similarly develop soft skills such as control, diversified cultural thought and teamwork - all significant features for forthcoming business leaders.

Furthermore, the study argued that graduates learn MBA course content hands on the job, but do not ever obtain those occasions in their work. Studying for an MBA can provide opportunities in a safe and structured environment. MBA training permits a person to examine commercial notions in a methodical and all-inclusive way and prepares the graduates with essential outlines and models to examine tangible global commercial difficulties and chances (Orr, 2008). Fundamental MBA topics are on a focused environment and motivated to make the grade. In most circumstances, students are the main performers in the teaching-learning deal. With the consideration that contemporary management entails the real application of skills learned, the importance of MBA improve the unstable extra regarding insight is understood, original thought and education. An MBA degree nowadays implicates the ample existence and involves the scholar cognitively, passionately and substantially (three modes). The influence of the three approaches inspired alterations in an MBA scholar's viewpoint with an emphasis on the intellectual measure only (Oosthuizen, 2011).

Accordingly, Oosthuizen (2011) argued that an MBA provides an atmosphere that provides a student with accomplishments close to potential custom in which it would ensue in a commercial realism by engaging them in the setting, which requires services training and receiving practical reaction from a skilled manager. Furthermore, the MBA rejects the departure of rational (formulation) from temporary (implementation), since the globe does not fix the opinion though the preparation course comes into effect. MBA training distinguishes the intricacy of the situation and that scholarship occurs over only a relatively organised, imaginative cognisant assumed practice. In making a learning background, MBA instructors offer casual education, acting and replicating, feeling and thinking and manipulating scholars to take control of their own learning (Oosthuizen, 2011). The tasks of the post-modern business scenery need frontrunners with multidisciplinary skill-sets. The complex state of the MBA and its coordination concerning incorporating segments of the whole is therefore the perfect incubator for post-modern leaders (Oosthuizen, 2011).

On the other hand an MBA teaches business leaders how to think like one, as well as training them to understand difficult business problems and be innovative in dealing with such. Furthermore, MBA course content can be learned on the job. Nevertheless, the student might never get the chance in the workplace. Reviewing an MBA can afford those openings in a harmless and organised atmosphere.

MBA study permits one to study commercial ideas in a controlled and all-inclusive way and prepares one within the required frameworks and models to analyses tangible domain business difficulties and changes. Essential MBA subjects are on an intensive situation and stimulated to create the mark (Orr, 2008). An MBA can help to advance a career to its complete potential at a fast-tracked pace. It does open the door to many new opportunities, sectors or functions previously unconsidered, senior level role or roles that require an MBA and were previously out of reach.   Graduating with an MBA can signify to an employer that you can handle the pace of a demanding job; you have the drive, determination and time management skills to succeed Orr (2008).

There are also compensational benefits. According to Orr (2008), a senior level title role compromises superior reimbursement and there is abundant suggestion that with an MBA on a CV it can lead to income increase as well. The highest categorised schools in the Financial Times Global MBA rankings describe rises in wages of more than a hundred proportions and all schools, out of the one hundred schools ranking, conveyed rises of over fifty percentages were witnessed. However, an MBA can be costly and an MBA ex-student is probably going to obtain a return on their tuition paid during the time of studies. The MBA is an internationally acknowledged qualification that opens entries to an innovative link of connections from various businesses and various countries. Scholar co-workers, faculty and graduates add value to the renewed system while offering incomparable prospects for upcoming partnerships. Furthermore, commercial school actions aid to advance the trained interacting abilities. Notwithstanding the economic recession, MBA students, as surveyed by the Global Management Education Graduate Survey (GMAC), were positive about their forthcoming future. Students believed an MBA degree improved the prospects and helped to improvement the required business skills to better progress the career of graduates. It is very encouraging to jump into the occupation hierarchy, create different networks and expose accesses to the dreams.

Empirical studies found that MBA graduates are believed to have impractical prospects for future career accomplishments, a propensity concerning job-hopping, and what scholars define as careerist approach concerning their occupation and the institute, although empirical evidence exists to maintain the belief of MBAs as professionals (Chiet, 1985; Feldman and Weitz, 1991). Further scholars tested the observation (Louis, 1981; Jenkins, Reizenstein and Rogers, 1984). There has been a fair amount of research on group-based learning (Beaty, 2003; Belbin, 1993; Biggs, 2003; Gersick, 1990; Kolb, 1984; Overton, 2003; Revans, 1982; Tuckman & Jensen, 1977; Yeadon & Worsdale, 2012) stressing the

benefits of group work in general. Boud and Lee (2005) suggest that the absence of the tutor reduces the barriers of power and learning is enabled through greater engagement and open communication. Biggs (2003) adds that students will learn from peers within group work more easily than from the tutor as they have to use their own words and explanations to make sense of module material or a specific task. Keppell, Au, Ma and Chan (2006) and Smith (2000) argue that such collaborative learning promotes lifelong learning and enhances capabilities of teamwork, interpersonal skills and independent, self-empowered learning of students (Kremer and McGuinness, 1998). Within an increasingly cost-oriented higher education context, peer learning also allows for innovative and cost-effective teaching methods (Johnson, Johnson & Smith, 2007; Kremer and McGuinness, 1998; Topping, 2005).

2.4.2 Career Development

Deb (2010) defined career as a difficult term while most authors expressed it in diverse ways. In the past there was a general perspective that career as a term is complex and important as now and it was reflected that when a person ensured an occupation, it was for a long term. Individuals used to remain in one organisation from junior level until retirement or rather stay at one level until they retire. It has been viewed that if a person is a hard worker, dependable, knowledgeable, trustworthy and creating no evils, it would ensure a long term employment. In yield of those conducts, firms presented job security and constancy. All the arrangements, containing society and personnel, was run in a family manner. During those years a career began when an individual finished education and was underway to the labour force and did not require any additional knowledge or professional development.

Novel jobs and novel responsibilities are extra challenging and further interesting, so individuals must be accessible, complete and equipped adequately to achieve novel and technically extra erudite responsibilities and obligations (Ivancevich, 1994). Nonetheless, the worker cannot feature solely into thought when it's time to prosper in expert existence. The organisation needs to be mindful of numerous aspects. On the other hand, corporations need to be conscious of the element that makes firm and productive forthcoming progress and can be conceivable with the aid and support of human capital. The Human Research divisions' compromise not only maintenance for workers, but similarly organisation and links the individual and structural requirements, strategies, objectives and capabilities (Bernardin and Beatty, 1984).

Correlation among businesses and staffs is changing in a way that equals all of them to want to derive the assistance from that association. Variations show that now day workers do not assure an extended

term and locked work anymore, while employees have to be accountable for their particular future (Brauch, Noel and Julie, 2012). With concern that career in our life time is reflected to be an ultimate course extra multipart than it used to be, it is not surprising that vocation stands out in numerous literatures, likewise numerous researchers in diverse careers saw a need to realise the practice of a particular profession (De Simone and Harris, 1998). Various possibilities emerge when one tries to define the term career and different authors define it in a narrower or broader way. Career can describe the individual's occupation, but on the other hand, it can symbolise an individual's development and increasing achievement within the profession or institution or it can denote sequence of related jobs (De Simone and Harris, 1998). Career is the entirety of the in-service capabilities through a person's lifecycle (Jones, George and Hill, 2000). The prevalent denotation is doubtless replicated in the idea of moving, ascending in one's taken line of accumulating more money with extra accountability, obtaining more position, status and control (Ivancevich, 1994). Career is symbolised by attainment careers, exchanging occupations, positions, ranks, accountabilities and contests (Bahtijarevic, 1999).

According to Armstrong (2001), career development is of great importance to both parties in the market. This is due to the communication in the business for which the person works and the expansion of the business over the worker's occupation. In the analysis, a worker advances his livelihood over a persistent attainment of expert skills and knowledge which may bring about rewards and promotion. Graham and Bennett (2005) supported this notion and vie that career development includes complex status and accountabilities which occur in one organisation or over association amongst organisations or an assemblage of the two. Workers might change from one body to the alternative, not necessarily in the similar career, for example, from one field to additional or from one level to the alternative. The competitive market has positive dealings irrespective of the size and needs staff that have the essential knowledge and skills to create an actual influence as front runners concerning realising a modest authority. Consequently, dreams of an able, self-possessed, reliable and esteemed staff bringing quality and person-centred facilities is exactly determined. According to Armstrong (2001), a self-motivated atmosphere obliges unceasing expert and managerial expansion.

Participants ought to put home a variety of arrangements and practices to provide the progression of the workforce with the requisites of today and for tomorrow. Training and expansion of workers must be carried as an investment but not a mere expense and that poor performance unawareness and short dedication to obligation are actual high obstacles in commercial space (Pareek and Rao, 2012). The study went further and narrates that the crucial issue to great ranks of performance is in ensuring

personnel who are enthusiastic to effort fine accomplished, well controlled, well-motivated and are always re-skilling their techniques. Occupational expansion shelters a worker's functioning existence. It surprises with for instance, workers' alignment, on-job exercise, practice, further learning, post graduate degrees or diplomas (Pareek and Rao, 2012).

In a nutshell, career is an enduring development which is self-possessed of the individual's operational knowledge expanded by accomplishing different occupations and switches among different levels, but it is moreover content by attaining superior accountability, authority and development on his professional path. Career becomes the most important connection between an individual and organization. Early, skilled and soundly educated and expert professionals set their vocation and advancement between the most significant sections of their existence, while remaining in a definite situation till there are interpretations for individual and occupation development (Cater, Ulrich and Goldsmith, 2005). However, Reinke (2003) stressed that career can be one-sidedly resolute and be contingent on the person's clarification as a series of approaches and activities linked to the employers' operational knowledge. The study went further and argued career that determined objectively and implies receiving the first job, moving among diverse jobs and responsibilities, heights of obligation and dissimilar tasks, which can moreover signify an extended arrangement of diverse jobs and working knowledge.

Peel (1992) argued that laying the content career and the term development, the study went further to narrate career development as the life-long procedure of nurturing and promoting the outline of the labour's functioning lifecycle to help map the finest custom of integral capacities, skills, awareness and welfares of an individual. The term, career development, is focused on the potential of workers and the circumstances. Career development conveys a solid implication of advancement and upward movement. Career expansion which comes after development is dynamic to the discrete worker. The Maslow's hierarchy of human needs states that self-actualisation is at the peak of the pyramid (Peel, 1992).

Self-actualisation contributes to the honest level to functioning effectiveness, inspiration and particular fulfilment, but not limited to an operational lifecycle but diffusing at communal domains of a person's existence. Beforehand, preliminary developing of the labourer's private career, discrete to the consideration of possible clarifications. The key recommends all the influences and links amongst one's needs, skills, inclinations and wishes and the organisation's capabilities, requirements and potentials. Contests and relationships amid the twofold significant performers' work (Peel and Inkson, 2004).

Employees also adjust differently to an organisation's structure, variations in the ranked level and sequence of knowledge. Comparable with the variations in the atmosphere, organisations craft fresh subdivisions and entail accomplished and skilful professionals for the novel careers and responsibilities. After taking all these into deliberation, it was concluded that organisations and individuals breathe and labour in an unsettled and fluctuating environment and involve experts who match the requirements and evade firm inconsistencies. The development categorise the subject of developing and gathering human resource desires greatly more effectual. If the matching process works well, the organization and the individual will benefit. The institution might practice a better efficiency, advanced organisational assurance and long-term success, while the worker might have greater gratification, safety and private development (Bernardin and Russel, 1993). A study by (Bahtijarevic, 1999) argued that career development ensures a discrete and structural characteristic. The study went further and noted that the practice of various interrelated and coordinated beings' and the organisation's actions, with individual and institutional work as associates to promote and develop the career of individuals.

Moreover, right and superiority corresponding amongst the organisations and successful interests' careers, require flexibility. Flexibility is the changes and detections of new marketplaces, innovation of novel products and services, establishment of unique departments, variations and diverse types of workers with new skills, awareness and traits. The following can afford an individual with better situations for career development, since no one in the present can be safe and secure that he/she will stay at the same level at the same company. In directive to help its own employees to grow their occupations and maximise profit, organisations ought to hire individuals with a prospect for extra development (Abbas, 2010). The study went further and argues that provision of those jobs and responsibilities must offer experiments and potentials to advance personal skills and skills to reward individuals with good personal and team accomplishments, it also offers the worker with the prospects to continuous professional progress through the additional educational routes in order to keep in phase with the modern intellects. Single continual investments in human resources maintained by investing in modern technology, good and quality leadership can provide a long-standing achievement and competition for numerous firms within the boundaries or overseas. Deb (2009) argued that this starts a foundation for planning the forthcoming requirements and added development, for an individual and the team. On the other hand, career and successful career development remain an academic fitted parallel with approval. It prepares, not continuously, the fruitful career development creates for positive approval in trained life, but not unavoidably in the individual lifecycle too (De Simone and Harris, 1998).

Today the living and working times have changed (Hall and Moss, 1998). Old-fashioned philosophies on career development focused on matching people to occupations. To try to domicile an evolving individual hooked on the varying labour background is similar to demanding effort from the enviable (Mitchell and Krumboltz, 1996). Recently, career development has been cleared as the practice of planning learning, training and work through the lifespan (ATEC, 1999). Though the positions of career development and career management are forever used in the same phrase in career-related studies, in the existing studies the notion of career management is commonly used as it inclines the meaning of active, focused methodology.

2.4.3 Career Movement

The National Strategy for the Development of the Social Service Workforce in Scotland (2005) carried a study which looked at employee development as the basis on which the confidence and ability of individual staff members is constructed. Furthermore, even with policies in place and every Tom, Dick, and Harry dedicated to the opinion of unbroken knowledge and development, it is of utmost importance to recognise the task of gathering the complete variety of learning and development needs in organisations extending from preceding education, initiation and core social services qualification provision.

Beardwell et al. (2004) contends those lifelong development encirclements the complete growth of personnel over time; those individuals are consequently endlessly participating in learning processes as they pursue stability amongst varying self and altering environment. Accordingly, Armstrong (2001) showed that career development is of countless reputation to equal the individual employee and the organisation concerning a career crusade. This is due to the interaction amongst the group for which an employee works and the development of the institution over the employee's career. It was also worth noted that an employee develops his/her career over an unceasing attainment of managerial or professional skills and involvement which may revolve around recompenses and promotion.

While Graham and Bennett (1995) approved that career development includes complex prominence and tasks that take place in an organisation or over an effort amongst organisations or a blend of both. Workers can easily move from a particular organisation to another not essentially in the same career, but from one field to another or rather at the same level. In a competitive market popular businesses, regardless of scope, want personnel who have the essential understanding and skills to make an

operational impact as influencers towards achieving a viable advantage. Armstrong (2001) approves that today's vibrant background entails continuous professional and managerial development.

2.4.4 Career Advancement and Training

At work, training is fundamental to the progression of any organisation. The Tanzania Institute of Bankers (2003) points out that training is more effort oriented; with its capacity to alter arrogances and inform knowledge. Organisations produce and mature over an unceasing process of learning and training. Determining and developing capacities develop a significant factor in establishments in which personnel are enabled to realise their specialised determinations. The argument was expanded by Torrington and Hall (1987) with the study asserting that training was essential for actual routine and job fulfilment. On the other hand, Tanzania Institute of Bankers (2003) contends that training decreases discontent, dissatisfaction, non-attendance and worker revenue. The relationship promotes the points out that promotional training which provides urgency to present workers is a great drive booster. It leads to better proficiency for the anxious worker. More effort needs to be given to structural requirements, obtainability of resources and a structural location that expedites actual work presentation.

Kalanzi (1998) comes to an understanding and notes that after exercise a boss seeks to lay in outstanding routine. The wish to outclass other colleagues is very real. The study on three banks in Uganda concerning the consequence of management training on managerial performance emphasised that exercise shows a key amount in corresponding individual and society goals. Similarly, Baguma and Rwabwera (2010) made a very good break through and point out that countries can advance their economies when organisation exercise carries nearly success in the way establishments conduct their activities. The Tanzania Institute of Bankers (2003) moreover highlights management development as an instrument which in the midst of other things, confirms and supports actual sequence planning. This will also raise executive capability, encourage and help maintenance of skilled executives and inspire the search of occupation development for managers.

Considering that in the present times career is measured to be an all-time course additional compound than it used to be, it is not odd that career is in an emphasis of numerous lessons and that many experts in diverse professions are exasperated by trying to comprehend the procedure of personal career (De Simone and Harris, 1998). There are numerous opportunities in the conceptualisation of the term career; diverse scholars express career in a slighter or larger way. Career describes the personality's profession however; on the other hand, it can indicate one's advancement and cumulative accomplishment within

the worker's occupation or organisation (De Simone and Harris, 1998). In a birds view, career can be seen as a collection of total work-related involvements throughout a person's life (Jones et al., 2000). The general significance is probably echoed in the notion of moving and rising in one's chosen line of work, making extra money, ensuring more duties and obtaining more rank, prestige and power (Ivancevich, 1994). On the other hand, (Bahtijarevic, 1999) argued that career is signified by receiving employment, moving amongst the occupations, positions, levels of responsibilities and challenges, but even more than that.

In order to advance skills mandatory for the different characters, a worker takes on as he/she advances through the ranks taking time. Mullins (2005) argued that training offers further opportunities for career progress because it might improvement ability levels of individuals and the organisation. Training is seen as vibrant for career advancement for employees in general and managers in particular. Accordingly, Tharenou et al. (1994) analysed Australian organisations. The study discovered that training definitely improved and advanced career for managers. Tharenou et al. (1994) noted that the Avero Women's Network (AWN) could have an impact on members' career advancement by offering women professional development opportunities. From her perspective, the organisation lacks formalistic career development opportunities and women, in particular, are disadvantaged because they may have fewer development opportunities. She explained, "Women may naturally receive less [development] than men do, because men maybe relate more to other men and are more comfortable with other men and provide mentoring opportunities or coaching career development. Executive advancement was measured over managerial order, remuneration and span of control. It is contended further that training, particularly formal off-the job courses, prepare staff for progressive advancement to higher levels of management; that this theorises a helpful path from training to managerial advancement (Tharenou et al., 1994).

Kalanzi (1998) conducted a study looking at the Bank of Uganda, a Co-operative bank. The study discovered training of managers positively affected their performance and that training contributed to improved performance of both the individual and the organisation. Training leads to development of person's specialised and managerial skills, authority and entitlement and thus enables career advancement in broad and advancement in particular. The findings were in line with the aims of training policies which emphasises, among other things, staff performance, professional development of staff, preparation of staff for higher responsibilities and conveying compulsory skills, knowledge, expertise and approaches needed for performance improvement. Mullins (2005) showed that training is generally

geared towards ensuring that there is continuity in a worker's career development. Likewise, Beardwell et al. (2004) noted that people assume assistance for their exercise; they compel energy and gain skills and in return wish for greater recompense in the form of promotion.

On the other hand career advancement normally involves a clearly marked path of progression through the ranks of an organisation. It is based on merit without regard for race, gender, age or ethnicity. Deserving cases become eligible for advancement. When employees know their strength and relate to each other, it gives them more chance to advance. Graham and Bennet (2006) noted that the vision of career advancement influences, in itself, encourages employees to work harder. The study authorises that workers aim to progress progressively in organisations for which they work. Under regular circumstances, career advancement involves the existence of another career path founded on the individual employee's and organisational needs. Capelli and Hamori (2005) showed that lack of career advancement impacts on the ability of one to make the top as manager. The study involved one hundred executives and brought out an interesting fact that the longer one stays in a job the more easily it is for one to have chances of advancement. Graham and Bennet (2006) looked at career advancement overall and noted that it has an ability to inspire employees to work hard. The study also noted that employees aspire to advance gradually in the organisations for which they work. In normal conditions, career advancement involves, but is not limited to, the reality of other career paths founded on the individual employee's and organisational needs.

Tharenous et al. (1994) argued that the structural organisation plays a part in career growth and career advancement. The study went further and looked at an organisation whose top management is led by men who try to draw its impact negatively for career advancement for women managers. Beardwell et al. (2004) noted that actual management development must provide due attention to career paths and opportunities for promotion and progression. The study went further and pointed out that due to rapid changes in organisations there is a countless treaty of indecision and no clearly defined progression paths; promotion is no longer spontaneous as was the case in the structures and cultures of traditional organisations.

The British Broadcasting Corporation (BBC) workforces found that changes and corporate tightening to the organisational structure had to occur in the 1980's and 1990's (Hilton 1991). The issue was further investigated by Torrington and Hall (1995) and the study points to the declining opportunities for upward promotion which was common to most if not all employees, to organisational development. The

18

concern for handling a career as individuals was considered and the study affirms that the organisation may have a role in enabling and supporting this. Certainly, a worker who pursues training that is inconsistent with the organisation's set goals and objectives would not advance his/her career. The same notion was also advanced by Mullins (2005) through a study that argued that self-development needs to be supported by management. Graham and Bennett (1995) agree through a study on jobs and careers and point out that employees must aim specific targets, identify career priorities and steadily observe their achievements and failures.

Structural affairs may prove to be interference to career advancement after training in whatsoever form it takes however, Nzuve (2007) noted that in some institutions, managers create alliances to assist, block, protect or hamper other colleagues. The Evergreen Business Group (2006) conducted a study on the theme of accelerating career success; the study recognised that structural politics can be a hindrance due to oppression, disregard for ethics, capacity and influence by managers. Robbins (2010) argued that certain structures can be manipulated by managers in directive to recompense and promote favourite employees. Cranfield University's School of Management (2006) supported the study and sent unambiguous advice that organisation politics, with reasons, authority, and position and competition impacts negatively on various aspects of the workplace.

2.4.5 Motivation

Graham and Bennett (1995) studied the motivation of employees renowned as an essential part of human resource management. The scholars argued that motivation emphases on details that clarify the way people behave. Accordingly, Nzuve (2007) argued that all managers ought to address concerns of employee motivation. The study determines the life time of organisations and its determining ability to achieve goals. Graham and Bennett (1995) approve the subject of wishes to motivate other co-workers. Furthermore, the scholars contend that the behaviour of human beings is derived by set goals. Armstrong (2001) supported the study that certainly motivation is directed more on goal-directed performance. Studies by other scholars also showed great motives through the means that workers perform at the work place. The studies went further and showed that motivation rejuvenates, guides and sustains behaviour (Nzuve, 2007; Beardwell et al., 2004). A study by Stoner et al. (2002) went further and confirmed the fact that motivation is one of the great contributors to the level of employees' assurance. It further argued that motivation accompanied by learning and ability can do wonders.

The Nomura Research Institute Ltd (2005) argued that leaders of tomorrow can be selected based on their ability to stimulate organisational motivation. On the other hand, the Tanzania Institute of Bankers (2003) stressed that the factors after motivation pushes employees to work "heartily". Kakama (1995) drove a point that reward methods do motivate or demotivate employees in organisations in which these are not present. The study went further and argues that managers know how to motivate employees to be more effective and productive. It is worth to note that where employers target individuals they tend feel isolated to the organisational goals. Emphasis is on employers who must constantly inspire workers to advance their careers through skills and education which in the long run will benefit the organisation. The scholars compare any drop concerning knowledge and expansion to looming suicide (Lynton and Pareck, 1990).

2.5 CHALLENGES OF UNIVERSITIES OFFERING MBA

The MBA curriculum incorporates basic multidisciplinary sectors. Programmes built on such arrangements provide the organisational framework for institutions offering MBA. This allowed the formation of business schools which had a small fundamentality of permanent staff while a bigger chunk of staff came from the part-timers (Africa CHE, 2004). The acknowledgment of business schools as genuine academic elements outside universities was attained fairly over the recruitment of full-time staff in the set-up (CHE, 2004). Management Education at Risk Work by Moodie (2013) advises that the method of providing the organisational framework for subdivisions, essential programmes and elective courses was a source of concern, because business difficulties or resolutions seldom existed within corrective limitations.

Accordingly, CHE (2004) noted that the functional silos method cannot vanish from the MBA's academic prospect with the accomplishment of theoretical acceptability. The problem of business schools is not new-fangled in the sector. Multidisciplinary programmes with more focus on teaching and learning are hard to grasp. A multidisciplinary programme is not a result of many disciplines being given in one programme. A multidisciplinary programme, similar to other significant programmes, is not impulsive. The organisation of the MBA programme and its authentic content cannot be free from the methods in which the pressure amongst the theoretical and specialised orientations of the grade is resolved (CHE, 2004).

2.6 SUMMARY

In order for the organisations to make it in the emerging markets as a market leader they need to improve the routine of the employee in the company. It is also worth to note that an active workforce approach, which will comprise a career development procedure, works to confirm if organisations have the right employees with the necessary skills in order to meet set goals (Pitt and Murdolo, 2009). This capter presented the literature review that is related to the study at hand. The next chapter will present the methodology followed to collect data for the study.

<p style="text-align:center">CHAPTER THREE</p>

<p style="text-align:center">RESEARCH METHODOLOGY</p>

3.1 INTRODUCTION

This chapter presents the methodology that was followed to collect data for the study. The target population, sample, research area as well as instrument of data collection are presented.

3.2 RESEARCH DESIGN

For the purpose of this study both the quantitative and qualitative research methods were used. Thus, the study used mixed methods. Mixed methods are the application of both the quantitative and qualitative research designs to advance theory. Mixed methods were used for collecting, analysing, and mixing both quantitative and qualitative data in a particular study to better clarify and answer specific research questions (Stentz et al., 2012). The study used the mixed method to better explain the numbers and words collected in the survey.

3.3 STUDY AREA

The study of career progression of Masters in Business Administration (MBA) graduates was conducted at the Turfloop Graduate School of Leadership (TGSL) of the University of Limpopo. The Turfloop Graduate School of Leadership is in the capital city of the Limpopo province which is Polokwane. This school was selected because it is the only school that is wholly based in Limpopo offering an MBA degree. The school attracts a large pool of diverse students in terms of working backgrounds.

3.4 TARGETED POPULATION

The study population comprised of graduates at the Turfloop Graduate School of Leadership who acquired their MBA during the period. The TGSL of the University of Limpopo had a total of 54 (Fifty Four) graduates between 2007 and 2011. These graduates, i.e. participants in the study, hold different managerial roles both in private and public sectors in Limpopo as well as in other provinces like Gauteng.

3.5 SAMPLE

According to Sarantakos (1997), sampling is a procedure of selecting the elements of the target population which are to be included in the study. As the study used mixed methods; for the quantitative part all 54 graduates who were identified having graduated within the years 2007 to 2011 were included in the sample. This implies that a sample was used. Kumar (2002) defines sample as a definite plan for obtaining a sample from a given population. The sample of this research consisted of a total of 44 (Forty Four) participants who responded to the questionnaire through emails and faxes, implying a response rate of 81%.

For the qualitative data, the research participants were selected through purposive sampling for in-depth interviews. Mostly those participants who were willing to be interviewed and who lived within easy reach and access by the researcher were included in the qualitative sample. A total of 44 participants were interviewed.

3.6 METHOD OF DATA COLLECTION

Data were collected using a designed questionnaire. As Bernard (2006) described the standardised questionnaires used in this study which eliminated interviewer bias and opted for a high response rate. The questionnaire was structured in a way that it had both open and closed ended questions. The data collection covered the following variables: Career progression after graduating, evaluating the change if any in the salaries of participants after graduation, training, motivation, constraints to career advancement and strategies to minimise constraints to career advancement.

A questionnaire was designed for purposes of this study (see Appendix B). The study started by conducting a pilot study involving four selected respondents who were used to test the instruments as recommended by Bailey (1994), in order to identify problems and then use the remarks from such a pilot study to re-align the questionnaire.

Data collection was in two phases:

- Firstly, for the qualitative phase, self-administered questionnaires were sent via email to all the participants in the sample.

- Then for the qualitative phase the face-to-face interview approach was conducted with some of the 44 participants. Appointments were first made with them to meet at places that were convenient to them, in most cases their offices.

3.7 DATA ANALYSIS

The collected qualitative data were edited, coded and analysed using themes and sub themes imitative of the objectives of the study which are career advancement for MBA graduates, limitations to career advancement and approaches that can be employed to diminish or eradicate constraints to career advancement.

3.8 ETHICAL CONSIDERATION

In human research ethical issues are important. The following ethical issues were taken into consideration:

- Permission to conduct the study: the permission to conduct the study and have access to records of who graduated when was obtained from the school (TGSL).
- Informed consent: all the participants were contacted, through the use of emails and the purpose of the study was explained to them prior to their participating in the study. It was also explained that their participation is voluntary and would not be remunerated in any way.
- Confidentiality: no identifying information of the participants was kept on record and the participants were also assured that their information and their responses would be kept confidential at all times.
- No harm: the study will not be used to harm the participants in any way.

- Report: a report detailing the results from the study will be made available to all interested stakeholders.

3.9 SUMMARY

This chapter presented the methodology that was followed to collect information for the current study i.e. the research design, the target population, sample and method of data collection. The next chapter will present the study finding.

<div align="center">**CHAPTER FOUR**</div>

<div align="center">**RESEARCH RESULTS**</div>

4.1 INTRODUCTION

The aim of this chapter is to present the results of the study. The chapter starts with the presentation of biographical information of the participants. As explained in chapter three (3), the study uses the primary data collected from a sample of 44 participants who graduated with an MBA degree between 2007 and 2011. The results are presented in both graphic and tabular form. The data were analysed with the use of the Statistical Package for Social Science (SPSS) as a tool for data analysis to run frequencies and descriptive statistics.

Then results from qualitative data are presented. A total of 17 respondents were interviewed for this part and thematic analysis was utilised to analyse the results.

4.2 BIOGRAPHICAL INFORMATION

The initial section of the research instrument used to collect data was on the general information involving the biographical factors such as Gender, Marital status, Number of children, Year of graduation, Residential area, Current province where they are employed, Employment status, Sector of employment of the respondents before and after acquiring an MBA degree.

4.2.1. Gender of Respondents

There was a need to determine the gender of respondents in order to enable the researcher to make demographic inferences concerning the respondents. Figure 4.1 below shows that male graduates constituted 25 (57%) of the respondents while their female counterparts constituted the remaining 19 (43%).
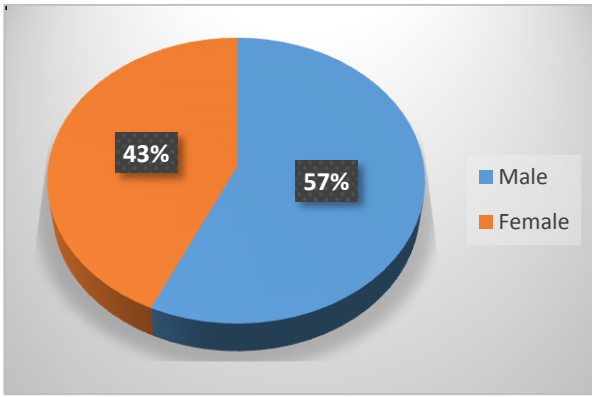
Figure 4.1: Gender of respondents

4.2.2 Age of Respondents

Table 4.1 below reflects that 14 respondents (31.8%) are between the ages of 46 – 50 years; while 11 respondents (25%) are between the ages of 35 – 40 years; the other portion of 9 respondents (20.5%) are between 51-54 years; few respondents, 4 (9.1%) are under 25 years and three (3) respondents (6.8%) are between the ages of 41-45 and 55-60 years old respectively.

Table 4.1: Age of Respondents

Age	Frequency	Percentage (%)
Under 35	4	9.1
35 – 40	11	25.0
41 – 45	3	6.8
46 – 50	14	31.8
51 – 54	9	20.5
55 – 60	3	6.8
Total	44	100.0

4.2.3 Marital Status

The findings regarding marital status are shown in Figure 4.2 below. The majority of respondents were married at 55%, compared to singles at 27%. Respondents who disclosed that they were separated or widowed and divorced came to an insignificant 9%, 7% and 2% respectively.
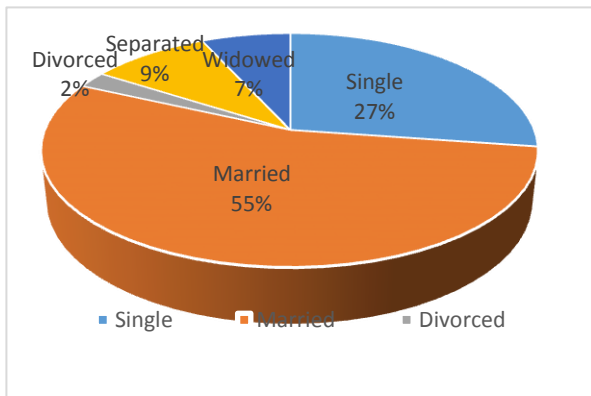
Figure 4.2 Marital status of the respondents

4.2.4 Number of Children
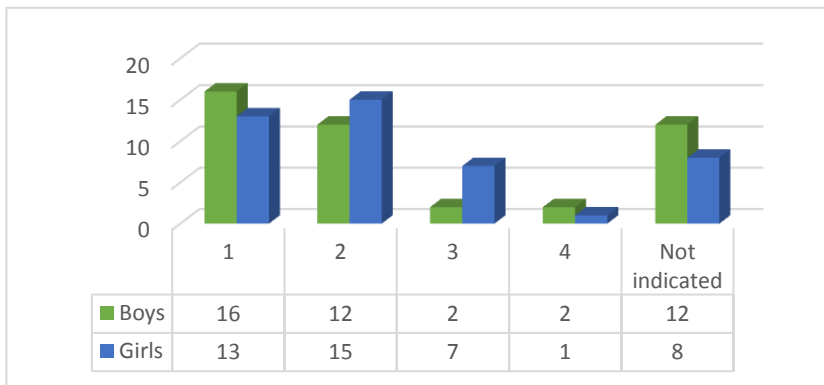
Figure 4.3: Number of children

The results shown in the table above indicate that only 5 respondents 11.36% had more than 5 children. A total of 15 respondents (34.09%) indicated that they had no children, while 15 respondents 34.09% mentioned they had 1-2 children. The remaining 9 respondents 20.45%, had 3-5 children.

4.2.5 Year of Graduation

Since this study focused on graduates between 2007 and 2011 with an MBA, it was important to determine which years were represented. The figure below shows the years from which the respondents to this study were drawn. The figure shows that there were 44 respondents (25%) in 2007, 20.5% in 2008, 22.7% in 2009, 15.9% in 2010 and 15.9% in 2011.

	2007	2008	2009	2010	2011	Total
■ Frequency	11	9	10	7	7	44
■ Percent	25.0	20.5	22.7	15.9	15.9	100.0
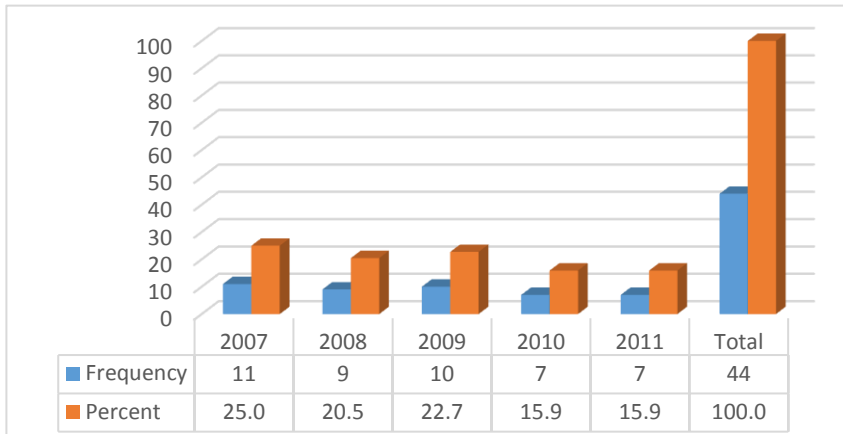
Figure 4.4: Year of graduation

4.2.6 Residential Area

The study established the residential area for each respondent. Results appear in Figure 4.5 below. The figure below shows that (59%) resided in urban area, 23% in semi urban and 18% in rural area.
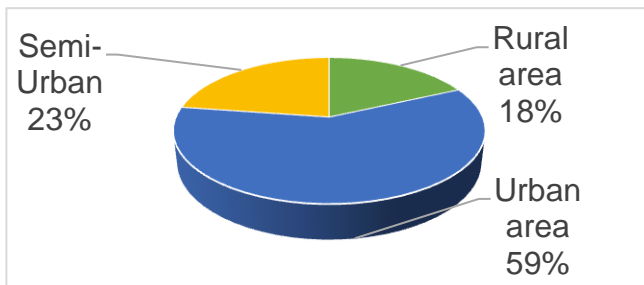
Figure 4.5 Residential areas of the respondents

4.2.7 Province Employed

The study established the province of employment for each respondent. Table 4.2 below shows the employment province of the respondents. Of the 44 who responded 72.7% were employed in Limpopo, 9.1% in Mpumalanga and 18.2% in Gauteng.

Table 4.2: Province where participants are employed

Province	Frequency	Percent
Limpopo	32	72.7
Mpumalanga	4	9.1
Gauteng	8	18.2
Total	44	100.0

4.2.8 Employment Status

The study established the employment status for each respondent. Figure 4.7 below shows the employment status of the respondents. Of the 44 respondents 81.8% were employed, 2.3% were unemployed and 15.9% were self-employed.

	Employed	Unemployed	Self-employed	Total
Frequency	36	1	7	44
Percent	81.8	2.3	15.9	100.0

Figure 4.6: Employment Status

4.2.9 Type of Employment Contract

Terms of employment were likely to affect the level of motivation of workers and it was assessed in this sample. The employment status among the respondents is reflected in Figure 4.8. The majority of the respondents were employed on a permanent basis (91%). The results are indicated in figure 4.8 underneath.

Contract
9%

Permanent
91%
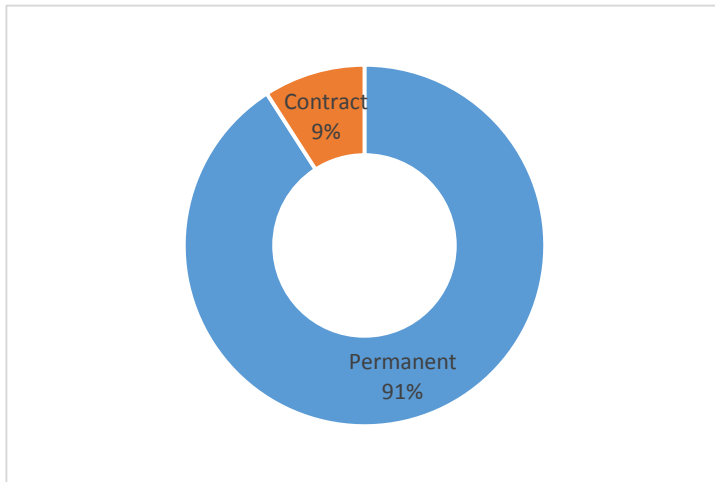
Figure 4.7 Type of Employment Contract

4.2.10 Sector Employed

The sector of employment among the respondents is reflected in Figure 4.9 below. The majority of respondents were employed in the public sector at 64% and 36% in the private sector.

SECTOR OF EMPLOYMENT

Private
sector
36%
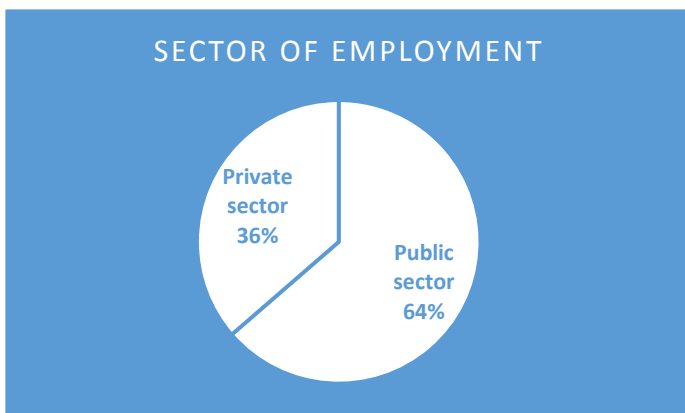
Public
sector
64%

Figure 4.8 Sector Employed

4.2.11 Sub-Sector Employed

The Sub-Sector of Employment among the respondents is reflected in Figure 4.10. Of the sub-sector employment 47.7% were employed in the public sector, 11.4% in Provincial Department, 9.1% in District Municipality, 4.5 in Local Municipality, 11.4% in Private, 2.3% in Agriculture, 4.5% in Mining, 4.5% in ICT and 4.5% in Civil sections.

	Public	Provincial Department	District Municipality	Local Municipality	Private	Agriculture	Mining	ICT	Civil	Total
Percent	47.7	11.4	9.1	4.5	11.4	2.3	4.5	4.5	4.5	100.0
Frequency	21	5	4	2	5	1	2	2	2	44
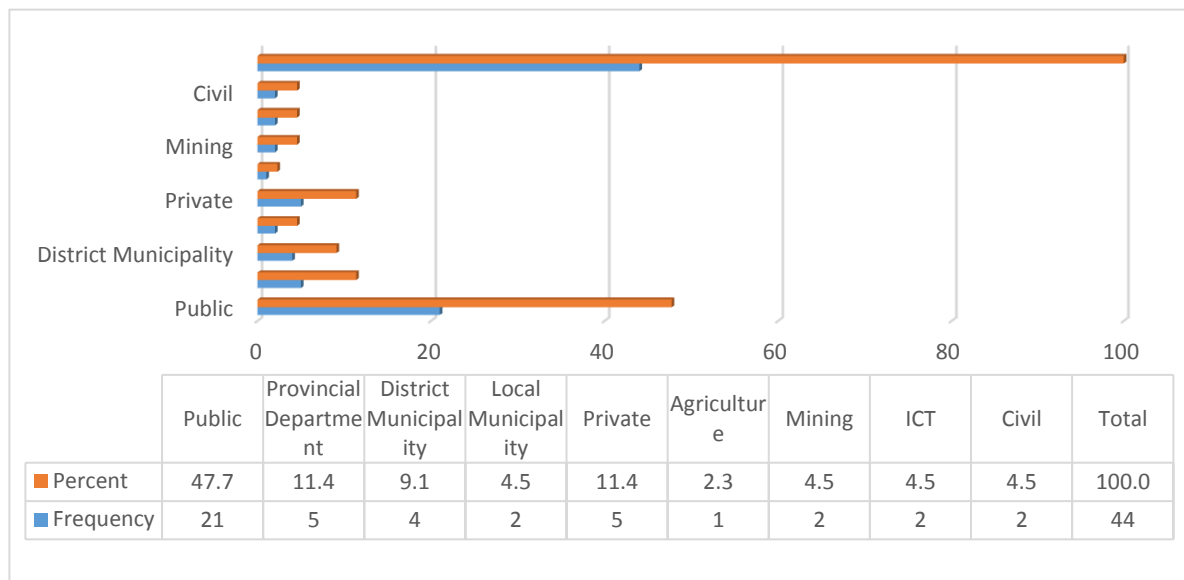
Figure 4.9: Sub-Sector Employed

4.2.12 Organisation Employed

The companies where the respondents are employed are reflected in table below. The Department of Health accumulated more percentages with 13.6%, followed by the Department of Education with 11.4%. While respondents who were self-employed accounted for 9.1% and the office of the Limpopo Premier with 4.5%. A range of companies in both the private and public spheres accounted for 2.3%.

Table 4.3: Organisation where respondents are employed

Department or Company Employed	Frequency	Percent
Self Employed	4	9.1
Anglo American	1	2.3
Capitec Bank	1	2.3
Capricorn District Municipality	1	2.3
CIDB	1	2.3
Department of Treasury	1	2.3
Department of Economic Development	1	2.3
Department of Education	5	11.4
Department of Health	6	13.6
Department of Public Works	1	2.3
Department of Rural Development	1	2.3
Department of water Affairs	1	2.3
Department of Water and Sanitation	1	2.3
Edcon	1	2.3
Eskom	1	2.3
GIBS	1	2.3
Greater Letaba Municipality	1	2.3

Greater Tzaneen Municipality	1	2.3
Group Five	1	2.3
Limpopo Safety Security and Liaison	1	2.3
Minerals and Energy	1	2.3
Muteo Consulting	1	2.3
Office of the Premier	2	4.5
Sita	1	2.3
Small Enterprise Development agency	1	2.3
South African Council for the Architectural	1	2.3
Sports, Arts and Culture	1	2.3
Statistics South Africa	1	2.3
University of Limpopo	1	2.3
Vela VKE	1	2.3
Water Affairs	1	2.3
Total	**44**	**100.0**

4.2.13 Position before acquiring MBA

The position of the respondents before acquiring MBA is reflected in Figure 4.11. The figure
that 50% of the respondents were in junior management positions, 25% were non-managers a
senior managers.
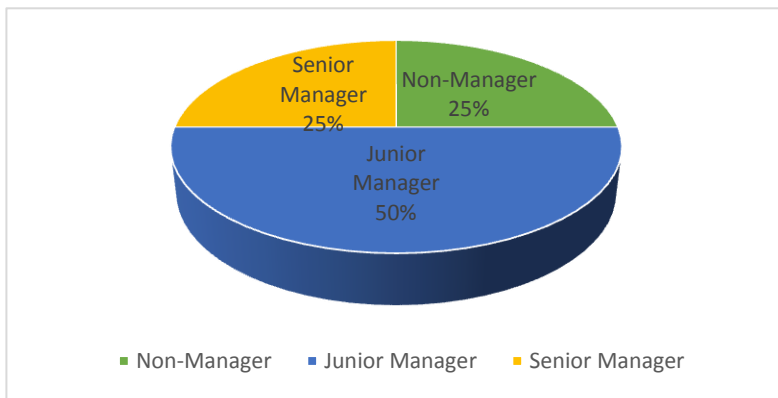
Figure 4.10 Position before acquiring MBA

4.2.14 Number of years in positions before acquiring MBA

The number of years in position before acquiring MBA is reflected in table 4.5. The table below shows
that 54.5% of the respondents were in the position between 1-5 years, 27.3% were between 6-10 years,
15.9% were between 11-15 years and 2.3% were over 15 years in the position.

Table 4.4: Number of years in positions before acquiring MBA

Number of years in the position	Frequency	Percent
1 – 5	24	54.5
6 – 10	12	27.3
11 - 15	7	15.9
Over 15	1	2.3
Total	**44**	**100.0**

4.2.15 Position after acquiring MBA

The position after acquiring an MBA is reflected in figure 4.12 underneath. The figure below shows that 36 % of the respondents were in junior management positions, 5% were non-managers (compared to 25% before an MBA qualification) and 59% were senior managers (up from only 25% prior to getting an MBA qualification) after graduating with MBA.
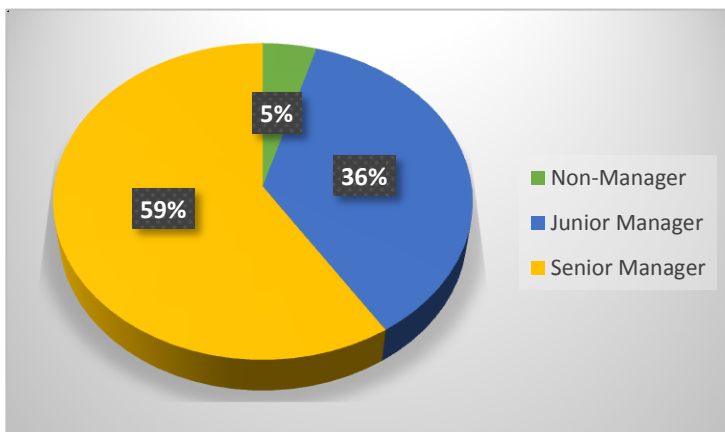
Figure 4.11: Position after acquiring MBA

4.2.16 Number of years in positions after acquiring MBA

Number of years in positions after MBA is assessed in this sample. The number of years is reflected in Table 4.5. The table above shows that 68.2% of the respondents were in the position between 1-5 years, 20.5% were between 6-10 years, and 11.49% were between 11-15 years.

Table 4.5: Number of years in positions after acquiring MBA

Number of years in the position	Frequency	Percent
1 – 5	30	68.2
6 – 10	9	20.5
11 – 15	5	11.4
Total	**44**	**100.0**

4.2.17 How the careers of respondents progressed since acquiring the MBA degree

The careers of respondents progressed since acquiring the MBA degrees are reflected in table below. The majority of the respondents (40.9%) did not progress in their careers. The Department of Health accumulated more percentages (13.6%) followed by the Department of Education with 11.4%. While respondents who were self-employed accounted for 9.1% and the office of the Limpopo Premier with 4.5%. A range of companies in both the private and public spheres accounted for 2.3%.

Table 4.6: Progression of respondents since graduation with an MBA degree

How has your career progressed since acquiring the MBA degree	Frequency	Percent
Self Employed	1	2.3
Got a better job	1	2.3
Better Business Incumbent	1	2.3
Changed jobs	2	4.5
Even though I did not get a promotion but I managed to open my own accounting firm	1	2.3
Got Promoted	1	4.6
Got Increased Responsibilities	1	4.6
Got promoted	1	2.3
Got promoted	3	6.8
Got Promoted to Senior Management	4	9.1
Helped improve Business Skills, ethics, Project Management	1	2.3
I am now a Manager of the Mechanical Department	1	2.3
Moved for junior Manager to Senior Manager	1	2.3
No Changes	18	40.9
Progressed in terms of skills and knowledge acquired, Equipped to run project, better staff management. Come up with innovative ideas to market occupational therapy services	1	2.3

Promoted to Senior Manager	1	2.3
Significantly	1	2.3
Underwent succession programme for Executive Position	1	2.3
Used to work as a health worker now a project manager	1	2.3
Total	**44**	**100.0**

4.3 THEMATIC RESULTS

This study followed the mixed method design. For the qualitative part a thematic approach was carried out to analyse gathered data. Three main themes i.e. Career mobility, Salary change and Capacity and Skills acquisition were identified with subthemes under each one of these headings.

4.3.1 Career Mobility

Not all respondents gave ample evidence of career mobility after graduating with an MBA from the TSGL. Careful analysis of the respondents' reflections yielded the following subthemes.

- **Promotion:** This subtheme indicates the career promotion from the position the graduate held before and while studying. Most respondents mentioned that they did not get promoted after completing their MBA. For example, respondents "disagreed and strongly disagreed" to the question "after graduating with the MBA degree I got promoted".

- **Change Jobs:** This subtheme indicates the ability of respondents to move from one job to the other after graduating with an MBA. Most respondents mentioned that they changed jobs after completing an MBA. While very few respondents, especially in the consulting business, said that this subtheme did not apply to them. For example, consultant MBA graduates responded with a "non-applicable".

- **Career advancement:** This subtheme elicited mixed reactions from the respondents. For example, few MBA graduates "strongly agreed" while others "agree" and "disagree". It is worthwhile to note that these graduates work at different institutions hence the respondents cannot all be the same. For example those working in the government departments' careers did not advance while those in the private sector responded with careers advanced "significantly".

4.3.2 Salary change

- **Salary increase:** This subtheme was more on where you work and what you do. Self-employed graduates, the subtheme did not apply to them. While in flexible institutions which encourage staff capacity building, like in the private sector, respondents "agreed" and mostly in government departments the respondents strongly "disagree" with salary increases after graduation.

- **Other benefits:** This subtheme shows whether the graduates received any benefits from their employers after completing an MBA degree or not. This subtheme goes together with the first one "salary increase". Likewise mixed responses were recorded, with respondents "agreeing" and "disagreeing".

4.3.3 Capacity and Skills Acquisition

This subtheme shows how capable and skilled graduates feel in executing their jobs after graduating with an MBA degree. The respondents "strongly agreed" and "agreed". Most of the respondents were acknowledged due to skills acquired.

4.4 SUMMARY

This chapter presented the biographical information of the respondents who were involved in the study. The next chapter will present data from the open ended questions and from the qualitative part of the study.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

This chapter presents the summary of the findings of the study, conclusions and recommendations for further research and policy implication in the MBA graduates career progression in the TGSL and nationally.

In summary:

- Chapter one of this study provides a brief background of career progression of MBA graduates in the world. It went further and defines concepts used in the study as well as discussing the problem statement, the motivation, and the objective and then highlights the research questions of the study. The aim of the study was to assess the career mobility of MBA graduates from the University Of Limpopo after completing their degree.

- Chapter two reviewed the status quo of MBA globally and South Africa in the 21st century; Skills and envisaged benefits; challenges of universities offering MBA and MBA education and curriculum.

- Chapter three presented methodology used in the study to collect data.

- Chapter four presented the findings of the study following quantitative and qualitative analysis. Descriptive statistics was used to present the demographic information of the study and thematic approach was used for the qualitative part.

- This chapter is the final concluding chapter.

5.2 SUMMARY OF RESULTS

The primary objective of this study was to assess the career mobility of MBA graduates from the University Of Limpopo after completing their degree. This study shows that although getting an MBA degree does enhance career mobility of an individual, it unfortunately involves change of organisations and thus employment in most instances. In other cases it even involves moving from one province to another. So this can be disruptive to an individual's life as well as that of their families. The change of careers came with better/higher positions and salaries in most instances. The study also wanted to find

out if the graduates feel that an MBA degree equips them with managerial skills or not. Respondents showed positive responses and feel confident that they have gained skills and are well capacitated.

The study carried the analyses of MBA graduates in the TGSL. Identified themes ranged from career mobility, salary change, and capacity to skill acquisition. Subthemes were identified for each one of them and had contradicting views. Career mobility was answered looking at three subthemes, promotion, changing jobs and career advancement did not apply to the respondents. This is due to the workplace and kind of jobs. Government officials saw less or no promotion, while entrepreneurs found it unlikely to relate to all the subthemes. Theme number two was on salary change, which showed that private servants had advantage compared to public space. While mixed responds was witnessed concerning subtheme other benefits. The last theme talked much on the capacity skills that a graduate go through in practising the day to day job. Most of the respondents attested on the development of the new skill.

5.3 CONCLUSIONS

In South African few studies have been carried out that analysed the career progression of MBA graduates. The findings of this study do not concur with empirical reviews in different studies [Capelli and Hamori (2005); Beardwell et.al, (2004)] conducted in the other countries. The study found mixed responses on career progression after graduating with an MBA degree from the TGSL.

Most respondents did not get promoted in their jobs but they rather moved from one job to the other to realise their dream of a better paying job. Some of them even had to move from one province to another for that. When it comes to skill acquisition and understanding their jobs, almost all of the graduates show that the MBA degree has equipped them with tools that help them on a day-to-day basis and to advance their careers. The change in salary and promotions were significant to graduates who worked in the private sector while those in government departments did not see any change. Self-employed graduates appreciated the increase in knowledge and skills to run their businesses.

5.4 RECOMMENDATIONS

- The primary purpose of the study was to assess the career mobility of MBA graduates from the University Of Limpopo after completing their degree. Based on the fact that this study

was focused on one university, there is a need for a similar study focusing on each university and later a comparison can be made.

- The study shows that organisations loose on acquired talent and skill as most of the graduates change jobs after graduation in order for them to get better positions and to be recognised and acknowledged for their academic achievements. However, the candidates in the private sector seem to be more satisfied with their progression. Thus the study recommends that the private sector learns from the public in order for them not to continue losing skills.

- The study also looked at the change in salaries and other benefits which directly affect the social and economic aspect of the graduates' lives. Hence a separate study focused solely these factors of MBA graduates of TGSL will be significant.

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APPENDIX A

QUESTIONNAIRE ON THE CAREER PROGRESSION OF MBA GRADUATES

My name is Mohlatlego Glostine Sekole and as part of my Master of Business Administration (MBA) degree studies I need to conduct research. The title of my research study is: *"The Career progression of Masters in Business Administration (MBA) graduates: The case of University of Limpopo graduates between 2007 and 2011"*.

The purpose of this survey is to understand how people who have graduated with a Master in Business Administration (MBA) degree at the University of Limpopo, Turfloop Graduate School of Leadership (TGSL) have progressed in terms of career mobility. It is also to find out why they chose to study an MBA in the first place. Your participation in this survey is highly appreciated. Please respond to all the questions as honestly and frankly as possible.

The study is envisaged to benefit professionals and managers who want to acquire an MBA degree. It will also hopefully help organisations that would like to support their employees to study MBA as a way of enhancing their managerial skills. These supporting institutions will know if investing in an MBA is worth their money. Other policy makers may then advocate for training in management as part of the requirements of being a manager. This will hopefully eventually benefit all organisations in employing sound management in their day-to-day functioning.

All information collected and documents submitted shall be treated with confidentiality and will be kept safely. No identifying information will be divulged without your consent. Your identity will not be revealed in any publication that may result from this study. Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time.

As this questionnaire is self-administered and communicated through emails, your completing the questionnaire will be regarded as implied consent.

If you have any questions or concerns about this study, please contact Mohlatlego Glostine Sekole at 079 291 8164.

QUESTIONNAIRE ON THE CAREER PROGRESSION OF MBA GRADUATES

A. BIOGRAPHICAL INFORMATION

1. Gender:	Male			Female	
Age	Under 3		35-40		
	41-45		46-50		
	51-54		55-60		
	61-65		Over 65		
Marital Status	Single		Married		
	Divorced		Separated		
	Widowed		Cohabiting		
Number of Children	Boys		Girls		
Year in which you Graduate	200	200	20		
	20				
Residential Area	Rural ar	Urban	Semi- U		
Current Province where you employed	LP	MF	C		
	KZI	FS	V		
	NC				
Employment status	Emplo	Unemplo	Self-emplo		
Type of Employment Status	Perma	Contra	Other? SPE		
Sector of Employment	Public s	Private se	Civil society org		

11. If "Employed"; indicate your sub-sector

Public		Private		Civil
Provincial Departm		Agriculture		
District Municipal		Mining		
Local Municipali		ICT		
Division ……..		Division…………		Division…………..

12. Department or Company Employed and Division

Name of Department or Company	**Division**

B. **PRE MBA**

. Position Before acquir	Non- Mana		Junior Manage	
	Senior Man:			
Number of year	1. 1-5		2. 6-10	
the position	3. 11-15		4. Over 15	

C. **POST MBA**

Position after acquiring	Non- Mana		Junior Manage	
degree	Senior Man:			
. Number of years in the	1. 1-5		2. 6-10	
	3. 11-15		4. Over 15	

. How has your career p	
since acquiring the MI	

D. **OTHER EDUCATIONAL TRAINING/ KNOWLEDGE**

18. Training Undert	Name of Course	Length
1. Short course		
2. Undergraduate course		
Post graduate course		
Other (Please specify)		

E. PERCEPTION ABOUT TGSL MBA

Answer by ticking under the appropriate option

	Strongly	Agree	Disagree	Strongly disag
19. After graduating with the MBA degr promoted				
20. After graduating with the MBA deg Salary Increase				
21 After graduating with the MBA degr increased benefits				
22. Graduating with an MBA degree has helped me to change jobs/careers (f				
23. Graduating with an MBA degree has helped me to advance in my job (sa				
24. The MBA qualification has helped me towards achieving my career dream				
25. The MBA qualification has helped n equipped and knowledgeable				

F. **OPEN ENDEND QUESTIONS**

26. How did your additional training enhance your prospects for career progression?

………
………
………
……………………………………………………………………………

27. How did you benefit from the MBA programme?

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……………………………………………………………………

28. What were your challenges after completing your MBA degree?

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……………………………………………………………………………

29. Do you have any suggestions as to how TGSL can improve their MBA offering?

……
……
……
……………………………………………………………………

THANK YOU FOR YOUR PARTICIPATION

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CERTIFICATE

This serves to certify that I have language edited the Mini Dissertation of,

Mr Mohlatlego Glostine Sekole,

Student number: **201324926**

entitled:

"THE CAREER PROGRESSION OF MASTERS IN BUSINESS ADMINISTRATION (MBA) GRADUATES: THE CASE OF THE UNIVERSITY OF LIMPOPO GRADUATES BETWEEN 2007 AND 2011"

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