

**INVESTIGATION OF JOB SATISFACTION AMONG ACADEMICS FOR  
HIGHER LEARNING INSTITUTIONS IN TANZANIA:  
THE CASE OF MBEYA INSTITUTE OF SCIENCE AND TECHNOLOGY**

**GERALD VILEMBELLA OSIA KYANDO**

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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled “Investigation of Job Satisfaction Among Academics for Higher Learning Institutions in Tanzania: The Case of Mbeya Institute of Science and Technology” in the partial fulfillment of the requirements for the degree of Master in Business Administration of the Open University of Tanzania.

.....

Professor Beatus A.T. Kundi

(Supervisor)

Date .....

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I, Gerald Vilembella Osia Kyando, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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## **DEDICATION**

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## **ABSTRACT**

The purpose of the study was to investigate on state of job satisfaction among academic members of staff for higher learning institutions in Tanzania: The case of Mbeya Institute of Science and Technology. Factors contributing to job satisfaction and dissatisfaction among academic members of staff were examined under the research questions: What factors contribute to job satisfaction and job dissatisfaction for academic staff at the institute? What factors contribute to academic staff leave the job? and what strategies are required to solve academic staff job dissatisfaction problems? The study employed both qualitative and quantitative research approaches. Purposive sampling technique was employed to obtain respondents. About 120 survey questionnaires were distributed to respondents by the researcher and 80 statistically usable questionnaires were returned.. The methods used for data collection involved interviews, questionnaires, observations, focus group discussions and documentary review. The findings revealed factors contributing to academic staff job satisfaction and dissatisfaction and those contributing them to leave their job. Finally, the study recommended necessary measures to be taken by education administrators and the government to solve academics problems and minimize turnover rates at the institute and other higher learning institutions in the country.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

AJSS	Academic Staff Job Satisfaction Survey
FGDs	Focus Group Discussions
HEDP	Higher Education Development Programme
MOECP	Ministry of Education and Culture Policy
MoEVT	Ministry of Education and Vocational Training
MSTHE	Ministry of Science, Technology and Higher Education
SACCOS	Savings and Credit Cooperative Societies
SEDP	Secondary Education Development Plan
SPSS	Statistical Package for Social Scientists

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## **CHAPTER ONE**

### **1.0 THE PROBLEM AND ITS CONTEXT**

This Chapter presents the Problem and Its Context. It is composed of the following Sections: Background Information; Statement of the Problem; Objectives of the Study; Significance of the Study; Scope of the Study; Limitations of the Study; Definition of Key Terms and Concepts; and Conceptual Framework

#### **1.1 Background Information**

Job satisfaction is an important subject because of its relevance to the physical and mental wellbeing of employees in the organization (Oshagbemi 2000, in Schulze, 2006). Also, organizations that have goals to achieve require satisfied and happy staff. The ability of any higher learning institution to take off and achieve its goals is due to its ability to attract, retain and maintain well competent as well as satisfied academic staff into its employment (Adenike, 2000). This implies that, the performance of satisfied academic staffs as teachers and researchers determines much of the students satisfaction and has an impact on students learning and thus, the contribution of higher education institutions to society. Therefore, understanding how academic staffs become satisfied and committed to their institution and extent different factors contribute to their level of job satisfaction is truly pertinent in order to boost up their daily performance and hence, reduce high staff turnover.

However, academic staff and/or teachers in Africa and Tanzania in particular are experiencing low and irregular salary payments, lack of housing, inadequate teaching facilities, limited opportunities for personal development, delayed promotions, and

rarely get annual salary increments among others. These, have led to unhappy and dissatisfied academicians accompanying by poor performance and eventually contributing to high turnover (Davidson, 2007)

Ishengoma (2007) argues that among of the factors influencing job dissatisfaction and decision to quit in Tanzania's public universities, as in other African countries, is low remuneration and poor working conditions as manifested by the inadequate teaching and learning facilities, large classes, inadequate office space, workload and lack of housing. All these relatively poor working conditions in Tanzanians public institutions can be attributed to funding cuts by the government.

Academics in the majority of Tanzanians higher education institutions receive meager pay despite their stressful job characterized by long working hours. Compared to what is paid to similar professionals with the same or at times less academic qualifications and experiences in the no-academic private sector and in politics. For instance, from year 2001 – 2006 a total of 71 academic staff left the University of Dar es Salaam for green pastures. The major factor for academics leaving the institution and join other sectors like private sector, politics to mention a few was high remuneration and fringe benefits found in these sectors.

Similarly, Tanzania has experienced a rapid expansion of space of higher education. The number of higher learning institutions, both private and public, has increased from around 24 in 2004/5 to reach close 50 in 2011/12 (MoEVT, 2012). Also, students' enrolment has increased from around 38,000 to reaching close to 140,000,



which represent about 4% Of gross enrolment in higher education. These numbers are still considered very low when compared to the demand for higher education as a result of increased enrolment attained due to the government implementation of Secondary Education Development Programme (SEDP, 2004 – 2009). The enrolment in secondary schools has increased from 433,000 in 2004 to around 1,500,000 in 2009 and 1,700,000 in 2011 (HEDP,2010: Mkude, 2012). The target of Higher Education Development Programme (HEDP) is to increase the enrolment rate from 4% in 2009/10 to reaching 10% in 2015. These current expansion have, however, not been matched by the requisite academic staff recruitment and development. This has led to academic staffs continually faces increased workloads, large class size, minimal administrative support, decreasing resources and job dissatisfaction (Mkude, 2012). Therefore, this study investigated on state of job satisfaction among academic members of staff at Mbeya Institute of Science and Technology.

## **1.2 Statement of the Problem**

Since the transformation of Mbeya Technical College into Mbeya Institute of Science and Technology on 1<sup>st</sup> July, 2006, the government of Tanzania and the institute had been taking various initiatives purposely aimed at improving academic staff morale, performance and job satisfaction. Some of these initiatives include increasing salary packages for academic staff. For example, increasing salary package from 99,000 to 750,000 Tanzanian shillings (Tshs) per month to some of academic staff, providing access to loan facilities through financial institutions like banks, Savings and Credit Cooperative Societies (SACCOS) and providing study

leave for her academic staff. For instance, from 2008 to 2011, more than 40 academic staff went for master and doctoral degrees training. Most of them were sponsored by the institute and the government. In addition, a more than 70 percent have returned to the institute after completing their studies (Institutes' Human Resources Office, 2010).

Moreover, the institute has been providing boarding houses for some academic staff and transport facilities for those living outside the institute. Other benefits include medical facilities, and provision of survival paid industrial training supervisions and so on. The major intention behind these initiatives was to motivate academic staffs for enhanced academic performance and improve higher education standards in the institute including the country as a whole (ibid). However, despite the long list of the mentioned incentives that the government and institute have been providing to academic staff, the institute had been facing significant losses of qualified academic staff and non-academic staff.

According to the Institute's human resources office, the number of academic staff and non-academic staff who were employed and decided to quit the institute have been increasing. For instance, from year 2008 to 2010, twenty four academic and non-academic staff decided to quit the institute. Such a pattern has affected quality of technical education delivery and also complicates implementations of the strategic plans required for expansion of the institute. Since the trend of turnover for academic staff has been increasing, studying the factors associated with academic staff job satisfaction and dissatisfaction in the institute is very important. Thus, study strived

to unravel reasons for the said pattern and provide suggestions that may help to remedy/salvage the situation.

### **1.3 Objectives of the Study**

#### **1.3.1 Main Objective**

The main objective of the study was to investigate the state of job satisfaction among academic staff at Mbeya Institute of Science and Technology in Mbeya region.

#### **1.3.2 Specific Objectives**

The study was guided by the following specific objectives:

- (i) To assess current state of academic staff job satisfaction at Mbeya Institute of Science and Technology;
- (ii) To identify organizational factors responsible for academic staff job satisfaction and job dissatisfaction at the institute;
- (iii) To examine factors contributing on academic staff to leave their job.

#### **1.3.3 Research Questions**

The study was guided by the following questions:

- (i) What was the state of job satisfaction for academic staff at Mbeya Institute of Science and Technology?
- (ii) What factors contributed to job satisfaction and/or job dissatisfaction for academic staff at the institute?
- (iii) What factors contributed to academic staff leave their jobs?

#### **1.4 Significance of the Study**

Findings from the study are important to management of Mbeya Institute of Science and Technology and other related institutions because they will provide factors contributing to job satisfaction and dissatisfaction for academic staff. Also, the study would play a vital role in compelling higher education authorities and Ministry of Communication, Science and Technology consider motivational and job satisfaction factors of academic staff in the institute and other higher learning institutions in the country.

#### **1.5 Scope of the Study**

The study was delimited to investigating on the state of job satisfaction among academic members of staff for higher learning institutions in Tanzania: The case of Mbeya Institute of Science and Technology.

The participants of the study were mainly confined to academic staffs and head of departments of the institute. This is due to the fact that respondents were effectively involved in implementing the syllabus of the institute and head of departments were involved in management.

The study area was mainly limited to one region, that is, Mbeya region in Mbeya Municipality. The selection of the study area was mainly guided by various factors, but the major reason was due to financial constraints.

## **1.6 Definition of Key Terms and Concepts**

### **(i) Job Satisfaction**

The concept of job satisfaction does not have a conventional definition despite being widely researched by many scholars. Zemblas and Papanastasion (2006, cited in Ngimbudzi, 2009) argue that there is no conventional definition of the concept of job satisfaction, although many scholars have studied it for a long time. But in this study, the researcher cited some of the definitions presented by various scholars as follows: According to Smith (1955) job satisfaction was the employee's judgment of "how well he is on the whole or the whole is satisfying his vigorous needs".

Similarly, Spector (1997) defined job satisfaction as "simply how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". Whereas, for Robbins (2005) the concept job satisfaction refers to the employees feelings about his/her job.

The concept of academic staff job satisfaction is defined as the "academic staff affective relation to his/her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it offering to an academic staff" (ibid).

In this study, job satisfaction refers to the attractiveness that employees (academic staff) had about their job. It is a result of academic staff's perception on how well their jobs provide aspects viewed important to them.

From the above definitions, in this study, the concept of academic staff job satisfaction was used to simply refer to academic staffs' attitudes, perceptions and feelings that they had towards their job. Academic staff job satisfaction refers to whether academic staffs are glad with their job or not. This simply means, if academic staffs had positive attitude or good feelings about their job, these qualities are taken to describe a satisfied dimension (Organ and Bateman (1991, in Ngimbudzi, 2009).

## **(ii) Job Dissatisfaction**

According to Spector (1997) job dissatisfaction refers to the degree to which employees dislike their works.

Conversely, Oxford Advanced Learners Dictionary, 7<sup>th</sup> Edition (2005) defined the term dissatisfaction as “a feeling that you are not pleased and satisfied .....”. This definition is similar to Organ and Bateman (1991, cited in Freddy, 2006) who argued that an employee's attitude towards his/her work are either positive or negative.

In this study, job dissatisfaction refers to the extent to which employees (academic staff) have negative or bad feelings or attitudes on their jobs..

## **(iii) Job Characteristics**

Spector (1997) defined job characteristics as “the content and nature of the tasks themselves”. It includes elements like variety, task variety, task significance, and autonomy and job feedback (ibid0.

#### **(iv) Motivation**

According to Bennell and Akyeampong (2007, cited in Freddy, 2008) Motivation is a broad concept, involving both characteristics of the individual and external factors: it is open to varied interpretations in the field of organizational behavior (hereafter OB). Thus, different scholars define the concept of motivation differently and among them are:

Robbins and Judge (2008, cited in Freddy, 2008) define motivation “as the process that account for the individuals intensity, direction, and persistence of effort toward attaining a goal”.

According to Vroom (1995), the term motivation refers to “a process governing choices made by persons or lower organisms among alternative forms of voluntary activity”.

In this study, the term Motivation is used to refer to the process whereby employees or academic staffs are enabled to willingly contribute effectively towards an organization’s performance process.

#### **(v) Job**

According to Ngirwa (2006) a job is defined as ‘a unit of work comprising related tasks that have been grouped together for purposes of assigning to a person or group of persons for performance.

In this study, the term job was used to refer to a collection of related tasks that are grouped together and allocated to an individual or individuals. E.g. A university

Lecturer job comprises tasks such as preparing for lectures, lecturing, leading tutorials, etc.

**(vi) Demographic (Personal) Factors**

Bolin (2007) defined demographic factors as the factors which refer to such aspects as; an individual's gender, age, educational background, teaching subjects and job experience among others. In this study, demographic factors were all individual factors that a person brings to the job and influence job satisfaction such as an individual's gender, age, educational background, teaching experience, and his/her department.

**(vii) Organizational Factors**

Organizational factors are all factors from the organization impacting job satisfaction such as work itself, pay, supervision, promotion opportunities, co-workers, working conditions, company policy and management, recognition and achievement (Luddy, 2005).

In this study, organizational factors are all factors from the organization impacting on job satisfaction to academic staff which includes: remuneration, work itself, promotion opportunities, supervision, responsibility, recognition, working conditions, resources, growth and advancement, co-workers, policy and administration.



**(viii) Remuneration or Pay**

Heery and Noon (2001) define remuneration as “payment for work, which can assume a number of different forms, including a basic wage or salary, supplementary cash payments such as shift pay and overtime pay and benefits in any kind.”

In this study, the researcher defined remuneration as financial and non-financial extrinsic rewards provided by an employer for the time, skills and effort made available by the employee for filling job requirements aimed at achieving organization objectives.

**(ix) Promotion**

The term promotion can be defined as “an act of moving an employee up the organization hierarchy, usually to an increase in responsibility and status as well as a better remuneration package.” Graham (1986 cited in Luddy, 2005) defines promotion as “a move of an employee to a job within the company which has greater importance and usually higher pay.” It is the process when one person moves into a higher position of greater responsibility than before.

**(x) Co-workers**

Co-workers are fellow workers or colleagues in the organization.

In this study, co-workers are all workers working in the institute.

**(xi) Supervisor**

According to Evans (1993) a supervisor is defined a “a member of the most junior level of management in the organization”.

Conversely, Heery and Noon (2001) define a supervisor as “a front line manager who is responsible for the supervision of employees.”

In this study, the term supervisor refers to an employee (head of department) who controls activities of lower level employees (academic staffs).

### **1.7 Organization of the Study**

This dissertation is composed of five Chapters. Chapter one provides the Problem and Its Context, whereas, Chapter Two presents Literature Review related to the study. Chapter Three contains Research Methodology. Chapter Four provides Results and Discussion. Finally, Chapter Five presents Summary, Conclusion and Recommendations.

## **CHAPTER TWO**

### **1.0 LITERATURE REVIEW**

This Chapter presents Literature Review related to the study. It includes aspects such as theoretical knowledge on job satisfaction organized into two main parts. The first part presents theoretical grounding on job satisfaction; while the second presents empirical evidence on job satisfaction. Lastly, Synthesis and Research Gap are presented in the Chapter.

#### **2.1 Theoretical Framework**

##### **2.1.1 Perspective on Job Satisfaction**

The concept of Job satisfaction had been widely defined by different scholars. Job satisfaction refers to phenomenon ascertaining contentment of an employee and appears when job qualifications and the demands of the employee match (Reichers, 2006). However, this implies that job satisfaction might be handled as a consequence from comparison between employees' expectations and the job in question, which has to be performed. Results may emerge as employees' job satisfaction and/or dissatisfaction. When employees find that their expectations are not met in the job, job dissatisfaction emerges (Adenines, 2011). It leads to decrease in workforce productivity, commitment to the job and an increase in rates of optional discontinuation of the job (Payne and Morrison, 2002 cited in Adenines, 2011).

Loke (1976) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." It was a result of employee's perception of how well their job provides aspects viewed important.

According to Loke (1976), Job satisfaction represents several related attitudes, which are the most important job characteristics whereby people are effective (Loke, 1976). According to Luthans (1998), they include good pay, promotion opportunities, work itself, attractive working conditions, co-workers, supervision,; recognition, company policy and administration.

Various researchers examined factors that influence academic staff on job satisfaction. According to Evance (1998), factors that influence academic staff on job satisfaction include institutional specific factors like availability of material resources, educator to student ratio, college environment, prompt salary payment and feelings of successful teaching, among others.

However, academic staff had different facets that could influence on job satisfaction. For example, college environment might be an influencing factor to other educators while prompt payment of salary might be an influencing factor to others.

Job satisfaction for academic staffs naturally depends on economic and social conditions in a given nation (Adeyinka, 2007). Academic staff with insufficient salaries will be faced with problems of maintaining their families' lives. Therefore, such problems may put them far from being satisfied with the job and decide to quit the organization.

Fajana (2002) refers to job satisfaction as general employees' attitude. He (ibid.) identified a list of factors combined to affect an individual's satisfaction level such as

supervision, job design, working conditions, social relationships, promotion opportunities, aspiration and need for achievement.

McNamara (1999, cited in Malik and colleagues, 2010) defines job satisfaction as “.....one’s feelings or state of mind regarding the nature of the work. Job satisfaction can be influenced by a variety of factors, like, the quality of one’s relationship with their supervisor, the quality of physical environment in which they work, degree of the fulfillment of their work, etc”. Malik and co-authors (2010) argue that higher education was not immune to the problem of low job satisfaction. Leaders in the education sector have increased the number of research studies that sought to identify factors that affect academic staff’s job satisfaction. Research conducted in higher education strived to identify specific variables and relationships on academic staff job satisfaction (for example, Dee, 2002).

Vander and Wimsatt (199) made a cross-national study of academic staff from 16 different countries. In their (ibid.) study, six variables were identified as important factors for academic staff job satisfaction. They include: institutional affiliation, level of job strain, geographical location, cooperative environment, salary packages, professional development and locus of control (ibid.). They (ibid.) also identified factors that do not provide academic staff job satisfaction such as instruction, institutional facilities, courses taught and quality of retirement benefits.

Furnhan (1992) categorized factors that can have an influence on job satisfaction into three groups as follows: i. Organizational policies and procedures that have to do

with the nature of remuneration package, supervision and decision-making practices, and perception on quality of supervision. ii. Aspects of total workload, variety of applied skills, autonomy, feedback and the physical nature of the working environment; iii. Personal aspects such as self-image, ability to deal with stress and general satisfaction with life (ibid.).

Schermerhorn (1993) defined job satisfaction as an effective or emotional response towards various aspects of an employee's work. He (ibid.) identified factors of job satisfaction such as status, supervision, co-worker, job content, remuneration, rewards, promotion, physical working environment, and organizational structure.

However, comparative studies conducted on job satisfaction for academic staff in various higher learning institutions in Africa have disclosed that loss of qualified personnel had been increasing and varying, but it has been particularly felt in sectors of education and health. Whilst a number of factors like the inimical economic environment could explain loss of human resources in countries, job satisfaction was identified as one of the major factors that influence decisions to quit from organizations (Chimanike, 2007; Adenine, 2011).

### **2.2.0 The Content Theories**

Content theories are directly related to job satisfaction and explain the kind of incentives including goals, which people aim at attaining in order to be satisfied and improve performance at work (Okumbe, 1998; Mullins, 1996). Theories discussed in this part include: Maslow's Need-Based Theory and Herzberg's Two-Factor theory.

### **2.2.1 Maslow's Need-Based Theory**

Maslow's (1943) need-based theory of job satisfaction was the most commonly known theory. According to him (ibid.), an individual personality was dynamic and continuously strives to satisfy a hierarchy of needs with an inherent tendency towards self-actualization (see also Joubert, 2000). Abdullah (2002, cited in Luddy, 2005) postulates that human beings have desires, wants as well as needs and these Maslow's hierarchy needs are divided into five levels, which are arranged in a hierarchy starting with the most basic need to the highest need as explained below:

**Physiological needs:** This was the first level of the hierarchy, which includes the basic needs such as housing, food, water and so forth (Luddy, 2005). For academic staff, their physiological needs include high pay, health care as well as medical facility, good working environment, benefits, boarding houses together with transportation, which may impact positively on their job performance and job satisfaction (Edwards, 1993).

**Safety needs for security and protection** from physical harm and emotional harm. The employer must provide safe working environment for employees (Abdullah (2002, cited in Luddy, 2005). Security and safety needs, according to Smith and Tisak (1993, cited in Luddy, 2005), include job security, fringe benefits, protection against threats and fair treatment. All were found to enhance academic staff performance and job satisfaction (Luddy, 2005).

**Affiliation needs exist at level three:** They include the need for acceptance, friendship, love as well as affection and the like. Affiliation needs of academic staff

include: participation in departmental decision-making and good relationship with colleagues as well as subordinates (Luddy, 2005).

**The Esteem needs exist at level four of the hierarchy:** These include needs for self-confidence, achievement, competence, independence, recognition, status and reputation (Edwards, 1993). According to Herzberg and colleagues (1959), esteem needs for academic staff may include: need for recognition from the head of department, subordinate, students, colleagues and surrounding community people.

**The Self-Actualization needs:** These are at the last level of Maslow's hierarchy and according to Heller and Hindle (1998, cited in Luddy, 2005) are arrived at when all the above levels have been satisfied. The Self-actualization of academic staff at the work place was enhanced by creating opportunities for promotion, allowing autonomy, continuous development, providing challenging assignments and optimal utilization of an individual's ability. This is specifically prevalent in the case of top management where the factors mentioned above impact positively on academic staff job performance (Alpander (1990) and Campbell (1996), cited in Luddy, 2005).

### **2.2.2 The Two-Factor Theory**

The Two-Factor Theory was propounded by Herzberg and co-workers (1959) who argued that jobs had two specific dimensions, which are known as "hygiene factors" and "Motivators" factors. This theory was a set of motivators that drive people to achieve (Heller and Hindle, 1998, cited in Luddy, 2005). According to Herzberg and colleagues (1959, cited in Ogunlana, 2002), hygiene factors (extrinsic factors) are



aspects of the job, which create job dissatisfaction but, if not present, only return the employee to a neutral point of job satisfaction. According to this theory, the major hygiene (dissatisfaction) factors for academic staff in higher learning institutions involve low salary, bad policy and administration, poor interpersonal relationship, co-workers, work itself, opportunity for advancement, personal achievement and bad working conditions (Wong and Hen, 2009).

Herzberg and co-authors (1959) argued that hygiene issues cannot motivate employees but can minimize dissatisfaction and serve as a point of departure for academic motivation. On the other hand, motivator factors (intrinsic factors) are aspects related to job satisfaction or to actual performing of the work. The motivator factors for academic staff include achievement, recognition from head of department, work itself, responsibility, career advancement and students' achievements. Therefore, if these factors were favorable in terms of highly welcoming working environment, good salary, increased colleague support, good policy and administration, they could lead towards high work performance and academic staff job satisfaction, and vice versa (Ogunlana, 2002). However, Naylor (1992) pointed out that both hygiene factors and motivator factors are important but differ in different ways.

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by acknowledgement of the teaching competence, meaningful and varied work, task autonomy and participatory decision-making (Firestone and Pennell, 1993; Johnson, 1990). Others include collaboration, administrative support,

reasonable workload, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone and Pennell, 1993; Johnson, 1990).

Although the Motivator–Hygiene Theory was supported in educational settings (see Malik, et. al., 2010), a review of literature revealed criticism of this theory (Steers and Porter, 1992). Bowen (1980) wrote that all ten factors were related to job satisfaction and the five hygiene factors explained a higher proportion of the job satisfaction score variance as five satisfier factors. A study for agricultural educators also reported a positive relationship between job satisfaction and hygiene factors, which were previously purported by Herzberg and colleagues (1959) to have little effect upon positive attitude.

### **2.3 Process Theories of Job Satisfaction**

According to Marais and Motlatta (2003, cited in Luddy, 2005), process theories focused largely on why individuals opt for certain behavioral choices to satisfy their desires and how they assess their satisfaction after they have attained their objectives. The major process theories of job satisfaction reviewed in this part include the following:

#### **2.3.1 Expectancy Theory**

Expectancy Theory was formulated by Victor Vroom (1964). The theory attempted to explain what determines the willingness of an individual to contribute his/her efforts to achieve an organization's tasks (ibid.). He (ibid.) pointed out that

employees enter work organizations with expectations and values and if expectations and values are met, they will likely remain members of the organization and if the expectations as well as values are not met, they will quit from the organization (Kim, et. al., 1996). The theory also explained how people choose from various available options they perceive to be means for obtaining their goals (Lawler, 1994). Therefore, it was another model explaining employees' decision to stay in or leave an organization (Lawler, 1994).

The major factors of job satisfaction that Vroom (1964, cited in Bolin, 2007) suggested for an individual to contribute personal efforts to attain organizational goals include promotion, policy, administration, salary, job nature, working conditions and colleagues. Nwagwu and Salmi (1999) as well as Uboom and Joshua (2004) assert that academic staffs derive their job satisfaction from such factors like high salaries, fringe benefits, educational policies, administration, working conditions, advancement opportunities, responsibilities with a job, recognition and so forth. These factors were similar to those identified by Vroom (1964) and hence, making the theory applicable in the education sector. This theory emphasized on satisfactory working conditions for academic staff because unsatisfactory working conditions would only continue to push them towards attractive lifestyles they could enjoy in other organizations.

### **2.3.2 Equity Theory**

Adams (1963) described job satisfaction concept in terms of the balance between employees' input and outcomes. According to this theory, employees evaluated their

inputs and outcomes by comparing them with inputs and outcomes of other individuals. If there was a fair balance between the employees' inputs and outcomes, employees will exhibit more work satisfaction, and motivated employees will play an effective role in attaining organizational goals. Equity existed if the ratio of inputs to outcomes was similar to inputs and outcomes of other individuals and vice versa (Robbins (1993) cited in Luddy, 2005).

Inputs of employee's job are all things the employees perceive as their for the contributions to the organization like education level, work experience, professional training, personal ability, commitment and the employee's efforts and attitude towards the job among others which they bring with them to the institution (Leslie and Lloyd (2006), Lunenburd and Ornstein (2004, in Ngimbidzi, 2006)). Outputs are rewards received by an employee as a result of performing the job for the organization like salary, fringe benefits, promotion, job security, participation in decision-making, good working conditions, commitments and efforts and attitudes towards the job among others which they bring with them to the organization (Leslie and Lloyd, 2006; Okumbe, 1998; Hellriegel, et. al., 2006; Kiniki, 2006).

Equity theory could be well implemented in higher learning institutions as the inputs that academic staffs were expected to deliver include hard work, tolerance, knowledge, research, consultancy, knowledge, management and developing learners (Porter et al., 1973). Outcomes that academic staffs expect to get from an academic institute include good salary, benefits, recognition, appreciation, and empowerment and so on (Porter, et. al., 1973). Therefore, the balance between both inputs that are

demanding by the academic institute and outputs expected by educators from the institute are extremely necessary because any imbalance could contribute to job dissatisfaction, which could result towards high job turnover.

Rasheed (2010) asserts that major reasons for academic staffs leaving their professional were due to lack of support from head of departments and top management, work overload, low salary and many others. Therefore, some of the factors explained by theories of job satisfaction such as low salary, poor policy and administration, poor promotion procedures, bad working environment and lack of motivation and incentives were factors considered to contribute academic staff decide to quit their job at the institute. .

## **2.4 Empirical Studies**

### **2.4.1 Empirical Studies from developed Countries**

Malik and colleagues (2010) examined the impact of academic staff job satisfaction with job dimensions on organizational commitment in public sector universities in Japan and also explored the extent academic staff were committed and satisfied with different dimensions. They (ibid.) found that most academic staff had high degree of organizational commitment and satisfaction with work itself, supervision, good salary, co-workers and opportunities for promotions. These factors made them continue to stay with the institutions (ibid.). The researcher views that although the factors contributing to academic staff job satisfaction are applicable in Japan but they are very similar and important to academic staff job satisfaction in Tanzania and elsewhere in the world.

Rasheed and co-workers (2010) explored various issues of motivation and job satisfaction for academic staff in public higher education institutions in Pakistan. They (ibid.) found that although compensation and benefits were important factors in competitive market environment but some intangible motivators such as job design, work environment, feedback, recognition, and decision-making participation were also potential factors for motivation and job satisfaction for academic staff in higher education.

Wong (1989) explored the impact of job satisfaction on intention to change job among academic staff in higher education in Hong Kong. His (ibid.) study affirmed that academic staff's low job satisfaction tended to have low level of commitment and productivity. Moreover, academic staffs were prepared to leave teaching if a job alternative of offering a higher salary became available (ibid.). This implies that academic staff's low job satisfaction is a significant predictor of academic staff intention to leave the teaching profession.

Catillo, Cano and Canklin (1997) made a research on comparative analysis of Ohio University of Agriculture academic staff job satisfaction levels in United States of America (USA). The purpose of the study was to compare overall job satisfaction levels as well as factors associated with job satisfaction and dissatisfaction among academic staff in the University (ibid.). Investigated job satisfaction factors included: achievement, advancement, recognition, responsibility and work itself (ibid.). Investigated job dissatisfying factors included interpersonal relation, policy, administration, salary, supervision and working conditions (ibid.). Results from the

study revealed that academic staffs remained satisfied with their job but dissatisfied with the bureaucracy of the job and opportunities for advancement (ibid.).

#### **2.4.2 Empirical Studies from Selected African Countries**

Esterhuizen (1989), Steyn (1992) and Steinberg (1993) investigated on factors influencing job satisfaction among white academic staffs in South Africa. Examined variables included: working conditions, interpersonal relations with supervisors, colleagues as well as learners, professional development, management style and community involvement (ibid.). They (ibid.) found that factors influencing job satisfaction included both intrinsic and extrinsic factors. Intrinsic rewards included: professional development, work itself and achievement, while extrinsic rewards included pay, recognition and job security (ibid.).

Adenike (2011) investigated on employees' job satisfaction of academic staff from a public University in Nigeria. The purpose of the study was to examine major determinants of academic staff job satisfaction (ibid.).

Results from the study revealed that most academic staff were dissatisfied with the overall academic climate, which was characterized by the following factors: unchallenging jobs, shortage of personnel, lack of feedback, lack of recognition, lack of material resources, poor communication between administrators and subordinates, and lack of staff development, which prevented personnel from being equipped with knowledge and skills that they needed in order to provide quality service (ibid.). As a result, people decided to quit the organization (ibid.).

Chimanike (2007) conducted a study to determine factors affecting job satisfaction among academic professionals in tertiary institutions of Zimbabwe. The results showed that a greater proportion of academic staff was dissatisfied with their jobs (ibid.). Factors contributing to dissatisfaction included high work load, low salaries, lower allowances, lack of loans to purchase houses as well as cars, no promotions and so on. This made most academic staff decide to quit their institutes.

Mendeley (2010) examined the extent to which demographic factors, professional commitment, job related factors and Human Resource Management (HRM) practices influenced organizational commitment, job satisfaction and turnover intention among employees in public as well as private universities in Kenya. He (ibid.) found that age, education, professional commitment, work overload, supervisory support, job security, promotional opportunities, distributive justice and participation in decision-making were the most important predictors of organization commitment, job satisfaction and turnover intentions among employees in Kenyan universities.

Ssesanga and co-workers (2005) sought to determine factors contributing to academic members of staff satisfaction and dissatisfaction in two universities in Uganda. Findings showed that co-workers' behavior, supervision and intrinsic facets of teaching were the most prevalent factors in prediction of academic staff satisfaction (ibid.). Those causing academic dissatisfaction were largely extrinsic factors with respect to facets of remuneration, governance, research, promotion and working environment (ibid.). Luddy (2005) made an investigation to ascertain levels of job satisfaction experienced among employees in a public health institution in



South Africa. Findings from the study indicated that employees in the institute expressed satisfaction with their co-workers, nature of work and supervision (ibid.). Opportunity for promotion, remuneration, and other benefits were a major source of job dissatisfaction (ibid.).

Generally, from the presented literature review, it can be seen that most of findings on factors influencing job dissatisfaction to academic staff in higher learning institutions in Africa were almost similar. They included lack of promotions, low salaries, lack of fringe benefits, poor working environment, big work overload, lack of participation in decision-making, lack of houses, lack of teaching materials and similar others.

#### **2.4.3 Empirical Studies Conducted from Tanzania**

Melkizedik and colleagues (2008) conducted a study to measure the extent to which workers in Muhimbili University of Health and Allied Sciences were satisfied with tasks they performed and sought to identify dissatisfaction factors in the work place.

The results showed that both doctors and nurses were not satisfied with their jobs. Results from the study revealed that factors contributing to job dissatisfaction were low salary levels, inadequate performance evaluation as well as feedback, poor communication channels between workers and management, lack of participation in decision-making process, and a general lack of concern for workers' welfare by Muhimbili National Hospital management. Therefore, such factors made most doctors and nurses decide to quit the organization (ibid.)

Davidson (2007) conducted a study on academic staff and teacher's motivation and job satisfaction in Tanzania. Davidson (2007) found that most of them were uncomfortable with their salary pay, accommodation, promotion to higher positions, lack of fringe benefits, poor status and many lessons allocated to them.

## **2.5 Factors Affecting Job Satisfaction**

Nel et al, (2004, cited in Luddy, 2005) argue that factors affecting job satisfaction are divided into two parts, namely, organizational factors and demographic factors that the person brings to the organization.

### **2.5.1 Demographic Factors**

Personal background or demographic factors are factors, which refer to such aspects like personal gender, age, education level, teaching experience, marital status, tenure and job experience among others (Bolin (2007, cited in Freddy, 2006). Therefore, studies investigating job satisfaction indicate that personal determinants such as gender, educational background, age and working experience impact on job satisfaction.

A study conducted by Mac and MacMillan (2001, cited in Ngimbudzi, 2006) among Canadian teachers (academic staff) showed that job satisfaction levels were different between female and male teachers. Similarly, Bishay (1996) found that there were significance differences in the levels of job satisfaction between male and female teachers in the United States of America (U.S.A). He maintains that female academic staffs were more satisfied with their job than male counterparts.

Conversely, Rasku and Kinnunen (2003, in Freddy, 2006) conducted a study among teachers (academic staff) in Finland, and found that there was a strong relationship between age and job satisfaction. They revealed that academic staff job satisfaction was linked to their ages. Additionally, Greenberg and Baron (1995) maintain that the higher the academic staff age, the higher the level of job satisfaction and the lower the academic staffs age, the lower the job satisfaction. This implies that, there is a significance difference in job satisfaction caused by age differences.

According to Crossman and Harris (2006) teaching experience or lenth of service refers to the number of years a person has served as a teacher. A teacher with long teaching experience indicated higher levels of jo satisfaction with such aspects as pay and supervision (Koustelios, 2001). Similarly, Greenberg and Baron (1995) assert that employees with many years of service perceived higher job satisfaction compared to their counterparts with less job experiences.

## **2.5.2 Organizational Factors**

McCormick and Ilgen (1985, cited in Bull, 2005), argued that the idea of job satisfaction was very complicated. Locke (1976) gave a summary of factors that have been established to contribute significantly to job satisfaction of employees in most organizations. These factors are: good pay, work itself, supervision, promotion, co-workers, and recognition, working conditions and benefits (ibid.).

### **2.5.2.1 Remuneration or Pay**

Pay refers to the amount of financial compensation that an individual receives and the extent to which such compensation is perceived to be equitable (Luthans, 1998).

According to him (ibid), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level of needs. Also, Erasmus and colleagues (2001, cited in Luddy, 2005) defined remuneration as “the financial and non-financial extrinsic rewards provided by an employer for the time, skills and efforts made available by the employee for filling job requirement aimed at achieving organizational objectives.”

However, Luthans (1998) pointed that salaries assisted employees to attain their basic needs and were important in fulfilling the higher level wants of employees. Similarly, Lambert and co-workers (2001, cited in Bull, 2005) found that financial rewards had an important impact on job satisfaction. The findings were largely consistent with the idea that most employees were socialized in societies where money, benefits, and security were sought after and were used to measure or weigh the importance or worth of an employee (ibid.).

Furthermore, offering employees fair and reasonable remuneration, which was proportional to inputs of employees offering to the organization, always should be the major goal of every compensation system (Luddy,2005). Things to be included in the compensation system are medical aid schemes, pension schemes, bonuses, leave pay as well as travelling allowances (Luddy, 2005).

#### **2.5.2.2 The Work Itself**

Robbins and colleagues (2003 cited in Luddy, 2005) defined work itself as “the extent to which the job provided the individual with stimulating tasks, opportunities

for learning and personal growth, and the chance to be responsible and accountable for the results.” They (ibid.) emphasized that employees prefer jobs that provided them with opportunities to utilize their competencies on a variety of tasks and that were mentally stimulating. Luthans (1992, cited in Bull, 2005) supported the view that employees derived their satisfaction from work that was interesting and challenging and job, which provided them with status.

Similarly, Aamodt (1999) argued that job satisfaction was influenced by opportunities for challenge as well as growth and also by an opportunity to accept responsibilities. Employees prefer jobs that allow them opportunities to apply their own skills and abilities, which offer a variety of tasks, freedom including feedback regarding performance (ibid).

#### **2.5.2.3 Participation (Supervision)**

Research indicated that the quality of the supervisor to subordinates relationship would have a significant positive influence on employees’ overall level of job satisfaction (Luthans, 1992; Aamodt, 1999). Research revealed that employees were likely to have high levels of job satisfaction if supervisors provide them with acceptable support and cooperation in accomplishing their jobs (Ting, 1997). Similarly, Chieffo (1991, cited in Bull, 2005) maintained that supervisors, who allow their employees to participate in decisions that affect their jobs, automatically stimulate higher levels of employees’ job satisfaction.

The importance of supervisory activities in universities, colleges and schools assist to foster motivation, inspiration and trust. Therefore, they assist or improve teaching

performance (Knoll, 1987 and Retting, 2000). Therefore, principals that demonstrate good human relations skills increased loyalty and improved academic staff job satisfaction, whereas lack of participatory management, sensitivity to colleges and academic staff related problems including lack of support were major sources of academic staff stress and burnout (Bull, 2005).

However, Morris (2004) points that academic staffs' job satisfaction was affected by work environment and strong principal leadership. Conversely, Nelson (1980) found that leadership styles of school administrators are normally related to job satisfaction. He (ibid), maintained that the quality of academic staff to administrator relationship contributes to higher academic staff job satisfaction and greater academic staff participation in decision-making, which finally, contribute to job satisfaction.

Thus, setting up shared decision-making processes in education institutions allows academic staff in participating in colleges' processes rather than feeling subordinate to their principals and forced into participating in colleges and academic staff responsibilities (Mohrman, et. al., 1998 cited in Bull, 2005).

#### **2.5.2.4 Promotion Opportunities**

Landy (1989) argues that an employee's opportunities for promotion were likely to influence on job satisfaction. Similarly, Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility and increased social status. Many employees experience satisfaction when they believe that there was a good prospect in future such as opportunities for advancement and growth in their workplace (Dafke and Kassen, 2002).

Luthans (1992) maintained that promotions may take various different forms and were generally accompanied by different rewards. According to him (ibid.), promotion opportunities had different effects on job satisfaction and it was important that this should be taken into consideration during preparation of promotion policies in order to enhance an employee's job satisfaction.

#### **2.5.2.5 Working Conditions**

Working conditions was another aspect that has a considerable impact on academic staff job satisfaction (Luthans, 1992). Luthans (1992) asserted that if employees worked in a clean and friendly environment, they would find it easier to go to work and vice versa. Similarly, Vorster (1992, cited in Bull, 2005) maintained that working conditions were likely to have an important impact on job satisfaction when it was extremely good. Bishay (1996) argued that academic staff work load, changes in the education system and lack of disciplines amongst some students were also factors contributing to academic staffs' want to quit the profession.

#### **2.5.2.6 Work Group (co-workers)**

Luthans (1992) asserted that work groups characterized by co operations and good understanding among organizational members may contribute to high level of job satisfaction. A study conducted by Riordan and Griffeth (1995, cited in Bull, 2005) examined the effect of friendship on workplace outcomes. Findings revealed that friendship opportunities were associated with increase in job satisfaction among employees, job involvement and organizational commitment thereby decreasing turnover of employees in various organizations (ibid.).

Furthermore, Hillerbrand (1989) found that the greatest need of educators was centred on interpersonal needs. He maintained that good relationship with colleagues and college administrators always expand educational concerns as well as attainment of objectives. Therefore, organizations should engage in integration of workers so as to strengthen cohesion among workers and departments within the organization (Lambert et al., 2001).

### **2.5.3 The Consequences of Job Satisfaction**

Job Satisfaction results in teachers' performance, job turnover, absenteeism and involvement in teachers' union activities (Organ and Bateman, 1991, Robbins and Judge, 2008 cited in Ngimbudzi, 2009). Job satisfaction assists to retain academic staffs and make them committed to their job and also making their education institutions very effective. This implies that, job satisfaction contributes to improvement of teaching, students' academic performance and teachers' retention. Similarly, Johns and Williams (1996, cited in Luddy, 2005) argued that job satisfaction impact on employees' productivity, turnover, absenteeism, physical health and psychological health.

#### **(i) Productivity**

Research results showed that there was a positive relationship between job satisfaction and productivity, although it was very low and inconsistent (Johns and Luddy, 2005). Also, Luthans (1989) maintained that although a relationship between job satisfaction and productivity existed, but the relationship between dimensions was not strong.



## **(ii) Turnover**

Numerous studies strongly support the view that turnover was inversely related to job satisfaction (Robbins, et. al., 2003, cited in Luddy, 2005). A high employee turnover rate was often flourishing in organizations where employees were highly dissatisfied (French, 2003). Similarly, Greenberg and Baron (1995, cited in Luddy, 2005) argued that employees facing job dissatisfaction often tend to withdraw from situations and environments as means for solving the problem of dissatisfaction.

## **(iii) Absenteeism**

According to Luthans (1989), various researches conducted on the relationship between job satisfaction and absenteeism revealed an inverse relationship between the two dimensions. This implied that when job satisfaction was high, absenteeism tended to be low and vice versa (Luthans, 1989). Similarly, Nel and co-workers (2004, cited in Luddy, 2005) maintained that absenteeism was regarded to be a withdrawal behavior when it was used as means to escape an unfavorable working environment.

## **2.6 Synthesis and Research Gap**

A critical and detailed review of the previous studies around the related topic shows that various researchers have been interested in conducting studies on academic staff job satisfaction. Various factors were suggested to have been the major possible sources of job satisfaction for academic staff. Despite the fact that teachers' job satisfaction has been explored in the education sector particularly in primary and secondary schools in Tanzania, academic staff job satisfaction in high learning

institutions remains unknown. This study, sought to explore academic staff job satisfaction in Mbeya Institute of Science and Technology.

## **2.7 Conceptual Framework**

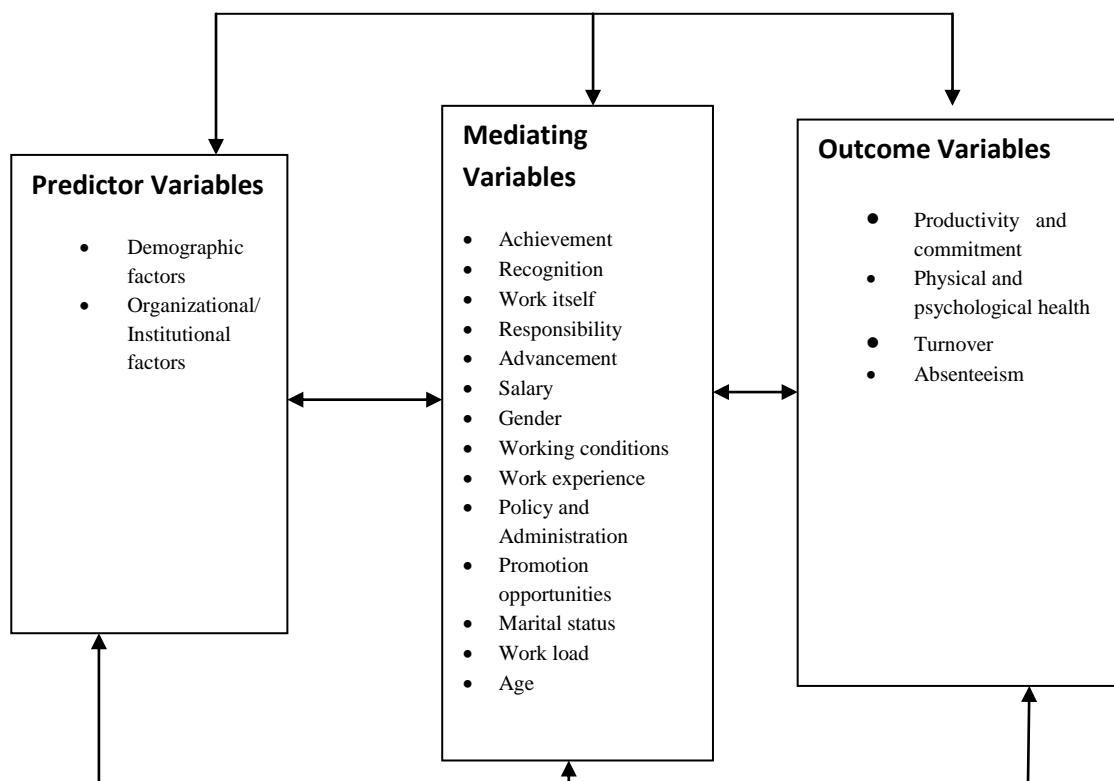
The presented conceptual framework explains key factors affecting academic staff job satisfaction and the presumed relationships among them (see also Schumacher and McMillan, 2006). Low or high commitment and productivity by academic staff in higher learning institutions in Tanzania involve a multiple of factors or variables that exert various influences. Therefore, this study employed a variety of different variables or factors to illustrate how organizational factors and demographic factors influenced job satisfaction for academic staff in higher learning institutions.

The study drew some insight from Omari (1995, cited in Beatrace, 2010) who focused on predictor variables, mediating variables and outcome variables to illustrate the conceptual framework. Predictor variables are variables, whose values are used to predict values of the outcome variables. The predictor variables are organizational and demographic variables.

Outcome variables are variables, whose values are to be modeled and predicted by other variables. These include: productivity and commitment (satisfaction), absenteeism, turnover and physical and psychological health (Figure 1). Mediating variables are variables, whose values facilitate or interact with the predictor variables to influence the outcome variables.

The study also drew some insights from Hagedorn (2000) who wrote about faculty job satisfaction and focused on mediating variables to illustrate the conceptual framework of academics job satisfaction.

**Figure 2.1. : Conceptual Framework**



**Figure 2.1: Summarizes the Three Types of Variables that will Guide the Framework of this Study**

**Source: Modified from Beatrice (2010)**

Predictor variables are variables, whose values are used to predict values of the outcome variables. The predictor variables are organizational and demographic variables .

Mediating (mediators) variables are variables or situations that facilitate or interact with the predictor variables to influence on outcome variables (Figure 1). According to Hagedorn (2000) mediators refer to interacting factors providing the context through which job satisfaction can be understood and include motivators and hygiene (organizational) factors, demographic factors and environmental conditions. Motivators and hygiene (organizational) factors include achievement, responsibility, recognition; work itself, salary, co-workers, policy and administration, institutional resources, working conditions, personal advancement and promotion opportunities (Herzberg and colleagues, 1993). Demographic factors included: gender, age, educational level, and working experience.

Outcome variables are such as productivity, physical and psychological health, turnover and absenteeism (Luthans, 1989 and Mullins, 1996).

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

This Chapter presents Research Methodology. It covers Research Design; Study Area; Sample and Sample Size; and Sampling Techniques. Others are Data Collection Methods; Validity and Reliability; Data Analysis Plan and Ethical Considerations.

#### **3.1 Research Design**

According to Orodho (2003), research design refers to an arrangement of appropriate conditions of collecting and analyzing data in the manner that reflects research purpose. It is the scheme, outline or plan that is used to generate answers to research problems (Orodho, 2003).

In conducting this study, both qualitative and quantitative research approaches were employed. However, qualitative research approach was used, to a large extent; because of the nature of data collection instruments that is interviews (face to face and focus group discussion), observations, questionnaires and organizations documents, etc. The information collected was then classified and recorded on the basis of the study. A case study strategy was employed so as to acquire detailed information on state of job satisfaction among academic members of staff at Mbeya Institute of Science and Technology.

Best and Kahn (1998) pointed out that a case study is a way of organizing social data for viewing social reality. It investigates a social unit as a whole. The unit may be a

person, a family, a social group, a social institution or community (ibid). It provides a unique example of real people in real life situations for readers to understand ideas more clearly (Cohen, et. al., 2000). Therefore, the case study was relevant to the study because it guided data collection from one person and group within the institute. Quantitative research approach was also used in data collection by using open-ended and close-ended questionnaires.

### **3.2 Study Area**

The study was conducted at Mbeya Institute of Science and Technology situated in Mbeya district, Mbeya region, Southern Highlands zone in Tanzania. Mbeya Institute of Science and Technology was purposely selected because it is among higher learning institutions in the country.

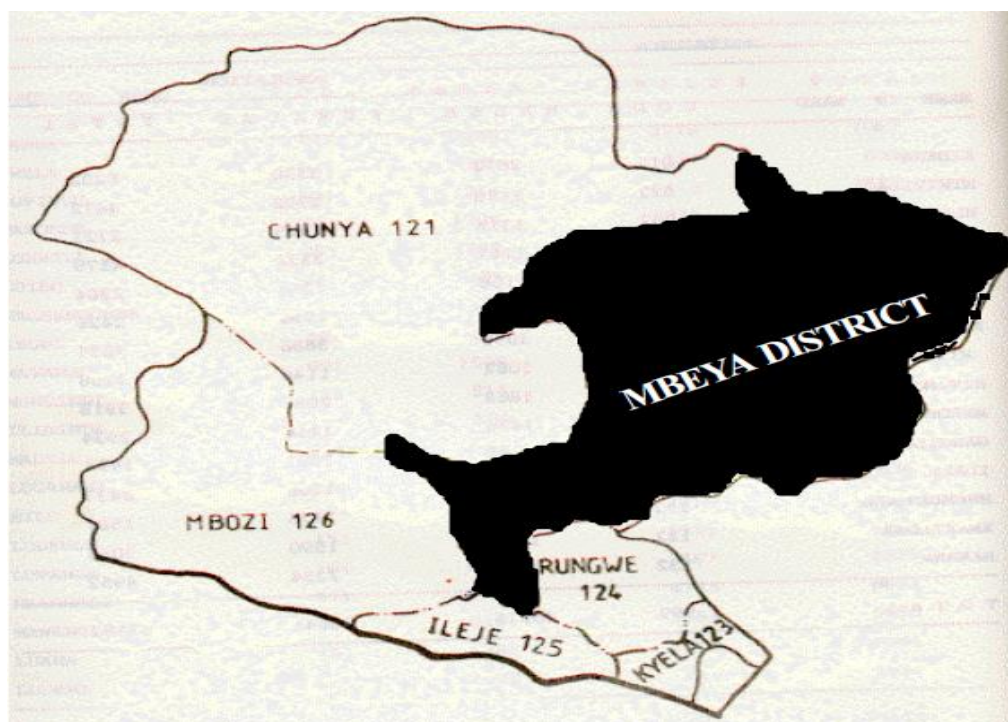
#### **3. 2.1 Geographical Location**

Mbeya Institute of Science and Technology is a public institute situated in Mbeya city, Mbeya region, Southern Highlands Zone of Tanzania. The institute occupies an area of 1000 hectares. It is 10 kilometers away from the city center, and three (3) kilometers from the Mbeya- Tunduma highway (Mbeya Institute of Science and Technology, Prospectus 2010/2011).



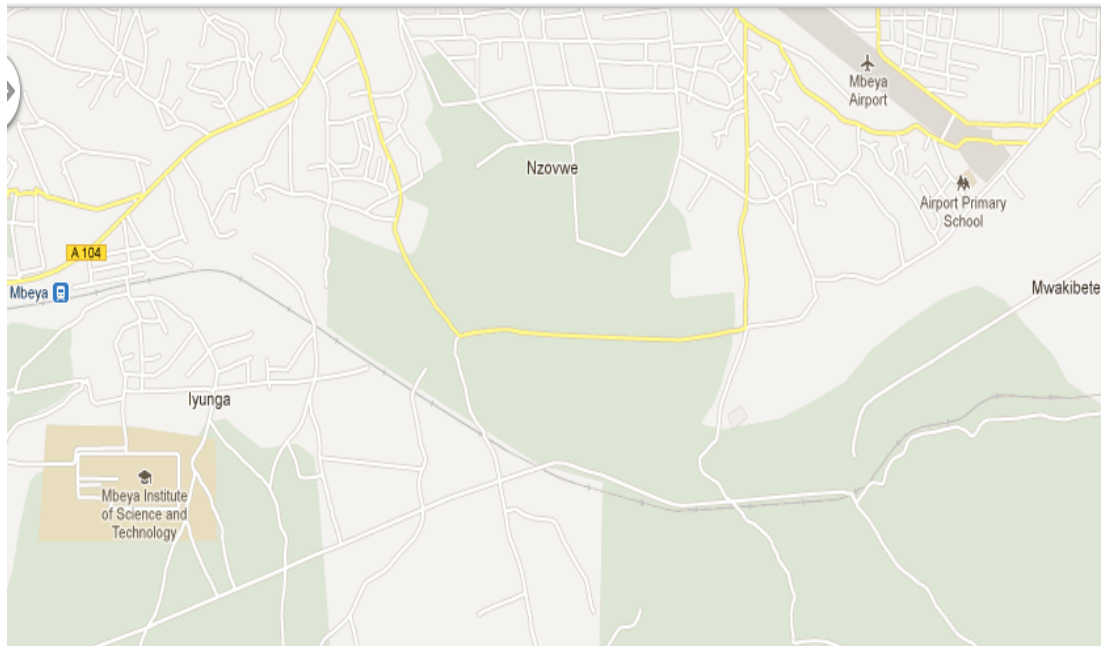
**Figure 3. 1: Map of Tanzania**

**Source:** Lonely planet (<http://www.Lonelyplanet.comp/maps/africa/tanzania>)



**Figure 3. 2: Map of Mbeya Region**

**Source:** Planning Commission Dar es Salaam and Mbeya District Council (1997)



**Figure 3. 3: Map showing a close-up of the study area of Mbeya Municipality**

**Source:** <http://www.Maplandia.com/Tanzania/mbeya/mbeya/mbeya/mbeya>.

### 3.3 Sample and Sample Size

Creswell (2005) defined population as a group of persons having common characteristics. For instance, all academic staffs in higher learning institutions in a particular district, region or country would form a population. The target population for the current study specifically consisted of Academic Staffs, and Head of departments.

Head of departments were purposively included in the investigation because they were involved in day-to-day administration and management of their departments, policy making and planning. Such aspects have long-term implications in development of education in the institute. Also they were an important source as supervisors on the state of job satisfaction for academic staffs, their strategies



employed in supervising and challenges they faced during supervision. Academic staffs were included in the study as major respondents because they were directly involved in implementing day-to-day objectives of the institute. Therefore, they were a crucial source of information concerning academic staff job satisfaction.

A sample refers to a process whereby a researcher extracts from a population a number of individuals in order to represent sufficiently the larger group (Goetz and Leompte 1984 cited in Mero, 2009). Cohen, Manion and Marrison (2007, cited in Freddy, 2006) argue that researchers are required to collect data from a smaller number of participants who are part of the large population or group. Since it was difficult to deal with the whole population of academic members of staff of the institute due to time constraints and nature of the study, a representative sample was used. The sample assisted the researcher to limit the study into smaller units, which corresponded to resources available at that time. Finally, the study sample size was limited to 80 respondents as shown in Table 1.

**Table 3. 1: Composition of Respondents by Categories and Gender**

Category	respondents sex		Total
	Female	Male	
Head of Department	1	5	6
Academic Staff	4	70	74
<b>Total</b>	<b>5</b>	<b>75</b>	<b>80</b>

**Source: Research data (2012)**

### **3.4 Sampling Techniques**

Kombo and Tromp (2006) defined sampling as an act, process or technique of selecting a suitable sample or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. This study used Purposive sampling technique to select respondents from the academic staff and head of departments.

According to Kothari (1990), purposeful sampling involves deliberate selection of particular units of the universe for constituting a sample, which represents the entire universe. The sample of this study was obtained as follows: firstly, the six (6) head of departments were purposively selected by virtue of their positions and thus, were the main participants as well as key informants. They were expected to describe the system they apply in supervising academic staff and the extent of relationship between them and academic staffs. Secondly, one hundred and sixteen (116) academic staffs from six departments were selected using the same purposive sampling technique. Academic staffs were supposed to describe the head of department's abilities to supervise and the state of satisfaction they get from the institute as employees.

### **3.5 Sources of Data and Data Collection Methods**

#### **3.5.1 Sources of Data**

Both primary and secondary sources of data were used to obtain all necessary and important information.

### **3.5.1.1 Primary Sources of Data**

Primary data were gathered directly from existing sources, original to the problem under investigation. According to Cohen and colleagues (2000), primary data have a direct physical relationship with the event being reconstructed. In the current study, the primary sources of data were first-hand information acquired through data collection methods like questionnaires, interviews, observations and focus group discussions. Such sources of data were pertinent for this study because they provided the researcher with rich information about the state of job satisfaction for academic staffs in the institute.

### **3.5.1.2 Secondary Sources of Data**

Secondary data do not bear a direct physical relationship to problem under study. They could be the one in which a person describing an event that happened when not actually present, but acquired descriptions from other person(s) or sources (Cohen, et. al., 2000).

Secondary sources of data were important to the current study because they assisted the researcher to get experience from sources other than the primary sources regarding challenges, future plans and contribution on the state of job satisfaction for academic staff in higher learning institutions in Tanzania. Documents included various institute reports, papers presented at seminars or workshops, and magazines.

## **3.5.2 Data Collection Methods**

The collection of data for this study was done from 30<sup>th</sup> August to 14<sup>th</sup> September 2012. During the study, the following methods were employed: interviews,

questionnaires, focus group discussion, observations and documentary review. The study employed multiple data collection methods (triangulation) to obtain data.

#### **(i) Interview**

Face-to-face interviews with semi-structured questions were employed to collect information for the study. An interview refers to a purposeful discussion between two or more people (Khan and Cannel, 1957).

This study employed the semi-structured interviews to collect information Cohen, Manion and Marrison (2007) argue that the semi-structured interview was often used when similar information was desired for all informants. The technique was considered to be the best because it enabled the researcher to ask questions so as to gain thorough understanding of the interviewees' feelings, their experiences and perspectives about the problem under study.

However, Spector (1997) argued that it was possible to obtain a thorough or more extensive data on phenomenon of job satisfaction if people were interviewed than administering a questionnaire.

#### **(ii) Questionnaire**

This study also used questionnaires to collect information from respondents. Creswell (2005) defined questionnaire as a carefully defined instrument (written, typed or printed) for collecting data directly from respondents. It consists of questions and statements (ibid.). He (ibid.) maintains that in quantitative studies, data collection is normally done through survey instruments.

The study also used a self-designed Five-point Likert Scale in the questionnaire in collecting data. The questionnaire consisted two major parts. Part 1 consisted of five (5) close-ended questions to obtain demographic information relevant to the sample. Participants were supposed to furnish information with regard to aspects, which included: gender, education level, marital status, department and work experience.

Part 2 of the survey was entitled as Academic Staff Job Satisfaction Survey or Scale (AJSS) consisted of twenty six (26) five point Likert scale items (1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = strongly disagree). Such items are related to different factors of job satisfaction. This part consisted of both open-ended and close-ended questionnaire items. Close-ended questions were used in the five-Likert scale Items. Open-ended questions required participants to write responses in a detailed manner. They provided freedom to respondents in exposing their ideas and opinions so as to acquire required information.

Nsubuga (2000, cited in Mero, 2009) argues that an open-ended form of questionnaire allows participants to answer freely, fully, in their own words and their own frame of references. The technique provided respondents an opportunity to show their attitudes or motives and specify the background or provisional conditions upon which their answers were based.

### **(iii) Focus Group Discussions (FGDs)**

In this study, focus group discussions were carried out with some academic staffs. Two focus groups, whereas each comprised seven (7) academic staffs were

conducted specifically for expressing their views, feelings and opinions on various issues concerning academic staff job satisfaction at the institute. According to Best and Khan (2006), a group discussion is a group of individuals of similar characteristics selected and assembled to discuss what they think, feel and do from personal experience on the research topic. Through interactions in groups, respondents discussed the topic critically and promoted interactions among participants, which, in turn, stimulated them to air their views and feelings that they would otherwise not provide in interviews. The Focus Group Discussions were held during break time and time for each ranged from 45 – 50 minutes.

#### **(iv) Observation**

Enon (1998) reported that data from observation are data collected regardless of the technique used in the study. Observation relies on the researcher seeing, hearing, testing and smelling things (Enon, 1998). It gives an opportunity to what is taking place in the situation rather than rely on second-hand information (Creswell, 2005). Best and Kahn (1998) argue that observation can be of the setting or physical environment, social interactions, physical activities, planned activities, unplanned activities and unobtrusive indicators. Through observation technique, information was sought by way of the researcher's own physical direct observations without querying participants. Non-participant observation was used in data collection.

Hatch (2002) maintains that in participant observation, the researcher acts as a participant at some level in the setting he or she is investigating. The researcher observed (through non-participant observation) the kind of relationship that existed

by head of departments and their subordinates academic staffs, and how academic staffs were being treated. For instance, how the manner academic staffs' punctuality in attending their normal classes was carried out without being forced by their head of departments and administration. Furthermore, the researcher observed how academic staffs were involved in departmental decision-making in staff meetings. During the whole process of observations, the researcher jotted down all essential points.

#### **(v) Documentary Reviews**

This research employed reviews of written documentary sources. The sources included different reports or records of the institute plans, number of academic staffs, number of students, number of periods taught by each academic staff, academic staffs attendance book, teaching materials, types of incentives and so on, which were supposed to be given to academic staffs.

Information obtained from documentary review was used to supplement data collected by questionnaires and face-to-face and group discussion interviews. Bishop (2007) argues that review of records provides more insights into the phenomenon being studied by cross-validating and augmenting evidence being obtained from other sources. It involves obtaining data from any written or visual sources such as diaries, speeches, official documents, books, newspapers, films and so on (Martella, 1999).

Both primary and secondary documents were reviewed. Primary documents included attendance register of academic staffs, minutes of staff meetings, periods taught by

each academic staff and the like. Nsubuga (2000) maintains that primary sources are eyewitness accounts. They are basic materials, which are documented or recorded by actual participants who witnessed the event (Nsubuga, 2000). Thus, the reviews assisted the researcher to acquire a clear picture on how academic staffs willingly participated in the daily activities to attain the institutes' objectives.

### **3.6 Validity and Reliability of Instruments**

Multiple data collection methods were used so as to ensure validity of information to be collected. Cohen, Manion and Marrison (2007) assert that use of more than one technique in data collection is necessary in avoiding the bias. Similarly, Denscombe (1998, cited in Mario, 2009) argues that no single research instrument is appropriate or adequate in data collection for a particular problem.

In order to obtain a comprehensive research data, the research instruments should be valid to the objectives of the study. Sounders et al, (2005) define validity as the extent to which data collection method or methods accurately measure what they were intended and designed to measure, and reliability as the degree to which data collection method or methods will yield consistent findings, similar observations would be made and conclusions reached by other researchers. Similarly, Marson and Bramble (1997) defines validity as the degree to which a test measures what it is supposed to measure.

In order to ensure the validity and reliability of the prepared instruments, the researcher administered them to fellow students of MBA for discussions and



comments. Thereafter adjustments and corrections were made to the instruments before administering it to the supervisor for critical comments. Finally the instruments were adjusted in the lights of comments given by the supervisor. After that, a pilot study was conducted by the researcher to fellow academic staffs at the institute in order to test the validity and reliability of the research instruments.

During the pilot study the researcher conducted interviews to some academic staffs and clarified on items which appeared to be unclear. The pilot study assisted the researcher to make necessary corrections and modifications of instruments before commencement of actual study.

### **3.7 Data Analysis Plan**

Data analysis is a systematic process, which involves working with data, organizing and breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is learnt and deciding what to tell others (Grbich, 2007). This study employed both qualitative and quantitative analysis methods. Qualitative data from interview, questionnaire and focus group discussions organized into categories, interpreted, quantified were necessary and presented into tables or narrations. Quantitative data were coded and analyzed using the Statistical Package for Social Scientists (SPSS) version 16. Demographic information of 80 respondents was calculated using the descriptive statistical technique while factor analysis was computed to analyze 26 items in the questionnaires.

Descriptive statistics are a set of statistical tools that allow us to accurately describe a large volume of data with just a few values (Brace, Kemp and Snelgar 2003, cited in Ngimbudzi, 2009). Thus, descriptive statistical techniques were used to acquire frequencies, analyze and summarize data before making conclusions. The descriptive statistics were also used to determine the factors that academic staffs are satisfied with and also provided the frequencies and percentages of the total number of respondents of the study.

### **3.8 Ethical Consideration**

In order to ensure that ethical issues were observed and respondents were not subjected to any harm during data collection, the following were considered: Prior to conducting the research, a research clearance was obtained from the office of the Deputy Principal Academics, Research and Consultancy of Mbeya Institute of Science and Technology.

#### **3.8.1 Confidentiality**

During the study, participants were informed about objectives of the study. Borg and Gall (1989, cited in Freddy, 2006) argue that the researcher has to ensure confidentiality of data and sources. They (ibid.) maintain that names of participants and the places they live must not be revealed.

To ensure privacy among respondents, all data were collected and carefully preserved in order to protect from being accessed by unauthorized individuals. Also, the study did not contain participants' names and places where they live. In addition,

data collection methods did not require participants to provide information that could make anyone reading the report of the study identify the data sources.

However, the researcher had a responsibility of ensuring that information for the study and their views remain confidential and that they are only used for no purpose other than the research for which it was intended (Mason and Bramble, 1997).

## **CHAPTER FOUR**

### **4.0 RESULTS AND DISCUSSION**

This Chapter presents Results and Discussion organized into three main sections. The first part presents demographic data; the second part presents data provided by each respondent about academic staff job satisfaction plus answers to the four main research questions stated in Chapter One.

#### **4.1 Results**

##### **4.1. 1 Demographic Information**

In this first section of the academic staff job satisfaction survey (thereafter ASJSS), respondents were required to provide information on the following facets: gender, department, age, education level and work experience. The participants responded effectively to most of these items. Therefore, obtained demographic data were as elaborated in the following paragraphs.

Starting with, one hundred twenty (120) questionnaires were distributed by the researcher to the targeted respondents and out of 120 questionnaires, a total of eighty (66.7%) questionnaires were returned. However, all eighty (80) returned questionnaires were adequately completed and therefore, were included in the current study. Research findings as indicated in Table 3 show that there were 92.6 percent male respondents. Regarding their age, the results revealed that 57.5 percent of respondents were between 30 and 49 years of age (Table 3). The research was conducted across six (6) departments (Table 2). Results from the study revealed that

almost one third (35.8%) of respondents were from Science and Business Management department .

**Table 4.1: Department of Respondents**

Department	Frequency	Percent %
Architecture	9	11.25
Civil	9	11.25
Computer	5	6.20
Electrical	13	16.00
Mechanical	15	18.50
Business Management	29	35.80
Total	80	100

**Source: Research data (2012)**

Similarly, on their educational levels, results revealed that close to half (48.75%) of respondents were Bachelors degree holders (Table 3). Again, on the side of participants by their level of work experience, results showed that 41.25 percent were those with work experience between 0 and 5 years. This implies that majority of respondents have been employed in the recent years due to the recent expansion of the institute.

#### **4.1.2 Academic Staff Job Satisfaction Survey (ASJSS)**

Respondents were asked to indicate their level of job satisfaction by putting a tick for each of the twenty six (26) items by using the Likert Scale ranging from strongly disagree to strongly agree (1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree).

**Table 4.2: Respondents' General Characteristics**

Type of respondents	Respondents range	Frequency	Percent %
Gender	Male	75	93.8
	Female	5	6.2
Age	18 – 29 years	7	8.75
	30 – 49 years	46	57.50
	50 and above	27	33.75
Education level	Diploma	4	5
	Bachelor degree	39	48.75
	Masters	37	46.25
Working experience	0 – 5 years	33	41.25
	6 – 15 years	25	31.25
	16 – 20 years	22	27.50

**Source: Research data (2012)**

#### **4.1.3 The current State of Academic Staff Job Satisfaction at Mbeya Institute of Science and Technology**

What is the current state of academic staff job satisfaction and what factors influence job satisfaction at Mbeya Institute of Science and Technology? They were questions aimed at identifying whether or not there was any problem concerning job satisfaction among academic staffs and explored major socio-economic factors that contributed to academic staff job satisfaction.

Findings from the questionnaires, focus group discussion as well as in-depth interviews revealed that majority of academic staff were dissatisfied with their teaching profession due to several reasons or factors. Among factors contributing to job dissatisfaction included: lack of promotion opportunities, training, seminars,

future salary, career development, recognition, insufficient resources, employees benefits, physical working environment and compensation as well as benefits.

Research findings as shown in Table 4 reveal that respondents in the institute were dissatisfied with the present compensation and benefits packages. For example, 58.75 percent participants disagreed with the statement that they were satisfied with the overall current compensation and benefit packages (salary, allowances, bonuses, financial support and the like) they received from the institute.

The next issue was whether or not respondents were satisfied with the physical working environment (furnished offices, teaching facilities, healthier conditions, safer conditions and so forth) of the institute. Results revealed that 60 percent of the respondents thought that the physical working environment was unsatisfactory.

Similarly, 51.25 percent of respondents disagreed with the statement that academic staffs were satisfied with fair promotion opportunities available to them as academicians in the institute. Consistent training opportunities for their professional development were another issue investigated. Results revealed that 64 percent of participants disagreed with the statement that academicians were satisfied with consistent training opportunities for their professional development available in the institute like attending workshops, visiting other institutes and similar aspects .

On exploring recognition for achievement and rewards as issues of academic staff job satisfaction in the institute, results revealed that recognition and rewards were

strong factors that influence job satisfaction among academicians in higher education. Findings as shown in Table 4.2 indicate that 57.5 percent respondents disagreed with the statement that they were recognized and rewarded for their achievements.

Similarly, management and leadership style was another issue investigated in the current study. The survey revealed that management and leadership styles play much crucial role in motivating academic staff and finally, getting satisfied with their job. Findings showed that 46.25 percent of the respondents disagreed with the statement that “academic staffs were generally not satisfied with management and leadership style in the institute”.

Career development was also another issue examined in the current study. The survey showed that career development plays a bigger role in motivating and job satisfaction for academic staffs in higher learning education (Rasheed et al. 2010). Through interviews and focus group discussions, respondents expressed their views that in higher education, academicians must always be given opportunities to grow in order to improve their skills and abilities as well as their qualifications. Results showed that 52.5 percent of the respondents disagreed with the statement that academic staffs were satisfied with good opportunities they got for their career development such as scholarships, financial aids and so on as academicians.

Likewise, 46.25 percent of the respondents disagreed with the statement that academicians were satisfied with the institute’s policies and procedures on matters



related to aspects like promotion, educational resources, development programs and the like .

Furthermore, academic staffs were dissatisfied with the working environment. Findings revealed that 45 percent of participants disagreed with the statement that academic staffs were satisfied with physical working environment on matters like furnished offices, teaching facilities, and provision of healthier as well as safer conditions and so forth of the institute. Additionally, opportunities for attending seminars, workshops and study tours were other issues explored in the current research. Results showed that 75 percent of participants disagreed with the notion that academic staffs were proud of attending seminars and tours inside as well as outside the institute.

Also, support from administration was another issue examined in this study. Study findings as indicated reveal that 46.25 percent of the participants disagreed with the statement that academic staffs were satisfied with the support received from administration (loans for housing and cars, school fees allowances and the like.

Additionally, 43.75 percent of participants disagreed with the statement that they were satisfied with the reasonable work load given to them. Moreover, the current study examined whether or not there were sufficient resources in the institute. Results from the study revealed that 63.75 percent of the respondents disagreed with the statement about academic staffs' satisfaction with the sufficient resources (personnel, finance, stationary, projectors, computers, access to internet and so forth)

so as to utilize their skills and abilities reasonably. On exploring the extent to which the institute fostered good working relations and interpersonal relations, the findings as shown in Table 4.2 show that 41.25 percent of the respondents disagreed with that statement. It implies that almost half of academic staffs were dissatisfied with the way the institute fosters good working and interpersonal relation.

**Table 4.3: Factors associated with job dissatisfaction by academic staff**

<b>Factor</b>	<b>Respondents range</b>	<b>Frequency</b>	<b>Percent %</b>
Compensation & benefits	Disagreed	47	58.75%
	neutral	19	23.75%
	agreed	14	17.5%
Training	Disagreed	51	63.75%
	Neutral	13	16.25%
	agreed	16	20.0%
Physical environment	Disagreed	49	61.25%
	Neutral	18	22.5%
	agreed	13	16.25%
Career development	Disagreed	42	52.5%
	Neutral	22	27.5%
	agreed	16	20.0%
Resources	Disagreed	51	63.75%
	Neutral	15	18.75%
	agreed	14	17.5%
Seminars	Disagreed	60	75%
	Neutral	12	15%
	agreed	08	10%
Recognition & rewards	Disagreed	46	57.5%
	Neutral	17	21,25%
	agreed	17	21.25%
Promotion opportunities	Disagreed	41	51.25%
	Neutral	20	25.0%
	agreed	19	23.75%

**Source: Research Data (2012)**

However, factors that were found to contribute to academic staffs' job satisfaction included aspects like co-workers, geographical location, responsibilities, performance evaluation, work itself, growth as well as advancement, and participation.

Cooperation received from head of departments and co-workers was another factor examined in the institute. Findings as shown in Table 5 reflect that 80 percent of the respondents agreed with the statement that they were satisfied with cooperation received from heads of departments and co-workers.

Moreover, geographical location of the institute was another aspect explored in this current research. Results revealed that 60 percent of the participants agreed with the statement that they were satisfied with geographical location of the institute, for example, easy transport, and easy access to markets, hospitals and so forth (Table 5). Similarly, 70% of the respondents agreed with the statement that work itself provides chance of promoting personal growth and academic advancement.

Furthermore, 58.75 percent respondents agreed with the statement that teaching job makes academic staff become innovative and creative in their work (Table 5). Also, responsibility was another aspect examined in the present study. Research findings shown in Table 5 indicate that 60 percent of respondents agreed with the statement that academic staffs were satisfied with responsibilities they have in their job.

The other issue examined in the current research was participation. Results showed that 46.25 percent agreed with the statement that they were satisfied with

participation in departmental policy and decision-making (refer to Table 5). Finally, the study examined the aspect of growth and academic advancement as issues of job satisfaction and motivation of academic staffs in the institute. Results revealed that 70 percent of the respondents agreed with the statement that teaching job contributes to promoting personal growth and academic advancement.

**Table 4.4: Factors Associated with Job Satisfaction on Academic Staff**

Factors	Respondents range	Frequency	Percent %
Coworkers	Agreed	64	80.0
	Neutral	9	11.25
	Disagreed	7	8.75
Location of institute	Agreed	48	60.0
	Neutral	10	12.5
	Disagreed	22	27.5
Work itself	Agreed	58	72.5
	Neutral	8	10.0
	disagree	14	17.5
Participation	Agreed	37	46.25
	Neutral	18	22.5
	disagreed	25	31.25
Responsibility	Agreed	48	60.0
	Neutral	18	22.5
	disagreed	14	17.5
Growth and advancement	Agreed	56	70.0
	Neutral	11	13.75
	disagreed	13	16.25

**Source: Research data (2012)**

#### **4.1.4 What were the Factors Contributing to Some Academic Staff Quit or Leave their Jobs in the Institute?**

This research question sought to acquire opinions from respondents on factors contributing to some academic staff deciding to quit off their job in the institute. Results from the study as indicated in Table 4.5 show that many opinions were given

by respondents but the most major reasons given by almost all respondents included: lack of motivation and incentives (55%), Poor working environment (50%), poor support from management (49%), lack of promotions and poor promotion procedures (52%), looking for green pastures (49%) and small salaries compared to other institutes (56%).

## **4.2 Discussions of Results**

### **4.2.1 Demographic Characteristics of Respondents**

Respondents included in this study were drawn from the six (6) academic departments of the institute. Results from the study revealed that Science and Business Management department had a bigger representation of respondents of the current study than other departments.

On the gender side, recall, out of the interviewed eighty (80) respondents, 93.8 percent were males. The major reason for female respondents to be low was due to the small number of female academic staff in the institute. The results are not accidental but are factual because generally, there are more male academic staffs than female academic staffs in this institute and in other institutes countrywide (Speech of Prof. Msolla, 2006, minister of MSTHE). This reflects the historical gender inequality in higher education in many countries south of the Sahara including Tanzania (Ngimbudzi, 2009).

On the respondents' age distribution, 57.5 percent of the sample represented by academic staff included ages between 30 – 49 years (Table 3). Therefore, a bit above

half of academic staffs, as respondents, in the institute were aged between 30 and 49 years.

The findings on their level of working experience showed that 41.25 percent of respondents were newly recruited academic staff with a working experience ranging from 0 – 5 years (Table 3). On their educational levels, results revealed that 48.75 percent respondents were bachelor degree holders. The major reason for that was that many academic staffs were recruited or employed in recent years in the institute as a result of expansion of the institute.

#### **4.2.2 Research Question One**

##### **What were the Current State of Academic Staffs' Job Satisfaction at Mbeya Institute of Science and Technology?**

This research question sought to examine whether academic staffs were satisfied with the job or dissatisfied with the job and explore some of the socio-economic factors that contributed to job satisfaction or job dissatisfaction. In regard to the question on what were the current state of academic staff job satisfaction in the institute, findings from the focus group discussion (FGD) and in-depth interviews revealed that majority of academic staffs were dissatisfied and satisfied with some aspects of the teaching profession.

First, most academic staffs were dissatisfied with aspects like compensation as well as benefit packages, promotion, physical environment, training, seminars, career development, resources, workload and lack of recognition.

According to previous studies that supported Herzberg and colleagues' (1959) Two Factor theory, it was revealed that the major sources of employees' job dissatisfaction were derived from extrinsic variables of the job such as poor interpersonal relationships, bad educational policies as well as administration, low salary, bad working conditions, work load, lack of personal achievement and poor quality supervision (Wong and Hen, 2009).

Thus, results from the present study support Herzberg and co-workers' (1959) findings on aspects of low pay together with poor policies as well as administration, promotion, working environment, workload, career development and resources as job dissatisfaction aspects. However, these aspects contradict the Vroom's (1964) Theory of Motivation and job satisfaction in which promotion, salary remuneration, educational policies and administration, working conditions, advancement opportunities and work nature (work itself) are factors that contribute to academic staff job satisfaction (see also Uboom and Joshua, 2004).

Furthermore, findings also are inconsistent with Adams' (1964) Equity Theory. According to Adams' (1964) Equity Theory, promotion, high salary, fringe benefits, good working conditions, participation and the like are outputs or rewards that employees receive as a result of performing their job for the organization (see also Okumbe, 1998; Leslie and Lloyd, 2006; Kiniki, 2006). Therefore, from Vroom (1964) and Adams' (1964) theories, it implies that if aspects explained by both theories were being attained, academic staffs would be satisfied with their jobs and improve their performances.

Similarly, findings from group discussion and in-depth interviews revealed that majority of academic staffs felt that their salaries were low compared to the tough duties they had and the increasing inflation of the country. They maintained that apart from the low salaries they got per month, there was a delay in getting their low salaries. As one of the academic staff pointed out that:

*“The amount of my salary I get is completely inadequate to meet my basic Needs in relation to the current living cost, which is very high. Take a simple example; I have three children and two young brothers as my dependants, after receiving the salary it just supports me for only one week and a half. From there, I have to spend more time on other extra activities that will assist me acquire extra income so as to meet the family basic needs.”*

Another respondent expressed that:

*“The salary, which I receive, is totally insufficient to meet my needs even the government knows that. I fail even to assist my parents and other relatives who are living in rural areas where life is very complicated. So my parents and relatives had stopped including me even in making decisions concerning money contributions like school fees or celebrations. This is a very serious issue and it pains me a lot.”*

On exploring compensation as an issue of job satisfaction for academic staffs, results indicated that compensation was a very strong factor that motivates academic staffs in higher education where there are restrictions on salary increase. Findings showed that 59 percent of the respondents disagreed with the statement that they were satisfied with current compensation and benefit packages (salary, allowances, bonuses, financial support, etc) received from the institute and could not meet their needs. It is important to note that most people in developing countries like Tanzania are concerned with their financial constraints. Adeyinka (2007) found that academic staffs that could not get sufficient salaries and other benefits were faced with problems of maintaining their families' livelihoods. Therefore, putting them far from being satisfied with the job and decided quit the organization. Thus, good



compensation and benefits were motivators and encouraging factors to them because they encouraged them to put their best from incomes.

Another issue that contributed to academic staffs' job dissatisfaction in the institute was lack of promotion. Majority of academic staffs were of the view that promotion procedures were not transparent. The investigation indicated that there were no promotional opportunities in the institute. Respondents argued that promotional ladder was narrow, which made academic staffs fail to progress. One would only be promoted, if and only if, he or she goes for further studies without considering duration spent in teaching.

These research findings are similar to Chimanike (2007) who found that academic staff dissatisfaction in Zimbabwe was from inadequate salaries and allowances, high volume of work, no promotions and lack of loans to facilitate purchase of houses and cars among others. This made most academic staff decide to quit their institutes.

Insufficient resources (personnel, finance, stationary, computers, access to internet, projectors and sufficient classrooms) were other sources of job dissatisfaction for most of the respondents. Findings from the focus group discussions, in-depth interviews and questionnaires confirmed that there were insufficient resources including basic working necessities like stationery, finance, books, projectors, computers and access to Internet for each academic staff. Such a situation made academic staffs fail to conduct their well designed activities like seminars and workshops for their students. Hence, they failed to utilize their skills and abilities in their jobs.

These results were consistent with Adenike (2011) who found that most academic staffs in public Universities in Nigeria were dissatisfied with shortage of personnel, lack of material resources, lack of recognition for work done, poor communication between administrators and subrogates, poor performance evaluation including feedback, unchallenging jobs and lack of staff development which prevent personnel from being equipped with knowledge and skill that are needed so as to provide quality service. As a result, people decided to quit the organizations (Adenike, 2011). Therefore, academic staffs needed different resources like computers, projectors, internet and financial aids for effective management as well as institutions' improvement (Ofoeqbu, 2004). Support in providing class aids and educational resources were seen effective motivators for academic staffs so as to have their extreme efforts and vice versa.

Career development was another issue, which was raised by respondents as a source of job dissatisfaction. The survey showed that career development was among factors that plays a big role in job satisfaction and motivating academic staff in higher learning institutions. The findings from interviews and focus group discussions at different intervals had respondents express their views that in institutions of higher learning, academic staffs must always be given opportunities to grow. They also expressed that academic staffs always want to improve their skills and abilities as well as their qualifications.

However, results as shown in Table 5 reveal that 52.5 percent of the respondents disagreed with the statement that they were satisfied with good opportunities they got

for suitable careers from the institute. This implies that the institute should look on the best ways for academic staffs to be given scholarships and financial aids to go abroad as well as within the country and acquire higher education so as to motivate them and become satisfied with their job.

Recognition and rewards were other issues identified by academic staffs as causes of job dissatisfaction. Findings from in-depth interview and questionnaires revealed that recognition for high performance could strongly contribute to job satisfaction and motivation for academic staffs in the institute and other higher learning institutions.

However, findings revealed that 57.5 percent of the respondents disagreed with the statement that academic staffs were satisfied with recognition and rewards initiatives (appreciation, excellence awards, etc) given in the institute. They pointed that every employee in any organization in Tanzania needs appreciation or recognition for his or her good performance (achievement). As one of respondents raised concern that: “It is appreciation and not money at all times, which increases motivational and job satisfaction of workers.”

Another respondent explained that:

*“When an academic staff receives good results, he or she wants to be appreciated by the management. But it is something that rarely happens in the institute. Instead, academic staffs are asked to explain only when the results are not good. Furthermore, I recommend that academic staffs should be given monetary and even non-monetary incentives for their good results (achievements) such as an academic staff of the year or excellence rewards because if they are not recognized like the present behavior, academic staffs will be demoralized to do their work and, job dissatisfaction ensues.”*

Training and seminars were other issues that were recognized to be the major sources of job dissatisfaction to most respondents at the institute. Training was a much more salient factor for growth and development of employees in any organization in the country. Training refreshes their knowledge and skills.

As A result, it leads to job satisfaction and motivation to work effectively as well as efficiently with more courage and confidence. Training was one of the most important activities that could be used as a motivational program for employees' development (Photanan, 2004). It provided different input factors, which provided motivational to academicians for their performance enhancement (Woodward, 1992).

During in-depth interviews, one of the respondents expressed his opinion that:

*“Training is one of important factors that provide motivation and job Satisfaction to most academic staffs in higher learning institutions in Tanzania because new knowledge emerges daily. Therefore, without proper training and skills acquisition, obviously academic staff will feel inferior during the teaching process.”*

Moreover, a new academic staff put his points that:

*“The institute should select a specific period for recruitment program for academic staffs. Thereafter, it must organize at least a minimum of two months of training to new academic staffs before assigning them permanent courses to teach.” There was no doubt that majority of academic staffs when inducted at the institute were not specialized in research and teaching profession. Therefore, they felt the need for consistent training programs at different levels for their professional development as it was being done in the previous years. The main concern of every academic staff was proper know how of the assigned work. It implied that lack of proper training contributed to more job dissatisfaction, which resulted in high demonization to most academic staffs in the institute.*

Also another teacher raised her concern that:

*“The institute should use the three months of industrial training and vacations from July to October each year for academic staffs training. During that period, various sessions of training, seminars and workshops can be organized. The institute also must provide opportunities to academic staffs to visit other higher learning institutions for familiarization so as to refresh their knowledge and skills. Hence, they would teach effectively during the next semester.”*

Results revealed that respondents were not much satisfied with the current training and workshop opportunities available at the institute. Findings revealed that most respondents were dissatisfied with consistent training opportunities (workshops, visiting, tours and the like) available at the institute.

Work load was another factor that contributed to job dissatisfaction, according to respondents. Results showed that majority of respondents were dissatisfied with the volume of work assigned to them. The current study results are similar to Mendeley (2010) who found that most dissatisfaction factors for employees in Kenya included: work overload, promotional opportunities, supervisory support, lack of development, distributive justice and the like. As a result, people intended to quit the job.

Similarly, Kyriacou and colleagues (1979) remarked that reasons for leaving teaching profession may include lack of support from departmental head, work overload and the like. Such factors led to job dissatisfaction and also accounted towards high job turnover (Kyriacou and colleagues, 1979). However, in the focus group discussion and in-depth interviews, academic staffs demanded that workload was not reasonable at the institute. The number of students was bigger than the required standard number of 50 students for each normal class such that it created

excessive workload to academic staff during marking of tests, assignments and semester examinations.

Second, findings from the current research revealed that majority (80%) of academic staffs were mostly satisfied with variables like co-workers, institute location, responsibilities, performance evaluation, work itself, growth as well as advancement, participation, and administration support (refer to Table 4). However, according to previous studies that had supported Herzberg's Two Factor theory, they revealed that the major sources of employees' satisfaction were derived from intrinsic variables such as participation, responsibilities, advancement, promotions, achievement, recognition, work itself, and career advancement (Herzberg, et. al., 1959).

In addition, results from the current study support Herzberg colleagues' (1959) findings on aspects of responsibilities, growth including advancement, work itself and participation as job motivators (Table 5). Similarly, results from the research support Maslow's (1943) theory on aspects of participation and co-workers (affiliation needs), recognition and achievement (esteem needs). Moreover, the findings were consistent with Adams' (1964) Equity Theory of job satisfaction in which participation and recognition represent outputs or rewards of academic staffs that must receive as a result of performing the job in the institute.

Most respondents were satisfied with good cooperation received from their heads of departments and co-workers (Table 4). Research results are also consistent to Luthans (1989) as well as Kreitner and Kiniki (2001) who maintained that having

friendly and supportive colleagues contribute to increased job satisfaction plus reduced high turnover.

Similarly, personal growth and development, geographical location and work itself were other issues that were identified as sources of job satisfaction to most academic staffs. These findings support by Robbins and co-workers' (2003) sentiments on work itself. They (ibid.) defined work itself as the extent to which the job provides to an individual with stimulating tasks, opportunities for learning, personal growth and chance to be responsible as well as accountable for results.

These results also support findings by Vander and Wimssatt (1999) who found that geographical location, professional development; co-workers and the like were factors that contributed to job satisfaction to academic staffs in different countries. Similarly, results are consistent with Esterhuizen (1989) and Steinberg (1993) from South Africa who found that factors influencing job satisfaction to academic staffs included intrinsic rewards like professional development, nature of work itself, achievements and promotional opportunities.

Responsibility was another factor or aspect that academic staffs were satisfied with it. Respondents were asked to state whether or not they were satisfied with ideal responsibilities (authority, independence, autonomy, and curriculum preparation) in their job. Findings showed that 60 percent agreed with the statement (Table 6). Participation was also another issue of job satisfaction explored in this study. It is one of the strongest factors of job satisfaction and motivation for academic staffs in

higher learning institutions in the country. Academic staffs want to participate in departmental decision making not only at operational level but also in policy making (Rasheed and colleagues, 2010).

The findings were consistent to Rasheed and co-authors (2010) who found that most academic staff in higher education in Japan received job satisfaction with participation in decision-making, responsibility, and recognition. They compelled them to perform better and allow the institute to grow in a collective manner. Results revealed that 46.25 percent of respondents agreed with the statement that academic staffs were satisfied with participation in departmental policy and decision-making process (Table 6).

#### **4.2.3 Research Question Two**

##### **What Factors Contribute to Job Satisfaction and/or Job Dissatisfaction?**

This question aimed at examining factors that contributed significantly to academic staffs' job satisfaction and those contributed to academic staffs' job dissatisfaction in the institute.

To obtain the answers to the questions from the questionnaires, descriptive statistical techniques were performed. Findings were as discussed. Findings from the current research revealed that majority of academic staffs were satisfied with the following variables: co-workers, nature of work itself and responsibility. Such results mostly support Herzberg and co-workers' (1959) findings on variables or aspects of responsibility and work itself as job satisfiers or motivators.



Interpersonal relationships (co-workers) with the colleagues were the most important aspects that contributed to academic staff job satisfaction in the institute. These important findings imply that internal relationships among fellow colleagues were the most crucial and would only happen if and only if, the environment was found to be collegial as well as very supportive. Similarly, results on co-workers is consistent with findings by Riordan and Griffeth (1995) which revealed that coworkers (friendships) was associated with the increase of job satisfaction among employees, job involvement and organization commitment hence decreasing turnover of employees in various organizations.

However, the present study included results on co-workers as one of factors that respondents expressed satisfaction with it, something which contradicts Herzberg and colleagues' (1959) theory. According to Herzberg and colleagues (1959), co-workers are regarded as a Hygiene factor.

Furthermore, these aspects were consistent with Maslow's (1943) Need-Based Theory of motivation and job satisfaction in which co-workers were seen to represent affiliation needs of academic staffs, recognition was one of esteem needs of academic staffs, and work itself represented self-actualization needs of academic staffs. Moreover, Woods (2002, cited in Freddy, 2006) maintains that employees' job satisfaction is mainly derived from collegial relationships or co-workers.

Additionally, previous researches suggested that job satisfaction was related to employees' opportunities for interactions with others on the job. An individual level

of satisfaction might be a function of personal characteristics and characteristics of the group, which he or she belongs to (Nowday and Sutton, 1993). These relationships with both co-workers and supervisors were very important (Nowday and Sutton, 1993). Similarly, Hillebrand (1989) maintained that the greatest need for educators centered on interpersonal needs. He (ibid.) continued to explain that a healthy relationship with colleagues and school principals increases educational concerns as well as goal attainment. Therefore, these findings strengthen the argument that organizations should engage in integration of employees in order to create group cohesion among employees and departments within the organization (Lambert, et. al., 2001).

Furthermore, the current study results revealed that responsibilities is another aspect that contributes to academic staffs job satisfaction and that can be explained as having some autonomy including authority in being accountable for one's own work. Job satisfaction variable has contributed much to the intrinsic, aspect of Herzberg's Two Factor theory leading to job satisfaction.

However, the findings were not parallel with the recent findings by Wong and Hen (2009), who assert that the sources of job satisfaction came from policies implemented, good administration and salary schemes and sources of job dissatisfaction came from personal achievement. recognition, responsibilities, working conditions, workload, insufficient facilities, poor performance appraisal and opportunity for advancement. As a result some academic staff decides to quit their institutes.

Moreover, academic staffs were also satisfied with other aspects like opportunity for advancement, performance evaluation system and geographical location of the institute. The results showed that respondents were glad with the opportunity for advancement such that the findings are consistent with Herzberg and colleagues (1959) Two Factor theory whereby opportunity for advancement is among the major sources of job satisfaction. Also, respondents were happy with participation in departmental decisions. The finding supports Maslow's (1943) Need- based theory whereby participation in departmental decisions is among basic affiliation needs of academic staffs.

However, in the current study respondents revealed that there was low satisfaction (dissatisfaction) with variables like compensation and benefits packages (salary, bonuses, allowances, good compensation schemes, promotion opportunities, career development, physical environment, recognition, training and seminars (Table 5). Others included workload, support from administration, resources, policy plus administration, working environment, good working relations and personal relations .

Moreover, these current study findings mostly support Herzberg and co-workers (1959) Two Factor theory. According to Herzberg and colleagues (1959), low salary, bad policy as well as administration, unwelcoming working conditions, lack of promotion opportunities and lack of support from administration were among hygiene or extrinsic factors associated with job dissatisfaction.

These results were also similar to previous studies or investigation conducted on teacher motivation and job satisfaction in Tanzania by Davidson (2007). Davidson

(2007) revealed that majority of teachers were not glad with salary, fringe benefits, lack of housing, work load, delayed promotions, working conditions, inadequate teaching facilities, limited opportunities for personal development, resources and low status. They contributed to unhappy and dissatisfied educators accompanied by poor performance and eventually, resulting to high academic staff turnover.

Similarly, previous studies, for example, Voydanoff (1980, cited in Luddy, 2005) revealed that monetary compensation was one of the most important aspects in explaining job satisfaction. Inadequate pay in relation to other occupations or organizations was one of the significant dimensions related to job dissatisfaction among employees (Voydanoff, 1980). Research conducted amongst academic staff in South Africa by Oliver and Venters (2003, cited in Luddy, 2005) indicated that academic staffs were the most dissatisfied with their salaries, especially taking into consideration that after-hours input their jobs demand from them and there were lower salaries than employees in private sector as well as other government departments. That provided a clear explanation as to why some academic staffs embarked on second jobs and other petty business activities so as to earn extra money to satisfy their basic needs.

Also, studies conducted by Moracco and co-workers (1983) and Kyriakon and Sutcliffe (1979 cited in Travers and Cooper, 1996) reported that there was a high level of dissatisfaction with teaching as a career. They (ibid.) explained that among factors identified by academic staff that caused dissatisfaction were salary, career structure, promotion opportunities and occupational status. Therefore, academic

staffs' dissatisfaction appears to be the main factor for them to leave the profession in many countries (Zembylas and Papanastasion, 2004).

Similarly, previous researches revealed that supervisory activities tend to foster motivation, inspiration as well as trust and therefore, assist to improve the teaching performance (Knoll, 1987; Retting, 2000). Furthermore, Steyn and Van Wyk (1999) found that principles that demonstrated excellent human relations skills increased academic staff loyalty and improved their job satisfaction, whilst lack in participatory management, lack of sensitivity to the institute as well as academic staff-related problems and lack of support were reliably associated with academic staff stress including burnout, which led also to academic staff desire to quit an establishment.

#### **4.2.4 Research Question Three**

##### **What Factors Contribute to Academic Staffs Leave their Jobs?**

This research question sought to examine job satisfaction factors that contribute significantly to academic staff in the institute such that they left their jobs. According to respondents' views, many answers were provided but the most common aspects contributing academic staff leave the job included: low salary, lack of motivation, lack of promotions, bad working conditions, lack of training and looking for green pastures (Table 6). These results were consistent to previous investigations done by Chimanike (2007) who found that most academic staffs in Zimbabwe were dissatisfied with inadequate salaries and allowances, work load, lack of promotion opportunities, lack of loans for purchasing houses as well as cars and lack of staff

development. They contributed significantly to academic staff job dissatisfaction and this made them decide to quit their job (Chimanike, 2007).

These findings imply that Tanzanian academic staffs need good education policies and administration in terms of reasonable as well as attractive payments including fringe benefits that are proportional to jobs they perform. Such packages would be good enough to cater for the most basic needs such as food, clothes, payment for education fees for their families, health care, transport, housing and electricity bills, among others. When academic staff needs are attained, such a move would promote their psychological well-being and enable optimal functioning as well as performance improvement (see also Ryan, 1995; Reis et al., 200).

On the contrary, when academic staffs receive low salaries, such a situation forces them think on how to earn extra incomes from their private tutoring and other business activities (see also Bernell, 2007). Thus, this will have a negative impact to the employers, society and students who are beneficiaries of the education services because most academic staff would spend most of the time to their own business activities instead of teaching.

However, if possible, Adams (1963) equity theory, which matches the “notions of a fair days for a fair days pay” could be applicable in all sectors of the economy in the country because equity and fairness at work places have been found to be the main factors in determining employees’ motivation and job satisfaction (Lewis, et. al., 1995, cited in Freddy, 2006). Thus, academic staffs’ dissatisfaction with pay,

promotion, poor working environment and lack of support from management are likely to associate with the desire to quit the teaching profession at the institute and in other higher learning institutions in Tanzania.

These results are also consistent to views by Wisniewski and Gavgiulo (1997) who maintained that high turnover rates among academic staffs are contributed to job dissatisfaction. They (ibid.) pointed out that lack of recognition, a few opportunities for promotion, excessive paper work, loss of autonomy, low pay and stressful interpersonal interactions all contributed to academic staffs' decisions to quit or leave the institutes (Wisniewski and Gavgiulo, 1997). Again, Mwamwenda (1995) found that lack of job satisfaction resulted in frequent academic staff absenteeism from colleges, aggressive behavior towards colleagues and learners, early exits from the teaching profession together with psychological withdraws from the work.

**Table 4.5: Factors Contributing to Academic Staff to Leave their Jobs**

<b>Factors</b>	<b>Frequency</b>	<b>Percent %</b>
Low salary	52	65
Lack of motivation and incentives	52	65
Poor policy and administration	52	65
Lack of training and seminars	51	63.75
bad working environment	51	63.75
Looking for good pasture	50	62.5
Bad promotion procedures	50	62.5
Lack of support from management	50	62.5

**Source: Research data (2012)**

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This Chapter presents Summary of the findings of the Study: Implications of the Results: Conclusions and Recommendations. It also includes the aspects of Limitations of the Study as well as Areas for Further Research.

#### **5.1 Summary of the Findings**

The main purpose of this study was to investigate the state of job satisfaction among academic staff members in higher education institutions in Tanzania. Specifically, the study examined the state of job satisfaction among academic staff members in Mbeya Institute of Science and Technology. In particular, the study attempted to accomplish three major research objectives:

- (i) What was the current state of job satisfaction for academic staff at Mbeya Institute of Science and Technology?
- (ii) What factors contributed to job satisfaction and/or job dissatisfaction for academic staff at the institute?
- (iii) What factors contributed to academic staff leave their jobs?

#### **Main Findings of the Study**

##### **5.1.1 The Current State of Job Satisfaction and /or Job Dissatisfaction for Academic Staff at Mbeya Institute of Science and Technology**

Findings revealed that most academic staffs were dissatisfied and satisfied with some factors of the teaching professional. The main factors contributed to academic staffs' dissatisfaction include aspects such as: compensation and benefit packages,



promotion, physical environment, training, seminars, career development, resources, workload and lack of recognition. On the other hand, majority of academic staffs were satisfied with the variables like: co-workers, location of the institute, responsibilities, performance evaluation, work itself, growth and advancement, participation and administration support.

### **5.1.2 Factors Contributed to Job Satisfaction and/or Job Dissatisfaction for Academic Staffs at the Institute**

Findings indicated that majority of academic staffs were satisfied with the following aspects: co-workers, location, work itself, responsibilities, growth and advancement, performance evaluation, participation and administration support. Likewise, academic staffs were dissatisfied with the following factors: compensation and fringe benefits, lack of promotion, physical environment, training, seminars, career development, resources, workload as well as lack of recognition.

### **5.1.3 Factors Contributed Academic Staffs Leave Jobs.**

The findings revealed the factors contributed academic staffs to leave jobs. The main factors contributed academic staffs quit jobs include: low salary, lack of motivation, lack of promotions, bad working conditions, lack of training and looking for green pastures.

## **5.2 Implications of the Results**

To management of the institute and other higher learning institutions, need to prepare good policies and procedures on important matters concerning academic staff and which will motivate them to work in the organizations like good promotion

procedures, improvement of teaching resources, recognition of their achievements and provision of good support to them.

To the government, need to improve and implement practically the remunerations of academic staff in higher learning institutions and also set aside sufficient budget that will assist to acquire necessary and enough resources for facilitating teaching and learning processes.

To education policy makers, need to ensure that they include all the necessary factors in their policy programs that will motivate and contribute to job satisfaction among academic staff in higher learning institutes

### **5.3 Conclusion**

Most interviewed respondents were generally satisfied with factors like co-workers, work itself, responsibilities, participation, and opportunity for advancement. These results are consistent with Maslow's (1943) Need-based theory in which the factors of good relationship with colleagues and co-workers, and participation represent the affiliation needs of of Maslows (1943) Need based theory.

Whereas, responsibilities and opportunity for advancement represent the self actualization needs Furthermore, respondents were mainly dissatisfied with the following factors; low salaries and fringe benefits, work load, bad policies and administration, insufficient resources, lack of training and seminars, career development, unwelcoming working conditions and inadequate support from administration.

Similarly, the results are also consistent with findings from Wong and Hen (2009) who point out that the major hygiene factors of academic staff in higher learning institutions include low salary, bad policy and administration, work itself, lack of opportunity for advancement, personal achievements as well as unwelcoming working conditions.

Therefore, the results imply that major players in the government like education administrators, policy makers and principals in higher learning institutions should make deliberate efforts to improve academic staff job satisfaction with those dimensions. Such aspects contribute significantly to job dissatisfaction in order to convince and attract most academic staff remain in their jobs and put more efforts in the teaching and realize good performance of students.

The study finally, investigated factors contributing for academic staff intention to leave or quit the job. Results showed that low salary, low fringe benefits, lack of promotions, unwelcoming working conditions, poor policy, poor administration, looking for good pastures and lack of training as well as seminars contribute to academic staffs' intention to quit the job. These findings imply that policy makers, education administrators and management of various higher learning institutions need to institute special consideration to all these factors that influence academic staff leave their job. Therefore, the government should improve these factors, which are determinants of job dissatisfaction in most higher learning institutions in Tanzania. Spector (1985) argued that employees tend to stay in their jobs that are satisfying their needs and wants.

#### **5.4 Recommendations**

The findings from this current study indicate that higher education authorities need to develop strategies to deal with demands from academic staffs due to low job satisfaction and commitment. Therefore, policy makers and academic administrators should take necessary measures and solve academic staffs' concerns thereby minimize turnover rates among academic staff in various higher learning institutions. Other suggestions include: the government should look on good ways to improve compensation and benefit packages of academic staffs in institutes of higher learning in the country.

With regard to opportunities for further training, academic staff should have updated knowledge and subject expertise for effective teaching. Professional development training sessions and workshops are among the major steps that should be taken by higher education in Tanzania. Management should recognize achievements of academic staffs by providing monetary and non-monetary rewards.

The rewards could be monetary incentives, excellence awards, academic staff of the year, promotion, study tours and scholarships for further studies. When management properly recognizes the achievements and accomplishments of their academic staffs, academic staffs will be more motivated to teach effectively thereby produce better results.

This will also assist to improve academic staffs work morale, because incentives are performance-based stimulus particularly if they are meaningful and provided at the

right time. Also, management should strive to create a good working environment that encourages teamwork with sufficient resources like stationeries, teaching facilities, sufficient offices, computers, easy access to internet, sufficient and well furnished classes, provision of houses or house allowances as well as transport allowance for academic staffs and the like. All will make the working environment greatly attractive to most academic staff because lack of accommodation and transport contribute to academic staffs spend their insufficient salaries for paying rent and transport fares. All are very expensive and hence, increase job dissatisfaction to most academic staff.

## **5.5 Limitations of the Study**

Performing an academic research is an activity, which is not free from challenges or limitations and so to this study. Some limitations included the following: the coverage of the study area did not involve all higher learning institutions in Tanzania. The sample of the study focused on only one institute in Mbeya region. That could be a challenge in getting correct results that could lead to good conclusions about higher learning institutions in Tanzania. To overcome this, the researcher took a big sample. Lack of inadequate funds for the research was another limitation to the extent that led the researcher failed to have all necessary instruments like tape recorders that could be used during data collection. However, that was solved by the researcher relying on interviews and documentary evidence during data collection. Also some of the respondents' particularly female academic staffs were not ready to be interviewed. The scenarios made the researcher look for other participants especially males who were very willing to be interviewed and contribute

their views concerning the study. During the study (August – October, 2012), it was difficult to meet all informants especially management because most of them were not present and some were on leave.

## **5.6 Areas for Further Research**

The current study took into consideration mostly on organizational factors that were mostly explained by Herzberg's two factory theory (1959) like hygiene and motivators factors. There are other variables that can be explored like variety of a job that play an important role in determining job satisfaction to employees. Also the study did not consider the correlation between the demographic variables (age, gender, educational level, department of respondent and work experience) with academic job satisfaction. That may need to be reported in another study.

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## **APPENDICES**

### **APPENDIX A**

#### **Questionnaires for Heads of Departments and Academic Staffs**

I am currently a Master Degree student at the Open University of Tanzania.

My Master dissertation research seeks to examine the “State of Job Satisfaction for Mbeya Institute of Science and Technology academic staff in Tanzania.” I kindly request you as one of my institute academic staff to voluntarily respond and fill in this questionnaire appropriately according to your own understanding and experience in the teaching profession.

I assure you that all the information that you will give will be treated very confidentially as much as possible. Therefore, in case you have any extra data that will contribute to success of my investigation, please do not hesitate to write at the end of this questionnaire. All responses will remain unknown. Do not write your names.

Please colleague tick or fill in as appropriate.

#### **PART I: Demographics (Personal Information)**

##### **1. Gender (Tick One v)**

a) Male ☐

b) Female ☐

##### **2. Name of Department**

a) Architecture ☐

b) Civil ☐

- c) Electrical ☐
- d) Mechanical ☐
- e) Science and Business management ☐

### 3. Age of respondent

- a) 18 – 29 years ☐
- b) 30 – 49 years ☐
- c) 50 and above years ☐

### 4. Education Level

- a) Diploma ☐
- b) Bachelor degree ☐
- c) Masters ☐
- d) PhD ☐
- e) Others, specify .....

### 5. Your teaching (working) experience

- a) 0 – 5 years ☐
- b) 6 – 15 years ☐
- c) 16 – 20 years ☐

## PART 2: Academic staff Job Satisfaction Questionnaire:

Please colleague respond to all items in the table below by putting a tick (✓) in the appropriate space using the following scales:

1=strongly disagree 2=Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

S/No	ITEMS	1	2	3	4	5
1.	I am satisfied with the present overall employee benefits (e.g., allowances, transport, sick pay, pensions, etc) I receive meet my needs					
2	I am generally satisfied with institute's policies and procedures on important matters relating to academic staff (promotions, academic staff development programs, curriculum assessment, educational resources, etc.)					
3.	I feel satisfied with my present realistic salary package paid by the employer					
4	I am generally satisfied with management and leadership style in the institute.					
5	I am satisfied with the cooperation I receive from my head and coworkers (i.e. academic and non academic staff)					
6	I am satisfied with the fair promotion opportunities available to me as an academic staff in the institute					
7	I am satisfied with geographical location of the institute (easy transport, hospitals, markets, etc).					
8	I am satisfied with physical working environment ( furnished offices, teaching facilities, provision of healthier and safer conditions, etc) of the institute					
9	I am satisfied with the consistent training opportunities or programs for my professional development available in the institute (attending workshops, short vocations, visiting other institutes, etc)					
10	Teaching job provides me an opportunity to become innovative and creative in my work					
11	I am proud of opportunities available for attending seminars, workshops, tours etc inside and outside the institute					
12	I feel fairly satisfied with my chances for salary increase (annual increments, completing studies, etc) in future					
13	I am proud with the support I get from the administration of the institute (soft loans for housing and cars, school fees allowances, etc)					
14	I feel fairly satisfied with my future benefit package (increase in pensions, transport support, sick pay, holidays pay, etc)					
15	I am satisfied with good opportunity I get for suitable career development (scholarships, financial aids for higher education, etc)to me as an academic staff in the institute					
16	I am satisfied with the current performance evaluation system (management, students, head of department team) used for academic staff promotions and provision of feedbacks					

17	I feel satisfied with participation in departmental policy and decision making					
18	I feel satisfied with the recognition and rewards initiatives I receive in the institute (participate in decision making, appreciation, excellence awards, bonuses, etc)					
19	I am satisfied with the sufficient resources available (personnel, finance, computers, access to internet, stationery, books and projectors) to utilize my skills and abilities in the working environment					
20	I feel satisfied for the responsibilities (authority, independence) I have in my job					
21	I feel satisfied with the reasonable work load ( number of courses taught, research projects supervised, students, examinations papers marked, etc) given in my institute					
22	I am generally satisfied with the extent to which the institute foster good working relations and interpersonal relations					
23	I am extremely glad with the institute as it has met my expectations academically and economically					
24	I am satisfied with good working environment (sufficient work load, opportunities for professional growth, etc) of the institute					
25	I am satisfied with the current compensation and benefits packages (salary, allowances, bonuses, good compensation schemes, financial supports, etc) I receive from the institute					
26	Teaching job provides a chance of promoting personal growth and academic advancement					

**27.** In your own opinions, what are reasons or factors contribute to some academic staff quit/leave their jobs in the institute?

.....

**28.** What are your own opinions on measures to be taken to improve or motivate academic staff job satisfaction in the institute?

.....

.....

**APPENDIX B****Interview Guides for Focus Group Discussions (FGDs):**

Dear Sir or Madam

I am currently a Master Degree student at the Open University of Tanzania.

I am conducting a research on the “State of Job Satisfaction for Mbeya Institute of Science and Technology academic staff in Tanzania” as a partial fulfillment of the requirements for the degree of Master of Business Administration of the Open University of Tanzania.

I kindly request your cooperation in answering the following questions so that I can obtain relevant and reliable information about the problem under study. Please be free to provide any information since it will be treated confidentially as much as possible and be used for research purpose only.

1. From your own experience, what factors influence academic staff job satisfaction and dissatisfaction?
2. To what extent does management influence academic staff job satisfaction in the institute?
3. What should be done by management to improve academic staff job satisfaction?

*Thank you very much. I appreciate your cooperation.*

**APPENDIX C****Observation Schedule****Name of the institute .....**

S/No	Activity	Remarks
1	Academic staff punctuality in attending classes	
2	Participation of academics in departmental decision making	
3	Relationship between academic staff and head of department	
4	Academic staff daily attendance	
5	Freedom to communicate and criticize unconstructive ideas with their head of department	

## APPENDIX D

### Documentary Review

Name of the institute .....

	Item	Information Sought	Remarks
1	Attendance book	Daily attendance of academic staff	
2	Subject taught	Number of subjects taught by academic staff	
3	Size of Class	Number of students in the class	
4	Teaching Materials	Resources used for facilitating the subject	
5	Lesson plan	How often lesson plans were prepared and checked	
6	Syllabus	How teaching process follow the syllabus?	
7	Institutes Reports	Number of academic staff and students in the institute, incentives, etc.	