DETERMINANTS OF EMPLOYEE PERFORMANCE IN AN

ORGANIZATION: A CASE OF ACADEMIC INSTITUTIONS IN SINGIDA

AND DODOMA REGIONS

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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 titled: **"Determinants of Employee Performance in an Organization: A Case of Academic Institutions in Singida and Dodoma Regions",** in partial fulfilment of the requirements for the Degree of Master of Human Resource Management of the Open University of Tanzania.

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I, **Washingtone James,** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the Degree of Master of Human Resource Management of the Open University of Tanzania.

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Signature

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Date

DEDICATION

This work is dedicated to my beloved parents Mr. and Mrs. For their tireless encouragement towards accomplishment of this dissertation work.

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ABSTRACT

This study assesses the factors influencing employee performance within public academic institutions in the Dodoma and Singida regions of Tanzania. Recognizing the critical role of employee performance in shaping institutional success, the research evaluates various factors influencing both retention and organizational performance. Using a mixed-method approach, primary data were gathered from 197 respondents across four public academic institutions, focusing on factors such as employee well-being, manager-employee relationships, career development opportunities, and employee engagement. Key findings indicate that employee satisfaction is high, with 73.61% of respondents reporting positive work experiences. Low absenteeism and turnover rates were also noted, with effective communication and recognition from supervisors significantly contributing to employee retention. The study reveals a strong correlation between career development opportunities and employee performance, with available training programs linked to higher faculty expertise. Furthermore, well-being factors such as work-life balance and stress management were closely associated with teaching quality and employee performance. The study emphasizes the importance of fostering supportive manager-employee relationships, providing ample career development opportunities, and recognizing employee achievements to enhance both retention and organizational performance. Recommendations include the implementation of well-being programs, leadership development initiatives, tailored career development strategies, and formal recognition systems. This study contributes to the literature on employee retention by offering insights applicable to public academic institutions, highlighting the critical need for targeted strategies to improve retention and overall institutional effectiveness.

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LIST OF ABBREVIATIONS

EM	Environment Management
EP	Employee Performance
HR	Human Resources
ILO	International Social Security Association
MHRM	Master of Human Resource Management
OLS	Ordinary Lease Squares
OP	Operational Performance
TRA	Tanzania Revenue Authority
TWA	Theory of Work Adjustment
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employee performance is a cornerstone of organizational success, particularly in academic institutions where the quality of teaching, research, and administrative functions directly impacts institutional outcomes. The ability of organizations to attract, motivate, and retain skilled employees has been widely recognized as a critical determinant of their overall performance and sustainability (Taher & Arifen, 2000; Barney, 1991). Academic institutions, in particular, rely heavily on the expertise and dedication of their workforce to achieve educational objectives, foster innovation, and maintain institutional reputation. In these settings, employee performance is not merely about meeting job requirements but also ensuring that qualified professionals consistently contribute to institutional growth, academic excellence, and student success (Danso, 2013).

Employee performance, often defined as an individual's ability to efficiently and effectively fulfill job responsibilities while contributing to organizational goals (Zineldin, 2000), encompasses multiple dimensions, including task performance, contextual performance, and adaptive performance. Organizations that fail to foster high employee performance often experience reduced productivity, decreased innovation, and challenges in maintaining operational excellence (Pinge Q. et al., 2021). These challenges are exacerbated in competitive labor markets, where high job demands and inadequate support systems can undermine employee motivation and engagement (Biason R.S., 2020; Wei Xuechen, 2022). For instance, studies have

shown that poor performance management in educational institutions can lead to inconsistent teaching quality, reduced student satisfaction, and diminished institutional credibility (Yu X. et al., 2020; Zhang & Chen, 2020).

Globally, the importance of employee performance has gained prominence due to its direct impact on organizational success (Wei Xuechen, 2022). For example, during the COVID-19 pandemic, heightened uncertainty underscored the need for organizations to maintain a highly motivated and adaptable workforce (Tian et al., 2020). Research indicates that organizations that implemented effective performance management strategies during the pandemic were better able to transition to remote work environments and sustain educational quality (Hui A., 2021). In regions such as China, persistent challenges in maintaining high employee performance have highlighted how economic fluctuations and market risks influence workplace productivity (Zhang & Chen, 2020). Similarly, across Africa, institutions have prioritized performance enhancement strategies to improve educational outcomes (Chelangat H., 2020). Key drivers of employee performance include effective leadership, comprehensive training programs, motivational incentives, and a conducive work environment (Jackson S.E. et al., 2014; Rawat J.S., 2013).

In Tanzania, employee performance challenges are particularly pronounced in academic institutions, where skilled teaching and administrative staff play a pivotal role in ensuring institutional effectiveness and delivering high-quality education. Studies by Ambukege T. (2020) highlight the significance of economic factors such as competitive salaries, access to professional development opportunities, and long-

term career growth in enhancing employee performance. Institutional support mechanisms, including leadership development, mentorship programs, and positive workplace culture, further contribute to sustained performance and operational efficiency (Ambukege T., 2020; Dovlo, 2002). However, despite these efforts, many institutions still struggle to optimize employee performance, particularly in rural and underserved regions where resources and opportunities are limited.

The Singida and Dodoma regions of Tanzania present unique challenges in terms of employee performance in academic institutions. These areas face competitive labor markets, increasing expectations for productivity, and limited access to professional growth opportunities (NAB, 2008; Danso, 2013). Qualified teaching and administrative staff are essential for sustaining educational processes and achieving institutional goals. However, challenges such as inadequate training, lack of recognition, and insufficient resources—if left unaddressed—could lead to decreased motivation, lower productivity, and reduced institutional effectiveness (Dovlo, 2002; NAB, 2008).

Recent studies have emphasized the need for context-specific approaches to understanding and enhancing employee performance. For instance, Biason R.S. (2020) argues that organizational performance is influenced by a complex interplay of factors, including leadership styles, workplace culture, and employee engagement. Similarly, Jackson S.E. et al. (2014) highlight the importance of aligning organizational policies with employee needs to enhance job performance. In the Tanzanian context, Rawat J.S. (2013) suggests that optimizing employee

performance requires a holistic approach that considers both intrinsic and extrinsic motivators, such as career development, recognition, and work-life balance.

Despite these insights, limited research has explored the determinants of employee performance specifically in Tanzanian academic institutions, particularly in the Singida and Dodoma regions. This gap in the literature highlights the need for a comprehensive study that examines the factors influencing employee performance in these areas. By addressing this gap, this study seeks to provide actionable insights to improve institutional effectiveness. Specifically, it aims to identify the key drivers of employee performance, explore the role of leadership and institutional support, and propose strategies to enhance productivity in academic institutions in Singida and Dodoma.

This study draws on recent theoretical frameworks and empirical evidence to provide a nuanced understanding of the issue. For example, the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2017) will be used to analyze how job demands and available resources influence employee performance. Additionally, the study will incorporate insights from recent research on employee engagement and organizational commitment (Meyer & Allen, 2020), as well as regional case studies on performance management in African academic institutions (Chelangat H., 2020). By synthesizing these perspectives, the study aims to contribute to both academic knowledge and practical solutions for enhancing employee performance in Tanzanian academic institutions.

1.2 Statement of the problem

Human resources play a crucial role as not just an asset but also as the backbone and central element of an organization's core competence. In today's dynamic operating environment, enhancing employee performance has become a significant challenge as employers increasingly recognize the pivotal role individuals play in shaping the organization. The employment relationship is undergoing fundamental changes, impacting the attraction, motivation, and development of talented employees. The need for high-performing employees has intensified competition among organizations, as noted by Flippo (2001). Organizations face significant challenges such as the substantial expense associated with recruitment and selection (Pfeffer, 1998), productivity lags and losses during the assimilation period (Davies, 2001), potential missed business opportunities (McCallum, 1988; Walker, 2001), compromised customer relationships (Clarke, 2001; Messmer, 2000), and the concealed costs of reduced productivity (Das, 2002). These challenges underscore the critical importance of fostering employee commitment and enhancing performance as a survival imperative for organizations.

Employers aim to regard their workforce as valuable assets capable of providing a competitive edge through their commitment, trust, adaptability, and high-quality skills and knowledge (Storey, 1992). This approach to empowerment is anticipated to enhance the competitiveness of the business. Arthur (1994) found that organizations employing commitment strategies achieved significantly higher performance and lower turnover compared to those relying on control strategies. In another study involving 139 academics from Jordanian University, Al-Omari, Qablan, and

Khasawnneh (2009) established that job satisfaction and organizational commitment had a significant positive effect on employee performance among the academic staff. In a similar study at Makerere University, Amutuhaire (2010) found that remuneration influenced employee performance in the institution. A related study conducted by Mokoditoa (2011) in Limpopo University revealed that fringe benefits, promotion opportunities, job satisfaction, and reward/compensation systems are the major determinants of academic staff performance in the institution. In his research at the University of Cape Coast, Danso (2013) found that the best predictor of senior staff performance in the institution was total remuneration and rewards systems. The study further found that promotion systems, information sharing, and training and development significantly influenced employee performance at the university.

The study conducted in Ghana by Kwaw (2015) established that factors including training and development, reward systems, and promotion are vital in enhancing staff performance at Cape Coast Polytechnic. Similarly, a study at Agogo College of Education by Odoom, Opoku, and Ayipah (2016) observed that promotion is a vital factor in employees' motivation to perform effectively within the institution. They also found that promotion is one critical factor that enhances employees' commitment to achieving organizational goals. Amegatsey (2017) revealed that Takoradi Polytechnic struggled to maintain high employee performance due to poor remuneration, inadequate fringe benefits, and poor welfare packages compared to their counterparts in universities. Despite the emphasis on employee performance in academic institutions, challenges still persist. Various studies conducted in Tanzania, namely Lameck (2021) and Sirili et al. (2022), have focused primarily on factors

influencing employee performance rather than determining its impact on organizational success. Therefore, the researcher finds it imperative to investigate the impact of employee performance on organizational effectiveness, specifically in public academic institutions in Singida and Dodoma regions.

1.3 Objectives of the Study

1.3.1 General Objectives

The general objective of the study was to examine the determinants of employee's performance in academic institutions.

1.3.2 Specific Objective

i.   To assess the factors influencing employee performance in academic institutions

ii. To evaluate organizational performance in academic institutions

iii. To analyze the effect of employee well-being on employee performance

iv. To examine how manager-employee relationships affect employee performance in academic institutions

v.   To determine the influence of career development opportunities on employee performance in academic institutions.

vi. To assess the effect of employee engagement on employee performance academic institutions

1.4 Research Questions

i.   What factors contribute to employee performance within academic institutions?

ii. How can organizational performance within academic institutions be effectively

measured, considering the unique characteristics and objectives of these institutions?

iii. How does the level of employee well-being within academic institutions correlate with their overall performance indicators?

iv. What is the impact of positive manager-employee relationships academic institutions on employee's performance?

v. How do the availability and utilization of career development opportunities influence the performance outcomes of academic institutions?

vi. What is the relationship between levels of employee engagement and the performance indicators of academic institutions?

1.5 Justification of the Study

In Tanzania, the importance of employee performance in academic institutions cannot be overstated, and the proposed research aims to address a critical need for understanding its impact on organizational performance. The academic sector in Tanzania faces unique challenges related to recruitment, professional development, and competition for skilled personnel. Singida Region, with its distinct characteristics, provides a specific and representative context for examining the relationship between employee retention and organizational performance within academic institutions. This research is justified by the pressing need to enhance the effectiveness of academic institutions in Tanzania, contributing to the overall development of the education sector in the country.

The study is particularly relevant as it aligns with Tanzania's broader national

development goals, emphasizing the pivotal role of education in fostering economic growth and societal progress. High turnover rates among educators and administrative staff can hinder the achievement of these goals, making it imperative to investigate how employee performance practices can positively influence organizational performance. The findings from this research will not only benefit academic institutions in Singida Region but will also offer insights applicable to similar settings across Tanzania, aiding in the formulation of evidence-based policies and strategies to strengthen the education sector at a national level.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter offers a general overview of the determinants of employee's performance on academic institution performance. The chapter is made up of the theoretical literature review, empirical literature review, research gap and conceptual framework.

2.2 Theoretical Literature Review

2.2.1 Herzberg Two Factor Theory

The afore-said was advocated by Herzberg in 1968. The theory holds two factors of job, which influence either job satisfaction or dissatisfaction. It assumes that motivation factors and hygiene factors affect employees' satisfaction and dissatisfaction in the organization. The hygiene factors include either the presence or absence of job dissatisfaction, such as working environment, pay, organizational policies and interpersonal relationships. At the moment when the hygiene factors are very bad, work is dissatisfying and thus an employee is most likely to quite a particular organization and joins another organization. Conversely, good hygiene factors make an employee stay as they make him or her satisfied with the organization.

Motivation factors are another set of variables that determine employee job satisfaction and hence perfomance. It consists of achievement, opportunity growth, responsibility, and recognition. Herzberg argued that when motivation factors are

missing, employees' morale towards work tends to be affected negatively. On the other hand, when motivation factors are present, employees are more likely to get satisfied with their jobs. Thus, the study can be implied practically in the Tanzania's Public Institutions. In so doing, it enables the study to assess factors affecting employee performance in public institutions namely Tanzania Institute of Accountancy and Tanzania Public Services Colleges in particular.

2.2.2 ERC's Retention Model

Employee Retention Connection's model concentrates on applied organizational experience indicating three primary drivers of employee perfomance. Work can be made stimulating by giving variety of assignments, autonomy to make decisions, resources and support provided to do good work, opportunity to learn, feedback on result and understanding the significance of one's personal contributions.

Figure 2.1: ERC Retention Model

Motivational Leadership also helps employee's performance, therefore leaders

should champion change and must be open to new ideas. They should inspire a shared vision of organization direction, develop the capabilities of others and become a model for a behavior s that reflects organization values. Companies should recognize and reward a job that is done well and should reinforce desired behaviors and create an emphasis and focus on recognition. They should celebrate successes in order to build self- esteem and enhance camaraderie and team work.

2.3 Empirical Literature Review

According to Irshad and Afridi (2011), the primary factors influencing employee performance are multifaceted and stem from the perspective of human resource management, playing a critical role in its oversight. Firstly, ensuring alignment between employee personal values and job responsibilities entails matching skills, knowledge, and abilities with job requirements. Secondly, compensation serves as a crucial element in attracting and retaining top talent, particularly individuals demonstrating exceptional performance or possessing unique skills, as organizations heavily invest in their training and development. Thirdly, rewards encompass any offerings provided by companies to employees in acknowledgment of their performance, which employees anticipate. Lastly, investing in training and career development initiatives is essential for organizations to enhance employee skills and contribute to future revenue growth.

2.3.1 Organization Performance

Performance can be approached as the ultimate goal of management; an end in itself; and can be highlighted at the level of individual managers, teams, businesses and

corporations. (Ngabirano, 2021).

2.4 Factors for Employee Retention

The consideration of retention factors holds significant importance for managers, organizations, and researchers in the organizational domain (Abbasi and Hollman, 2000). Consequently, retaining skilled employees becomes a strategic advantage for organizations. Despite the benefits, challenges arise in retaining these valuable assets. Compensation, job characteristics, training and development opportunities, supervisor support, and promotional prospects emerge as the top five factors influencing retention. Companies strive to retain valuable employees possessing cutting-edge knowledge and skills. However, the demand for highly skilled technology employees has surged, creating a scenario where only eight out of ten positions can be filled by candidates with the requisite skills (Murphy, 2000). Additionally, aggressive recruitment tactics employed by competitors further intensify the competition for retaining skilled personnel.

Employees actively seek to change dissatisfying work situations that could otherwise be pivotal factors in their decisions to leave their organizations. Those who succeed in transforming dissatisfying work situations experience a reduction in dissatisfaction. When the intent to leave shifts to the intent to remain, there is an increased likelihood that these employees will ultimately stay with their organization (Steers &Mowday, 1981). It is incumbent upon management to identify talented and high-performing individuals initially, acknowledging their merit in all aspects, including monetary rewards (Sigler, 1999). Lower compensation and inadequate benefits contribute to a higher voluntary turnover rate among employees. Moreover, the same conditions that prompt people to leave also pose challenges in attracting

new applicants to replace them (Susan & Schuler, 2000). Employee turnover carries a substantial cost for organizations, with the average company losing approximately $100,000 for every professional or managerial employee who departs (Torrington et al, 2008). The specific factors influencing employee retention are explored in the following sections.

2.4.1 Employee Empowerment

As per the findings of Hummayoun and Muhammad (2010), empowering employees contributes to a sense of belonging and ownership towards the current organization, fostering increased confidence and enhanced performance. This, in turn, has an indirect positive impact on service quality and customer satisfaction. In the competitive landscape, the retention of a skilled and capable workforce is paramount for any organization. A high turnover rate can adversely affect the organization's reputation and image. The challenges associated with employee replacement, including training costs for new hires in case of experienced employee resignations, further underscore the significance of retention efforts.

Studies, such as those by Salman, Iqbal, and Chandran (2010), have identified factors like job dissatisfaction, low levels of empowerment, and insufficient support from superiors as potential contributors to turnover. Human resources policies need to prioritize providing employees with more self-governance to mitigate turnover and job burnout. Huselid and Becker (2000) highlight the strategic role of HR policies in retaining skilled labor by promoting employee empowerment. Involving employees in the goal-setting process can enhance empowerment, as employees perceive

themselves as more empowered when their input is valued. Empowered employees exhibit increased confidence and a commitment to delivering their best performance, given their involvement in decision-making processes (Hummayoun and Muhammad, 2010). Employee empowerment fosters a sense of obligation among employees to stay in the organization, even when faced with external pressures from peers intending to leave (Choong, Wong, and Lau, 2011). Ultimately, the decision of employees to stay or leave is rooted in their job satisfaction. Individuals with higher job satisfaction tend to be more committed to the organization, making them more likely to remain in their current roles.

2.4.2 Employee Training

As outlined by Latham (1988), training is characterized as the systematic process of acquiring and developing the knowledge, skills, and attitudes necessary for employees to effectively perform assigned tasks and enhance their job performance. The effectiveness of training hinges on its relevance and efficient design and delivery, aiming to impart new knowledge and skills aligned with both employee and organizational needs. When training results in improved relevant knowledge and skill acquisition, employee job performance is expected to enhance, provided that the learned skills effectively transfer to the job (Salas, 1999).

Enhancements in performance, such as increased productivity, quality, and service excellence, are potential outcomes of training when the job is strategically aligned with the organization's requirements. On an individual level, if employees' needs are met through training programs, achieving the organization's desired outcome of

employee perfomance becomes highly probable. Huselid (1995) emphasizes the importance of employees' perceptions of HR practices, including training and job security, as crucial factors influencing retention. Other studies indicate positive relationships between HR practices like benefits and training and employee retention, attributing these practices to motivating employees and creating a sense of job commitment.

According to Landsman (2004), training is valuable for skill enhancement and improving staff performance, addressing factors contributing to staff retention, such as perceived support from supervisors, the agency, and the community. Training clarifies roles for employees, reducing job stress and contributing to higher retention rates for organizations offering sufficient training opportunities. Nevertheless, it's essential to recognize that training alone may not address all factors affecting staff retention, such as excessive workloads and limited promotional opportunities within the organization. Consequently, while training plays a role in enhancing retention, addressing other systematic barriers is crucial for its effectiveness in improving overall retention.

2.4.3 Employee Compensation on employee performance

Compensation typically refers to something of value, often money, granted to an individual as recompense for injury, loss, or suffering. In an employment context, it also encompasses the money received by an employee from an employer as a salary or wage. According to Reville, Boden, and Biddle (2003), compensation extends beyond monetary forms and can manifest in non-cash benefits. These benefits

include pensions, life and health insurance, retirement plans, and allowances such as company cars or subsidized transportation, all of which constitute significant components of pay in many large firms. For organizations that find economic advantages in providing such benefits, compensation and benefits are strategic tools for attracting employee perfomance desired employees (Hauser & Baggett, 2002).

Wages in most companies are traditionally influenced by employees' positions and length of employment. Numerous studies highlight the significance of compensation satisfaction in employee retention. DiPietro and Condly (2007), utilizing the Commitment and Necessary Effort (CANE) model of motivation in the hospitality industry, found that non-financial compensation and the quality of the work environment significantly impact employee turnover intentions. Failure to incorporate compensation planning may result in an unsatisfactory working environment, posing a risk to companies. Williams et al. (2007) discovered that employee satisfaction with how a company operates and communicates its compensation policies correlates with their commitment to the organization. Moreover, an organization's reward system can influence employee performance and their inclination to remain employed. Researchers, such as Woodruffe (1999), note substantial individual differences in understanding the importance of financial rewards for employee retention.

2.5 Impact of Employee Retention on the Organization Performance

2.5.1 Economic Security

The fundamental definition of security aims to elucidate and foresee a set of

activities geared toward preventing or mitigating intentional harm or risk to an individual's life and property. This collective set of activities constitutes the security industry, encompassing all interfaces with government security entities like the police and army. The security economy, as per the OECD (2004), is characterized by activities that address, prevent, and alleviate insecurity within the economic realm. It can be conceptualized as a form of compensation for basic social security and is shaped by establishing essential infrastructure related to health, education, housing, information, social protection, and work-related security.

The sustainability of factors contributing to work-related security becomes instrumental in attaining economic security, as asserted by the International Labor Organization in 2004. When employees experience contentment with economic security, whether on a national or business level, they are more inclined to remain in their current positions and are less likely to seek alternative employment, switch to another organization, change sectors, or even relocate to a different country. Singh (2012) emphasizes that achieving employee retention with economic sustainability is contingent upon employees possessing the requisite skills.From an economic perspective, a high employee turnover rate has adverse effects on the economic system of a country and the global economy at large. Countries facing employment instability, such as witnessed in Greece and Spain (Fountoulakis 2014), often experience sluggish economic progress.

2.5.2 Psychological Security

In line with Maslow's motivation theory, which is rooted in the hierarchy of human

needs, the foundational and primary level is psychological security. This variable revolves around the human capacity to maintain a consistent and standard quality of life, addressing essential factors vital for survival such as food, water, breathing, shelter, as outlined by Adair (2006). Job security plays a pivotal role in providing individuals with the assurance of a stable and normal life, allowing them to meet their life needs and requirements through sustainable employment.

Achieving psychological sustainability in the workplace contributes significantly to overall sustainability, resulting in heightened employee satisfaction and improved performance. In the context of the business sector, psychological security translates into cultivating a conducive working environment and offering suitable financial compensation. Devoid of these critical factors, employees may feel compelled to seek alternative employment opportunities that fulfill these fundamental psychological needs, as noted by Hanif, Khalid, and Khan (2013).

2.5.3 Employee Affiliation

McClelland's theory of needs seeks to elucidate and forecast individual behaviour and performance based on their distinct needs. These needs are classified into three levels: achievement, power, and affiliation needs. Those driven by achievement aim to excel, power-seekers aspire to control and wield authority, and affiliation seekers seek harmonious relationships with others, as highlighted by Royle& Hall in 2012.Affiliation needs, in particular, involve a desire to become more socially-oriented, investing time in social relationships and workgroups, and seeking affection. Additionally, it involves a drive for team activities where reciprocity and

cooperation are integral, as noted by Yamaguchi in 2003. In the context of the banking industry, affiliation is manifested when employees seek a cooperative work environment and prioritize establishing and maintaining interpersonal relationships while fostering a friendly atmosphere.

2.5.4 Self-Actualization

Self-actualization refers to an individual's capacity to realize and fulfill their potential, a concept that varies from person to person. For instance, a father may achieve self-actualization by providing ample care for his family, while a scientist might attain it by completing a significant study in their field, as explained by McLeod in 2007. The attainment of self-actualization necessitates transcending a homeostatic state, embracing creativity, and experiencing "peak moments" that inspire individuals to reach their full potential. A self-actualized person is not only more effective but also more creative, as highlighted by Maddi in 1996. Importantly, self-actualization is a unique trait, not conforming to universal behaviour, setting self-actualized individuals apart from the majority, as emphasized by Soni and Soni in 2016.In the business sector, self-actualization can be realized by ensuring employees derive satisfaction from utilizing their skills and potential. This achievement is facilitated when organizational leaders and managers guide employees toward increased motivation and productivity, as indicated by Hanif et al. in 2013.

2.6 Research Gap

This study surveyed a variety of literature done within and outside Tanzania.

However, outside- based studies on employees performnce were exhaustedly examined in the literature (Wei Xuecheng et al (2022); Unzilla K, 2020; Gaurav B (2020); Julius N (2021); Mdegela (2020), Sirili N (2020). Hence, their methodologies, time, contexts and objectives differed from that of Tanzania's. Even if the findings can be replicated, but following all the outlined elements, another study deserves to be conducted in Tanzania. Thus, there is need to conduct study, basing on the impact of labor retention levels on organization performance of which the Tanzania Public Academic Institution are used as a case study so as to be bridge the research gap.

2.7 Conceptual Framework

The study examine the determinants of employee performance on academic institutions: a case study of Public Academic Institution in Singida and Dodoma regions. The model for this study was developed based on reviewing various significant and interrelated previous studies. Employee perfomance is controlled by various factors such as employee wellbeing, manager – employee relationship, carrier development, as well as employee engagement (See Figure 1 below). These factors were proposed to influence and drive employee performance, which in turn influenced organizational performance
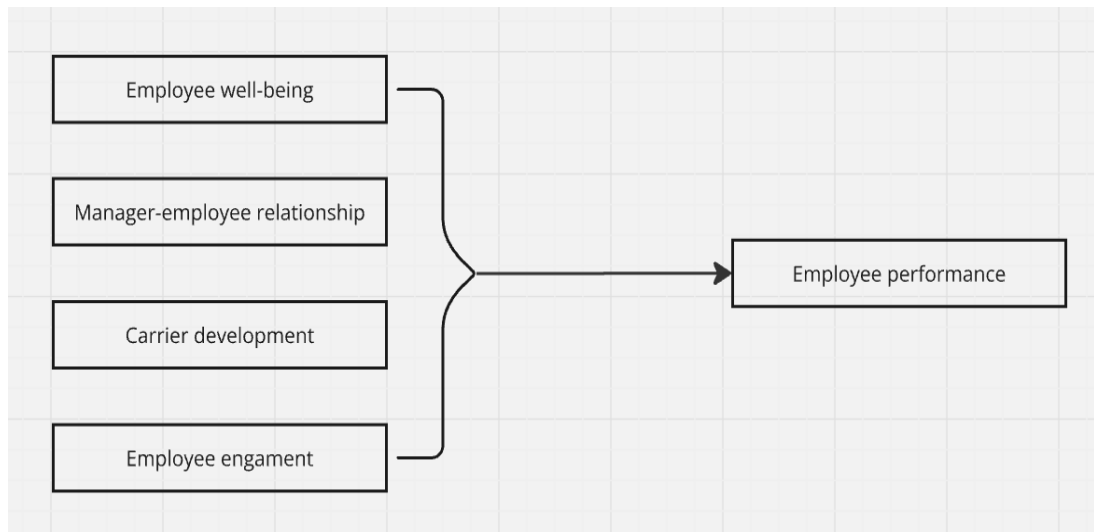
Figure 2.2: Conceptual Framework

Source: Own Source 2024.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter basically describing how the study was carried out; research d e s i g n , data collection methods, and how the findings was analyzed and presented. This expects to reveal the road map of conducting research until the results was obtained for interpretation purposes.

3.2 Research Design

Research design refers to a comprehensive plan for data collection in order to answer research questions. The study employ a cross sectional research design where by data was collected at one point in time. The choice of this method was partly warranted by its ability to meet the objectives of the study but also due to available time and finance. In line with this quantitative data was collected concurrently so as to answer the research problem.

3.3 Areas of the Study

The study was carried out at Tanzania Public Service College and Tanzania Institute of Accountancy for Singida region and Institute of Rural Development Planning and College of Business Education for Dodoma region. Four academic institutions were randomly selected because of its easy accessibility based on the topic in hand. The selection of the research area was vital; as provides the usefulness of the information. Also, conducting this study on those academic Institutions validate how employee retention have impact on improving employees 'performance, among employees who working public sector.

3.4 Study Population

The study population was items and entities from which findings were drawn and generalized focused on staffs and other stakeholders involved on staff performance at TPSC, TIA, IRDP and CBE respectively. In the study process, the researcher physically visited four sample institutions to interview management officers and staffs. Indeed, their experiences were shared on how employee's performance has been exhorted at those institutions. This was so enriching target because most respondents shared experience on how staff retention has been done. For the purpose of this study, population of the study is referred to all staffs who work at academic institutions from different professionals.

3.5 Sampling Procedures and Sample Size

Sampling refers to the process of drawing entities in a population in such a way as to permit generalization about phenomena of interest (Krishnaswami and Ranganathanm, 2007). Sampling procedures in this study involved multi-stage sampling technique with two stages. The first stage involved selection of geographical location while the second stage involved selection of respondents who are staff/employee currently working from selected academic institutions.

3.5.1 1 Stage: Selection of geographical location

Singida and Dodoma regions was purposeful selected while two institutions were randomly selected from each region which are Tanzania Institute of Accountancy, Singida campus for Singida region and Institute of Rural Development Planning for Dodoma region.

3.5.2 II Stage: Selection of Respondents

Since it is not possible to study the whole population, the researcher has to focus on the certain target population. Study target population is defined as the entire group of individuals with which the researcher is interested in the study (Fraenkel & Wallen, 2000). For this study, human resource managers was requested to provide detailed information regarding number of currently employee working on the institutions. However, the target population of this study includes the purposive selection of academic and nonacademic staffs/employees from four institutions.

3.5.3 Sample size

The sample size refers to the number of objects taken from the population. Aspects of the chosen group are indicative of the entire population (Orodho& Kombo, 2002). According to Tanzania Institute of Accountancy, Singida campus for Singida region and Institute of Rural Development Planning for Dodoma region, there are 389 workers including administrative staff and academic staff. The study employed Slovin formula to obtain the sample size.

$$n =$$

$$N \div$$

$$(1 + Ne^2) \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots \dots eqn. (1)$$

Where: n = is number of sample (required)

N = Total population (389) and e = Error tolerance (level) or margin of error (5% = 0.05)

Using above formula, the sample size calculated as indicated below;

389/ (1+389(0.05)^2) = 197

$n = 197$ respondents

In selecting respondent for this study, a simple random sampling technique was applied to select 197 respondents to administer the questionnaire as indicated by Slovin formula. This number of respondents was chosen in order to enable the researcher to have a sample size that was between 100 and 200 respondents which are suitable for rigorous statistical analysis (Kish, 1965; Sudman, 1976).

3.6 Data Collection Methods

Both primary and secondary data was collected in this study.

3.6.1 Primary Data

According to Zikmund (2003), primary data are first-hand facts that are directly collected by the researcher from original sources and assembled specifically for the research project at hand. Primary Data was collected using questionnaire. The questionnaire was administered verbally by the interviewers. The questionnaire technique was adopted because it presents all respondents with standardized questions which yield uniform and consistent responses; and it is good where respondents a scattered over a wide geographical area.

3.7 Data Collection Instruments

The main data collection instruments to be used under this study a questionnaire schedule. A schedule is an instrument contains a set of questions that is being filled in by enumerators in a questionnaire-based survey (Kothari, 2004). In this study, a schedule with closed and open-ended questions was used in the collection of quantitative data. Closed-ended questions were used because they provided

uniformity of responses and were easy to code and amenable to statistical analysis.

3.8 Data Processing and Analysis

Data analysis is the process of transforming the raw responses from participants into a structured and meaningful format that allows for insightful interpretation and conclusions. This process involves organizing and categorizing the collected data systematically, enabling it to be subjected to responsive quantitative analysis, as highlighted by Shrestha (2021). Prior to the analysis, the data underwent a meticulous process of editing and coding. This step was essential to ensure that the data was clean, consistent, and in a format suitable for analysis.

Editing involved checking the data for errors, inconsistencies, and omissions, while coding entailed assigning numerical or categorical codes to the responses for easier manipulation during the analysis phase. The quantitative data analysis was then conducted using the Statistical Package for the Social Sciences (SPSS) software. SPSS was particularly instrumental in managing and analyzing the data due to its robust capabilities in handling large datasets and performing a wide range of statistical analyses. The analysis techniques employed included frequency distribution and percentage calculations. These techniques were critical in determining the proportion of respondents selecting various response options.

The study was able to identify patterns and trends within the data, which were directly related to the research questions. To facilitate a clear and accessible presentation of the findings, the results of the analysis were displayed using tables, charts, and graphs. These visual aids were strategically used to enhance the

interpretability of the data, making it easier for readers to grasp the key insights and conclusions drawn from the study. The use of these tools ensured that the analysis was not only comprehensive but also easily understandable, allowing for a more effective communication of the research.

3.9 Ethical Considerations

In view of this study, Leedy and Ormrod (2001), identified voluntary participation and harmlessness (informed consent), anonymity and confidentiality (privacy), disclosure, honesty with professional colleagues as important ethical issues to be adhered to by researchers. Accordingly, these ethical considerations will be considered in this study. In the case of informed consent, this study was conducted after obtaining the relevant permission, which includes obtaining the letters of introduction from Tanzania Institute of Accountancy (TIA) and Institute of Rural Development Planning (IRDP)

3.10 Reliability and Validity of Data

Validity refers to the extent to which a measure accurately assesses what it intends to measure (Cohen, Hoberman, &Kahane, 2007). The validity of the research instruments was assessed through piloting of the developed research tools to ensure their accuracy in collecting data from the respondents. Reliability, on the other hand, refers to the consistency across different parts of the measuring instruments. A scale is considered to have high internal consistency reliability if it consistently measures the same construct (Cattani, Ferriani, &Ferriani, 2017). The use of standardized data collection methods help to reduce potential errors and bias in the data.

CHAPTER FOUR

PRESENTATION OF STUDY FINDINGS AND DISCUSSION

4.1 Introduction

The primary goal of this study was to examine and identify factors influencing employee performance within public academic institutions in the Dodoma and Singida regions. Recognizing the critical role that employee performance plays in shaping organizational outcomes, this research sought to provide a comprehensive analysis of how employee performance influences various performance metrics in academic settings. To achieve this, the study explored several key objectives: examining the effects of employee well-being, manager-employee relationships, career development opportunities, and employee engagement on employee performance.

4.2 Demographic Characteristics of Respondents

The study gathered comprehensive demographic information about the respondents, which is crucial for understanding the context and diversity of the study sample. The demographic characteristics explored include gender, age, education level, job position or role within the institution, years of experience, and the specific field of study for the academicians' respondents.

4.2.1 Age of Respondents

The study sought to understand the age distribution of respondents so as may analyze the workforce composition within the academic institutions under study as presented on table 4.1 below. According to table1 above, the data reveals that the majority of

respondents fall within the age range of 31-40 years, accounting for 34.52% followed closely by the 41-50 age group, which constitutes 31.47% of respondents. This distribution suggests a balanced mix of mid-career professionals and more seasoned employees, which may have implications for employee retention strategies and the overall stability of the workforce within these institutions.The findings are supported by 2023 Retention Report,where by retention strategies have increasingly focused on balancing talent acquisition with internal development, particularly in these mid-career age groups, which are seen as critical for institutional stability and leadership roles.

4.2.2 Sex of Respondents

Sex distribution within an organization provides valuable insights into diversity and the representation of different perspectives within the workforce as shown in table 4.1 below. The data shows that a majority of the respondents are male, comprising 60.91% of the total sample, while females account for 39.09%. This indicates a noticeable gender imbalance, with male respondents significantly outnumbering their female counterparts.

The disparity may suggest underlying factors such as gender dynamics in hiring, retention, or the availability of professional development opportunities within the academic institutions. Align with recent research on gender disparity in academia. Studies show that gender imbalance remains a critical issue in higher education institutions globally. The UNESCO (2023) highlights that woman are underrepresented in leadership positions within academic institutions, despite efforts

to promote gender equality.

4.2.3 Education Background of Respondents

The educational background of respondents is a critical factor in understanding the qualifications and expertise within an academic institution. Table 4.1 below indicates a diverse range of educational qualifications among the respondents. The majority of respondents hold a master's degree, accounting for (41.62%) followed by respondents with a degree level qualification, (35.03%) of the sample, indicating a substantial proportion of individuals at the foundational level of professional education. Interestingly, 19.80% of the respondents have attained a PhD, signifying a strong presence of advanced scholars within the institutions.

The findings suggests that the institutions likely prioritize higher educational attainment for their employees, which could positively impact the quality of education and research but also indicates potential challenges in retaining highly qualified staff who may seek opportunities elsewhere. Research from the CUPA-HR (2023) highlights those institutions with a highly educated workforce, such as those with significant proportions of employees holding advanced degrees, face unique retention challenges. Employees with higher qualifications like those holding PhDs, are often more mobile and seek opportunities for career advancement, higher salaries, or more flexible working conditions.

4.2.4 Respondent's Job Position Role

The study intends to understand a diverse representation of respondents across various job positions within the academic institutions. The largest group comprises

mid-level employees, accounting for 40.61% of the total sample, followed by entry-level employees at 25.89%. Senior-level staff makes up 23.86% of respondents, suggesting a significant presence of experienced professionals within the organization. Managers and supervisors represent 6.60%, while those in executive or leadership roles constitute the smallest group, at just 3.05%. This distribution highlights a well-established structure with a strong base of mid-level and senior employees, who are crucial for operational effectiveness and leadership continuity. The concentration of respondents in mid-level and senior positions aligns with the study's objective to assess the impact of employee retention on organizational performance, as these roles are typically where retention strategies can significantly influence stability, productivity, and overall institutional success. Retaining talent at these levels is critical for maintaining the quality of education and achieving long- term organizational goals.

4.2.5 The Respondents Experience Level

According table 4.1 below, the data reveals a varied distribution of experience levels among the respondents. The largest group, representing 32.99% of the sample, consists of individuals with 6-10 years of experience, indicating a strong presence of mid-career professionals who likely possess substantial institutional knowledge and are key contributors to organizational operations. This is followed by respondents with 11-15 years of experience, making up 24.37% of the sample, and those with less than 5 years of experience, who constitute 23.35%. The smallest group, comprising 19.29%, consists of individuals with over 15 years of experience, representing the most seasoned employees who likely hold significant influence within the table.

As shown on table 1 below, the distribution suggests that the majority of the workforce is relatively well-experienced, with a substantial portion of mid-career and senior employees who are crucial for maintaining organizational continuity and performance. The presence of a sizeable group with less than 5 years of experience highlights the ongoing influx of new talent, which is important for innovation and future growth. However, retaining employees across all experience levels, particularly those with significant experience, is essential for sustaining institutional memory and achieving long-term organizational goals.

4.2.6 Respondent's Field of Study

The field of study of respondents provides important insights into the academic diversity within the institution. The table 4.1 indicates that the respondents come from a broad range of academic disciplines, with the majority being from the Humanities, representing 34.52% of the total sample. This is followed by accounting which accounts for 28.43% of respondents. The business and social science fields have similar representation, comprising 18.27% and 18.78% of the sample, respectively.

This diverse representation reflects the multidisciplinary nature of the academic institutions involved in the study. The significant presence of respondents from the Humanities and Social Sciences suggests that these fields may play a central role in the academic institutions under study. However, the relatively lower representation from the business and social science could indicate potential challenges in retaining

talent in these areas, which are often associated with higher competition from industry.

Table 4.1: Demographic Characteristics of Respondents

Variable	Frequency (f)		Percentage (%)
Age Variable	18-30	25	12.69
	31-40	68	34.52
	41-50	62	31.47
	51 and above	42	21.32
Sex of Respondent			
	Female	77	39.09
	Male	120	60.91
Job position/role			
	Entry level	51	25.89
	Mid-level	80	40.61
	Senior level	47	23.86
	Manager/supervisor	13	6.60
	Executive/leadership	6	3.05
Experience level			
	Less than 5 years	46	23.35
	6-10 years	65	32.99
	11-15 years	48	24.37
	15 and above	38	19.29
Field level			
	Humanities	68	34.52
	Accounting	56	28.43
	Business	36	18.27
	Social Science	37	18.78

Source: Authors own computation, (2024)

4.3 Assessment of the factors influencing Employee's Performance on Academic Institutions

Employee performance is a critical factor in the sustainability and success of academic institutions. Insuring employee's performance is not only essential for maintaining high standards of education and research but also for ensuring organizational stability and growth. To effectively assess the employee performance construct within academic institutions, this study delves into various factors that significantly influence retention rates. Specifically, the study explores the current

situation, attitudes, and perceptions surrounding employee well-being within the institution, the quality of management and employee relationships, the availability and effectiveness of career development opportunities, the level of employee engagement, and the overall performance of the academic institution.

4.3.1 Employee Satisfaction on Overall Experience Working on their Specific Organization

Understanding the factors that contribute to employee satisfaction is essential for developing strategies to motivate employee performance. Table 4.2 below shows that a significant majority of employees (73.61%) are generally satisfied with their overall experience working at the organization while, a smaller portion (7%) of employees reported dissatisfaction, and only 19.29% of employees remained neutral. The relationship between these satisfaction results and employee performance underscores the importance of continuous evaluation and improvement of the work environment. Jacqueline B, (2023) confirms that job satisfaction is the strongest predictor of employee performance in higher education, even more significant than salary. The survey found that employee well-being, recognition for contributions, and feeling valued by colleagues were key factors driving job satisfaction and retention.

Table 4.2: Employee Satisfaction with Organizational Experience

Overall job experience satisfactions	Freq.	Percent
Very dissatisfied	1	0.51
Dissatisfied	13	6.60
Neutral	38	19.29
Satisfied	77	39.09
Very satisfied	68	34.52

Total	197	100.00

Source: Authors own computation, (2024)

4.3.2 Absenteeism Rates in the Organization

Absenteeism is an important metric that can provide insights into employee engagement, satisfaction, and overall commitment to an organization. The findings (table 4.3) shows that a significant majority of employees either rarely (43.65%) or never (43.15%) miss work for reasons other than illness or approved time off. Together, these categories account for 86.80% of the respondents, suggesting a high level of commitment and reliability among the staff. This low rate of absenteeism is a positive indicator for employee performance, as it suggests that most employees are engaged and motivated to attend work regularly. This finding is supported by Johns, G (2010) that role of management practices in fostering a supportive work environment that minimizes absenteeism. Effective management, good leadership, and supportive organizational practices can encourage employee attendance, engagement, and satisfaction, which align with your findings of low absenteeism reflecting high employee commitment.

Table 4.3: Absenteeism Rates

Frequency of unplanned work absences	Freq.	Percent
Occasionally	26	13.20
Rarely	86	43.65
Never	85	43.15
Total	197	100.00

Source: Authors own computation, (2024)

4.3.3 Turnover Rates

Turnover rates are a critical indicator of an organization's stability and employee

perfomamce. The majority of employees (table 4.4) are not likely to leave their current position the near future (78.68%) suggests a strong likelihood of retention within the institution, reflecting positive levels of employee satisfaction and commitment. This indicates that most employees are content with their current roles, which bodes well for the institution's stability and continuity. However, (21.32%) of respondents are neutral regarding their likelihood of leaving, which could be a potential area of concern. This neutrality may indicate uncertainty or ambivalence about their future with the organization, possibly stemming from unresolved issues or a lack of strong attachment to their current roles and it can lead to under-performance.

Table 4.4: Turnover Rates

Likelihood of job departure within a year	Freq.	Percent
Neutral	42	21.32
Unlikely	98	49.75
Very unlikely	57	28.93
Total	197	100.00

Source: Authors own computation, (2024)

4.3.4 Employee and Supervisor Relationship

Evaluating the relationship between employees and their supervisors is critical to understanding overall job satisfaction and employee retention within an organization. The study result indicates (table 4.5) that a substantial majority of employees perceive their supervisors' communication regarding job expectations positively. Almost all (85.28%) of employees feel that their supervisors communicate well, which is a strong indicator of healthy supervisor-employee relationships. Such

effective communication likely contributes to a supportive work environment, where employees clearly understand their roles and expectations, fostering employee perfomance.

Table 4.5: Employee and Supervisor Relationship

How effectively does your supervisor communicate with you regarding job expectation	Freq.	Percent
Very ineffective	3	1.52
Ineffective	8	4.06
Neutral	18	9.14
Effective	58	29.44
Very effective	110	55.84
Total	**197**	**100.00**

Source: Authors own computation, (2024)

4.3.5 Recognition of Employee Achievements

Recognition of employee achievements is a vital component of fostering a positive work environment and enhancing job satisfaction. Study results reveal (table 4.6) that the majority (93.4%) of employees experience frequent recognition of their achievements by their supervisors. This high frequency of recognition suggests a positive work environment where employees are likely to feel appreciated and motivated, which in turn can lead to higher perfomance rates. Employees who receive consistent recognition are more likely to remain committed to their organization, as they perceive their contributions as valued and impactful. The finding is supported by Gallup (2022) supported the finding by demonstrating that employee recognition has a direct and positive impact on engagement, retention, and performance. According to the findings, employees who receive regular recognition are more engaged, productive, and contribute to organizations perfomance.

Table 4.6: Recognition of Employee Achievements

How often does your supervisor recognize your achievements and provide construct	Freq.	Percent
Rarely	4	2.03
Occasionally	9	4.57
Often	85	43.15
Very often	99	50.25
Total	197	100.00

Source: Authors own computation, (2024)

4.3.6 Availability of Training and Development Programs for Employees

The data indicates that a significant portion of employees perceive the availability of training and development programs positively. The results (table 4.7) shows that almost (68.02%) of employees feel they have sufficient access to opportunities for enhancing their skills. This widespread availability is likely to contribute positively to employee perfomance, as employees who can develop and grow within their roles are more likely to feel satisfied and committed to the organization. However, 24.37% of employees reported that training and development programs are only somewhat available, and 7.61% indicated they are moderately available. This suggests that while a majority of employees have access to these programs, there is still a notable minority who may feel that these opportunities are limited or inadequate. If these perceptions are not addressed, it could lead to dissatisfaction and potentially higher turnover among this group.

Conversely, some reports challenge the optimism around training and development programs' widespread availability. The study by SHRM (2023) indicates that while training programs can significantly improve performance, not all organizations

implement them effectively. Some employees still express dissatisfaction due to budget cuts or inadequate alignment with career progression, reinforcing the need for better resource allocation and program delivery.

Table 4.7: Availability of Training and Development Programs for Employees

How available are training and development programs to help you enhance your skills	Freq.	Percent
Somewhat available	48	24.37
Moderate available	15	7.61
Available	105	53.30
Very available	29	14.72
Total	197	100.00

Source: Authors own computation, (2024)

4.3.7 Overall Campus Environment

The overall campus environment, encompassing aspects such as cleanliness, safety, and general upkeep to mention. The findings result indicates (table 4.8) that the majority (69.55%) of employees have a favorable perception of the campus environment. Additionally, 30.46% of respondents rated it as moderate, which suggests that while they do not have significant complaints, they also do not perceive the environment as exceptional. This overall positive perception of the campus environment likely contributes to higher levels of employee perfomance, as employees are more likely to stay with an institution where they feel comfortable, safe, and proud of their surroundings.

However, the fact that nearly one-third of employees (30.46%) rated the environment as only moderate indicates there is room for improvement. The study's evaluation of working environment within academic institutions highlights several key factors

that influence employees' performance within their organization. High levels of satisfaction, as evidenced by the majority of employees feeling positive about their overall work experience, suggest that the institution has created a supportive and engaging environment. Effective communication between employees and supervisors, along with frequent recognition of employee achievements, further contributes to a positive work atmosphere that fosters commitment and reduces turnover intentions. Additionally, the availability of training and development programs plays a crucial role in supporting employees' professional growth, which enhances their satisfaction and likelihood of staying with the institution.

Table 4.8: Campus Environment

How would you rate the overall campus environment, including cleanliness, safety	Freq.	Percent
Moderate	60	30.46
good	69	35.03
Very good	68	34.52
Total	197	100.00

Source: Authors own computation, (2024)

4.4 Evaluation of Organizational Performance Construct for Academic Institutions

Organizational performance is a critical determinant of the long-term success and sustainability of academic institutions. In the context of higher education, the performance of an institution is not solely measured by its academic outputs but also by the effectiveness and satisfaction of its workforce. Employee motivation drives productivity and commitment, making it a fundamental component of organizational performance. Similarly, employee engagement encompassing the sense of belonging

and connection to the institution plays a crucial role in fostering a supportive and collaborative work environment. Job satisfaction, reflecting how content employees are with their roles and the institution as a whole, is another critical indicator of organizational health. This study analyze these constructs to evaluate how they contribute to the overall performance of academic institutions, offering insights into potential strategies for enhancing both employee well-being and institutional effectiveness.

4.4.1 Satisfaction with the Quality of Teaching and Learning in your Academic

This study intends to examine employee satisfaction with the quality of teaching and learning in their academic environment. Study results reviled that a significant majority (86.80%) of employees express positive satisfaction. However, (13.20%) of respondents remain neutral, suggesting that while they do not hold negative views, there is potential for enhancing their satisfaction. This high level of satisfaction among employees suggests a robust academic environment, which is likely to contribute positively to the overall organizational performance of the institution.

Addressing the concerns of those who are neutral could further elevate the institution's academic quality and its organizational success. This finding is in line with the study conducted by Yang & Hoque (2023) confirming that university teachers' job satisfaction plays a crucial role in enhancing the overall teaching quality and student outcomes. They note that positive satisfaction is often linked to better engagement and motivation, which leads to higher institutional success.

Table 4.9: Satisfaction with the Quality of Teaching and Learning in your Academic

How satisfied are you with the quality of teaching and learning in your academic	Freq.	Percent
Neutral	26	13.20
Satisfied	134	68.02
Very satisfied	37	18.78
Total	**197**	**100.00**

Source: Authors own computation, (2024)

4.4.2 Motivation Level

The study intends to understand the motivation level among the employee and the results reveals that a majority (75.63%) of employees feel highly motivated in their roles that most employees are driven to contribute their best efforts to their work tasks, which is a positive indicator for the institution's performance. Additionally, 24.37% of employees reported being moderately motivated, suggesting that while they are generally engaged, there may be opportunities to further enhance their motivation levels.

Table 4.10: Motivation Level

How motivated are you to contribute your best effort to your work tasks	Freq.	Percent
Moderate motivated	48	24.37
Motivated	50	25.38
Very motivated	99	50.25
Total	197	100.00

Source: Authors own computation, (2024)

4.4.3 Experience Level, Age of Respondents and Motivation Level

To gain deeper insights into the factors influencing organizational performance in

academic institutions, it is essential to explore how demographic characteristics, such as experience level and age, interact with employee motivation. The results shows that among employees with less than 5 years of experience, a significant portion (67.39%) report being very motivated, while the majority of those with 6-10 years of experience are also highly motivated (49.23% very motivated). Interestingly, employees with 11-15 years of experience show a more balanced distribution, with 37.50% moderately motivated, 22.92% motivated, and 39.58% very motivated. Those with more than 15 years of experience are similarly distributed, though slightly more inclined towards higher motivation levels, with 44.74% very motivated.

These findings suggest that while motivation tends to be high across all experience levels, newer employees (less than 5 years) and those with moderate experience (6-10 years) tend to exhibit the highest levels of motivation. Conversely, employees with 11-15 years of experience may require more targeted efforts to maintain or boost their motivation. These insights are crucial for developing tailored strategies to enhance motivation across different experience levels, thereby supporting the overall organizational performance in academic institutions. The study by Baljon R, (2018)support that employees with over 15 years of experience often exhibit balanced or slightly increased motivation, which could be tied to a sense of mastery and confidence in their roles, as well as a preference for autonomy and recognition.

Table 4.11: Experience level and Motivation Level

Experience level	How motivated are you to contribute your best effort to your work tasks			
	Moderate motivated	**Motivated**	**Very motivated**	**Total**
Less than 5 years	7	8	31	46
6-10 years	15	18	32	65
11-15 years	18	11	19	48
15 and above	8	13	17	38
Total	48	50	99	197

Source: Authors own computation, (2024)

4.4.4 Age and Motivation Level

The study intend to understand how age of the employee can foster the motivation level, the cross-tabulation results between age and motivation levels reveal distinct trends across different age groups. Among the youngest respondents (ages 18-30), a significant proportion (64.00%) report being very motivated, indicating high levels of enthusiasm and commitment in this demographic. The 31-40 age group also shows strong motivation, with 52.94% very motivated and a substantial portion (29.41%) motivated. In contrast, the 41-50 age group exhibits a more varied distribution, with 38.71% moderately motivated, 17.74% motivated, and 43.55% very motivated. Similarly, the 51 and above age group shows a balance between motivation levels, with 47.62% very motivated and 35.71% motivated.

Table 4.12: Age and Motivation Level

Age of respondents	How motivated are you to contribute your best effort to your work tasks			
	Moderate motivated	**Motivated**	**Very motivated**	**Total**
18-30	5	4	16	25
31-40	12	20	36	68
41-50	24	11	27	62
51 and above	7	15	20	42
Total	48	50	99	197

Source: Authors own computation, (2024)

These findings suggest that while motivation remains high across all age groups, younger employees (18-30) and those in their early career stages (31-40) tend to exhibit the highest levels of motivation. Conversely, employees aged 41-50 show a more mixed level of motivation, which may indicate the need for specific strategies to enhance their engagement.

4.4.5 Education Background and Quality of Teaching and Learning in your Academic

Lastly to evaluate the organizational performance construct within academic institutions, it is essential to consider how employees' educational backgrounds influence their satisfaction with the quality of teaching and learning. After cross tabultion the results reveal distinct trends across different educational backgrounds. Employees with a certificate or diploma show a high level of satisfaction, with 71.43% reporting being satisfied and 28.57% very satisfied. Among those with a degree, the majority are satisfied (57.97%), with 21.74% very satisfied. For employees holding a master's degree, satisfaction is particularly high, with 76.83%

satisfied and 15.85% very satisfied. Lastly, PhD holders display a more varied satisfaction level, with 66.67% satisfied and 17.95% very satisfied, but also a notable 15.38% who remain neutral. These findings suggest that while satisfaction with the quality of teaching and learning is generally high across all educational backgrounds, there are distinctions in how different groups perceive the academic environment. Master's degree holders, in particular, exhibit the highest levels of satisfaction, which could indicate their strong alignment with the institution's academic quality. Conversely, the presence of neutral responses among PhD holders may highlight areas where the institution could further align its teaching and learning practices with the expectations of its most academically advanced staff.

Table 4.13: Education Background and Quality of Teaching and Learning in your Academic

Educational Background	How satisfied are you with the quality of teaching and learning in your academic			
	Neutral	**Satisfied**	**Very satisfied**	**Total**
Certificate/diploma	0	5	2	7
Degree level	14	40	15	69
Master's degree	6	63	13	82
PhD	6	26	7	39
Total	**26**	**134**	**37**	**197**

Source: Authors own computation, (2024)

4.5 To examine the Effect of Employee well-being on Academic Institutions Performance

To achieve the objective of examining the effect of employee well-being on the performance of academic institutions, this study employed a comprehensive

approach by cross-tabulating key employee well-being factors against institutional performance indicators. The factors considered include work-life balance assessments, stress level assessments, mental health days taken, and employee morale indicators such as mood and enthusiasm levels. Employee well-being is increasingly recognized as a critical determinant of organizational performance. Research suggests that when employees experience high levels of well-being, they are more engaged, productive, and committed to their roles, which in turn positively impacts the organization's outcomes (Danna & Griffin, 1999; Wright &Cropanzano, 2000). The cross-referencing well-being factors with performance metrics, this study seeks to provide insights into how enhancing employee well-being can lead to improved academic performance, higher retention rates, and a more supportive work environment. This approach underscores the importance of prioritizing employee well-being as a strategic component of organizational development in academic institutions.

4.5.1 Work-life Balance and Teaching Quality in Academia

The relationship between employee well-being and organizational performance is crucial in academic settings, where the quality of teaching and learning directly impacts institutional success. The study results indicate a clear link between work-life balance satisfaction and satisfaction with the quality of teaching and learning. Among employees who are very satisfied with their work-life balance, a significant proportion also report high satisfaction with the quality of teaching and learning, with 60 respondents being satisfied and 18 very satisfied. Similarly, those who are satisfied with their work-life balance largely report positive perceptions of teaching

and learning quality, with 57 being satisfied and 15 very satisfied.

Even among those who are neutral about their work-life balance, most still express satisfaction with teaching and learning, though the proportion of very satisfied respondents is notably lower. These findings suggest that a positive work-life balance is strongly associated with higher satisfaction regarding the quality of teaching and learning. Employees who feel balanced and supported in their personal and professional lives are more likely to contribute positively to the academic environment, leading to better educational outcomes. This relationship underscores the importance of promoting work-life balance as a strategy to enhance both employee well-being and the overall performance of academic institutions. The finding is in line with Kinman & Wray (2018) that positive work-life balance leads to greater job satisfaction and improved teaching quality.

Table 4.14: Work-life Balance and Teaching Quality in Academia

How satisfied are you with your current work-life balance	How satisfied are you with the quality of teaching and learning in your academic		
	Neutral	**Satisfied**	**Very satisfied**	**Total**
Neutral	3	17	4	24
Satisfied	19	57	15	91
Very satisfied	4	60	18	82
Total	**26**	**134**	**37**	**197**

Source: Authors own computation, (2024)

4.5.2 Stress Level Assessments and Quality of Teaching and Learning in your Academic

Understanding the relationship between employee stress levels and the quality of teaching and learning is essential for evaluating the overall performance of academic

institutions. The findings reveals a correlation between stress levels and satisfaction with the quality of teaching and learning. Among employees who rarely feel stressed, the majority report high levels of satisfaction with teaching and learning, with 74.19% being satisfied and 16.13% very satisfied. This suggests that lower stress levels are associated with greater satisfaction in their academic roles. Employees who occasionally feel stressed still exhibit positive perceptions, with 63.64% satisfied and 21.21% very satisfied, although the frequency of stress appears to temper their satisfaction levels slightly. Those who often feel stressed show a more varied satisfaction profile, with 79.41% satisfied but a smaller proportion (11.76%) being very satisfied, and a slightly higher percentage reporting neutral feelings.

These findings indicate that stress levels have a significant impact on employees' perceptions of the quality of teaching and learning. Employees with lower stress levels tend to be more satisfied with their academic roles, which suggests that effective stress management is vital for maintaining high standards in teaching and learning. The finding is contrary with the study of Boyd et al., (2011) that acknowledging the stress-satisfaction link, this study argues that the availability of coping mechanisms and personal resilience can mediate the relationship between stress and job satisfaction, suggesting that some employees under stress might still maintain high levels of satisfaction.

Table 4.15: Stress Levels and Teaching Quality in Academia

How often do you feel stressed at work	How satisfied are you with the quality of teaching and learning in your academic			
	Neutral	**Satisfied**	**Very satisfied**	**Total**
Rarely	3	23	5	31
Occasionally	20	84	28	132
Often	3	27	4	34
Total	**26**	**134**	**37**	**197**

Source: Authors own computation, (2024).

4.5.3 Mental Health Days taken and Quality of teaching and learning in your Academic

Mental health is a critical aspect of employee well-being that directly influences job performance and satisfaction. A connection between the frequency of mental health days taken and satisfaction with the quality of teaching and learning. Among employees who rarely take mental health days, a significant portion report being satisfied with teaching and learning quality, with 59.00% satisfied and 23.08% very satisfied. This suggests that those who infrequently need time off for mental health reasons generally feel positive about their work environment and its academic standards.

Conversely, employees who occasionally take mental health days show a slightly different pattern, with 70.25% satisfied and 17.72% very satisfied. While the majority remain satisfied, the need for more frequent mental health days may indicate underlying stress or emotional challenges that could affect their overall satisfaction. These findings suggest that while most employees, regardless of how often they take mental health days, maintain a positive view of the quality of

teaching and learning, those who need more frequent mental health breaks may experience slightly lower satisfaction levels. This underscores the importance of providing robust mental health support within academic institutions.

Table 4.16: Mental Health Days and Teaching Quality in Academia

How often do you take mental health days off from work to address your emotion	How satisfied are you with the quality of teaching and learning in your academic			
	Neutral	**Satisfied**	**Very satisfied**	**Total**
Rarely	7	23	9	39
Occasionally	19	111	28	158
Total	**26**	**134**	**37**	**197**

Source: Authors own computation, (2024).

4.5.4 Employee Morale Indicator and Quality of Teaching and Learning in Academic

Employee morale, which encompasses mood and enthusiasm towards work, is a critical factor influencing the performance and effectiveness of academic institutions. High morale is often associated with greater job satisfaction, higher productivity, and a more positive work environment, all of which contribute to the quality of teaching and learning. To understand how employee morale impacts these core educational outcomes, this study cross-tabulates employees' self-reported morale levels with their satisfaction with the quality of teaching and learning within the institution.

Table 4.17: Employee Morale and Teaching Quality in Academia

How would you rate your current mood and enthusiasm towards work	How satisfied are you with the quality of teaching and learning in your academic			
	Neutral	**Satisfied**	**Very satisfied**	**Total**
Neutral	1	1	0	2
High	3	15	7	25
Very high	22	118	30	170
Total	26	134	37	197

Source: Authors own computation, (2024)

The study results (table 21) reveal a strong relationship between employee morale and satisfaction with the quality of teaching and learning. Among employees who reported having very high morale, a substantial majority expressed satisfaction with the quality of teaching and learning, with 69.41% being satisfied and 17.65% very satisfied. This suggests that employees with higher enthusiasm and a positive outlook are more likely to be content with the academic environment and the quality of their work. Those with high morale also demonstrate positive satisfaction, though to a slightly lesser extent, with 60.00% satisfied and 28.00% very satisfied.

In contrast, the few employees who reported neutral morale showed a lack of strong satisfaction with teaching and learning, highlighting the potential impact of lower morale on academic perceptions. These findings indicate that employee morale plays a significant role in shaping perceptions of teaching and learning quality within academic institutions. Employees with high or very high morale are more likely to be satisfied with their work and the academic standards of the institution, suggesting that boosting employee morale can directly contribute to better educational outcomes.

4.6 To Examine the Effect of Manager-Employee Relationships on Academic Institutions Performance

The relationship between managers and employees is a pivotal element in determining the overall performance of academic institutions. Effective manager-employee relationships are characterized by trust, communication, and support, which can significantly influence employee satisfaction, motivation, and productivity. To examine the effect of these relationships on institutional performance, this study cross-tabulated key factors such as supervisor trust and support, and the overall relationship with supervisors, against measures of institutional performance. Research consistently shows that positive manager-employee relationships enhance job satisfaction, reduce turnover intentions, and improve organizational commitment, all of which are critical to institutional success (Dirks & Ferrin, 2002; Eisenberger et al., 2002).

4.6.1 Supervisor Relations and Institution Recommendation

Manager-employee relationships are a critical factor in determining the overall performance of academic institutions. Strong, positive relationships between employees and their supervisors can lead to higher job satisfaction, increased productivity, and a more supportive work environment. These relationships are also closely tied to an employee's willingness to recommend their institution to others a key indicator of institutional performance and reputation. To examine the effect of manager-employee relationships on academic institution performance, this study cross-tabulated factors such as the quality of the relationship with supervisors against

the likelihood of employees recommending their academic institution to others.

Table 4.18: Supervisor Relations and Institution Recommendation

How would you rate your overall relationship with your supervisor	How likely are you to recommend your academic institution to others?		
	Likely	**Very likely**	**Total**
Very poor	0	1	1
Poor	3	0	3
Moderate	13	3	16
Good	48	24	72
Very good	39	66	105
Total	**103**	**94**	**197**

Source: Authors own computation, (2024).

According to table 22 above, the study results reveal a clear correlation between the quality of employee-supervisor relationships and the likelihood of recommending the institution. Among employees who rated their relationship with their supervisor as very good, a significant majority (62.86%) were very likely to recommend the institution, and 37.14% were likely to do so. Similarly, those who rated their relationship as good also showed a strong tendency to recommend the institution, with 66.67% being likely and 33.33% very likely. In contrast, employees with moderate relationships showed less enthusiasm, with only 18.75% being very likely to recommend, and those with poor or very poor relationships were the least likely to recommend the institution.

These findings underscore the importance of fostering strong, positive relationships between employees and their supervisors as a means of enhancing the overall performance and reputation of academic institutions. Employees who feel supported and valued by their supervisors are more inclined to speak positively about their institution, which can attract new talent and strengthen the institution's standing in the academic community.

4.6.2 Supervisor Support and Institution Recommendation

Trust in supervisors and their support for professional growth is a crucial element of the manager-employee relationship that directly impacts employee satisfaction and organizational performance. When employees trust their supervisors to support their career development, they are more likely to feel engaged, motivated, and committed to the institution. Another significant indicator of an institution's performance is the likelihood of its employees recommending the institution to others. This willingness to endorse the institution reflects not only personal satisfaction but also a positive perception of the institution's overall environment and leadership. To assess the impact of supervisor trust and support on academic institution performance, this study cross-tabulated employees' trust in their supervisors with their likelihood of recommending the institution to others.

Table 4.19: Supervisor Support and Institution Recommendation

To what extent do you trust your supervisor to support your professional growth	How likely are you to recommend your Academic institution to others?		
	Likely	**Very likely**	**Total**
Neutral	5	11	16
Agree	52	25	77
Strongly agree	46	58	104
Total	**103**	**94**	**197**

Source: Authors own computation, (2024).

The study results (table 23) reveal a strong relationship between trust in supervisors and the likelihood of recommending the institution. Employees who strongly agree that they trust their supervisor to support their professional growth are the most likely to recommend the institution, with 55.77% indicating they are very likely to

recommend it, and 44.23% likely to do so. Those who agree with the statement show a somewhat balanced response, with 67.53% being likely and 32.47% very likely to recommend the institution. However, among those who are neutral about their trust in their supervisor, only 31.25% are very likely to recommend the institution, suggesting a lower level of endorsement. These findings highlight the critical role that supervisor trust and support play in shaping employees' perceptions of their institution and their willingness to promote it to others.

4.7 To Examine the Effect of Career Development Opportunities Academic Institutions Performance

Career development opportunities are essential for fostering employee growth, satisfaction, and long-term commitment, all of which are critical to the overall performance of academic institutions. To address the objective of examining the effect of career development opportunities on academic institution performance, this study cross-tabulated the availability and utilization of these opportunities against measures of institutional performance, specifically captured through faculty expertise. The relationship between career development opportunities and organizational performance has been well-documented in the literature. Studies suggest that institutions that invest in the continuous development of their faculty are better positioned to achieve higher levels of performance, as these opportunities not only enhance individual capabilities but also contribute to the collective expertise within the institution (Garavan, 1997; Tansky& Cohen, 2001).

Table 4.20: Training and Development Programs and Faculty Expertise

How available are training and development programs to help you enhance your ski	How would you rate the expertise and knowledge of the faculty members in your ac		
	Good	**Very good**	**Total**
Somewhat available	23	25	48
Moderate available	9	6	15
Available	32	73	105
Very available	7	22	29
Total	**71**	**126**	**197**

Source: Authors own computation, (2024).

According to table 24 above, training and development program availability with faculty expertise reveals notable patterns. Among respondents who rated the training and development programs as available, a significant majority (69.52%) rated faculty expertise as very good, indicating that where training programs are more accessible, faculty members tend to exhibit higher levels of expertise. Similarly, 75.86% of those who found the programs very available also rated faculty expertise as very good. In contrast, respondents who indicated that training programs were only somewhat available or moderately available showed a more balanced distribution, with a smaller percentage rating faculty expertise as very good.

These findings suggest that the availability of training and development programs is positively correlated with higher faculty expertise, which underscores the importance of investing in career development opportunities to enhance institutional performance. Academic institutions that provide ample and accessible training programs are likely to benefit from a more knowledgeable and skilled faculty, leading to improved educational outcomes and greater overall success.

4.8 To Examine the Effect of Employee Engagement on Academic Institutions Performance

Employee engagement is a critical factor that influences the overall performance of academic institutions. Engaged employees are more likely to be motivated, productive, and committed to their work, which directly impacts key performance indicators such as teaching quality, student outcomes, and institutional reputation. To address the objective of examining the effect of employee engagement on academic institution performance, this study cross-tabulated various employee engagement factors against measures of institutional performance.

Employee engagement has been consistently linked to positive organizational outcomes, including higher productivity, lower turnover rates, and improved overall performance (Saks, 2019; Bailey et al., 2017). In the context of academic institutions, high levels of engagement among faculty and staff can lead to better teaching effectiveness, increased student satisfaction, and stronger institutional performance. This study builds on recent research by exploring how different levels of engagement correlate with key performance indicators within academic settings, providing insights into how enhancing engagement can drive institutional success.

4.8.1 Recognition and Teaching Quality in the Workplace

Recognition and appreciation in the workplace are essential components of employee engagement that can significantly impact the quality of teaching and learning within academic institutions. When employees feel valued for their contributions, they are more likely to be motivated and committed, which can translate into higher levels of

job satisfaction and better performance outcomes. In academic settings, where the quality of education is paramount, recognizing and appreciating faculty and staff can play a crucial role in maintaining high standards of teaching and learning. This study seeks to provide a deeper understanding of this dynamic by exploring how different levels of recognition correlate with satisfaction in the academic environment.

Table 4.21: Recognition and Teaching Quality in the Workplace

How often do you feel recognized and appreciated for your contributions at work	How satisfied are you with the quality of teaching and learning in your academic institution			
	Neutral	**Satisfied**	**Very satisfied**	**Total**
Occasionally	3	22	11	36
Often	4	17	2	23
Very often	19	95	24	138
Total	**26**	**134**	**37**	**197**

Source: Authors own computation, (2024).

As shown on table 25, the cross-tabulation of recognition and appreciation with satisfaction in the quality of teaching and learning reveals significant trends. Among employees who reported feeling very often recognized and appreciated, a majority (68.84%) expressed that they were satisfied with the quality of teaching and learning, and 17.39% were very satisfied. This suggests that frequent recognition is closely associated with higher satisfaction regarding teaching quality. Employees who felt recognized often also showed a positive correlation, with 82.61% satisfieds. However, those who felt recognized only occasionally exhibited lower levels of satisfaction, though still a majority, with 91.67% satisfied. These findings indicate that frequent recognition and appreciation of employees' contributions are likely to

enhance their satisfaction with the quality of teaching and learning, which in turn can positively impact the overall performance of the academic institution.

4.8.2 Personal Growth and Teaching Quality in the Workplace

Personal growth and development opportunities are critical factors that contribute to employee satisfaction, engagement, and overall performance within academic institutions. These opportunities not only enhance the skills and capabilities of faculty and staff but also play a significant role in their commitment to delivering high-quality education.

Table 4.22: Personal Growth and Teaching Quality in Employee Institutions

How satisfied are you with the opportunities for personal growth and development	How satisfied are you with the quality of teaching and learning in your academic			
	Neutral	**Satisfied**	**Very satisfied**	**Total**
Neutral	5	23	6	34
Satisfied	3	26	8	37
Very satisfied	18	85	23	126
Total	**26**	**134**	**37**	**197**

Source: Authors own computation, (2024).

Research has consistently shown that providing employees with opportunities for personal growth leads to higher job satisfaction, better performance, and greater organizational commitment (Kuvaas, 2008; Maurer & London, 2018). In the context of academic institutions, where continuous improvement and learning are essential, facilitating personal growth can directly influence the quality of teaching and learning. In accordance to literature, study results as shown on table 26 above shows, among employees who were very satisfied with their personal growth opportunities,

a significant majority (67.46%) also expressed high satisfaction with the quality of teaching and learning, with 18.25% being "Very satisfied." Similarly, those who were satisfied with personal growth opportunities showed positive satisfaction levels with teaching quality, though to a slightly lesser extent, with 70.27% satisfied and 21.62% very satisfied.

On the other hand, employees who were neutral about their personal growth opportunities had lower overall satisfaction with teaching quality, with 67.65% satisfied and 17.65% very satisfied. These findings suggest that satisfaction with personal growth and development opportunities is closely linked to satisfaction with the quality of teaching and learning. Employees who feel that their personal growth is well-supported are more likely to be satisfied with the educational outcomes they contribute to, indicating that investing in personal development is crucial for maintaining high standards of teaching and learning within academic institutions.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND

RECOMMENDATION

5.1 Introduction

This chapter presents a conclusion of the study and provides recommendations based on the findings analyzed in the preceding chapter. The research aimed to assess factors influencing employee performance within public academic institutions in the Dodoma and Singida regions.

5.2 Summary of Study Findings

The study aimed to assess factors influencing employee performance within public academic institutions in the Dodoma and Singida regions. The findings provide a comprehensive analysis of how various factors influence employee perfomance, with the data presented in a structured and detailed manner.

On demographic analysis revealed a diverse representation of respondents across various characteristics, including age, gender, education level, job position, experience level, and field of study. The majority of respondents were aged between 31-40 years (34.52%), followed by the 41-50 age group (31.47%). Males constituted 60.91% of the respondents, indicating a gender imbalance. The educational background of respondents was predominantly at the master's degree level (41.62%), with a significant portion also holding degrees (35.03%) and PhDs (19.80%). The workforce showed a strong presence of mid-level employees (40.61%) and experienced professionals, with 32.99% of respondents having 6-10 years of

experience. These demographic characteristics highlight the diverse yet experienced workforce within the institutions, which is crucial for understanding the dynamics of employee retention and organizational performance.

Regarding the employee performance construct the study found that employee satisfaction with their overall experience in the organization is high, with 73.61% of respondents reporting positive satisfaction. Absenteeism rates were low, with 86.80% of respondents rarely or never missing work without a valid reason, indicating strong employee commitment. Turnover rates were also low, with 78.68% of respondents unlikely to leave their current positions within the next year. The analysis of the employee-supervisor relationship showed that effective communication from supervisors positively impacts employee satisfaction and retention, with 85.28% of employees perceiving communication as effective or very effective. Recognition of employee achievements was frequent, with 93.40% of respondents feeling regularly acknowledged, which is crucial for maintaining high retention rates.

Also, the evaluation of organizational performance construct, it focuses on employee satisfaction with the quality of teaching and learning, motivation levels, and the impact of demographic characteristics on motivation. A significant majority (86.80%) of employees were satisfied with the quality of teaching and learning, indicating a robust academic environment. The motivation level was also high, with 75.63% of employees feeling motivated or very motivated. The analysis revealed that motivation tends to be higher among newer employees and those with moderate

experience, with younger employees (18-30 years) and those aged 31-40 years showing the highest levels of motivation. Educational background also played a role, with master's degree holders exhibiting the highest satisfaction levels with the quality of teaching and learning.

The effect of employee well-being on organizational performance such study analyse work-life balance, stress levels, mental health days taken, and employee morale. The results showed that a positive work-life balance is strongly associated with higher satisfaction with teaching and learning. Lower stress levels were linked to greater job satisfaction, emphasizing the importance of stress management in academic settings. While most employees maintained a positive view of the quality of teaching and learning, those who took more frequent mental health days showed slightly lower satisfaction levels. High employee morale was found to be a significant predictor of satisfaction with teaching quality, highlighting the need to foster a positive work environment.

Furthermore, the effect of manager-employee relationships on organizational performance the findings revealed that trust and support from supervisors are critical for enhancing organizational performance. Employees who had strong, positive relationships with their supervisors were more likely to recommend their institution to others, indicating high levels of satisfaction and loyalty. The findings emphasized the importance of fostering trust-based relationships and supporting employees' professional growth to improve retention and institutional performance. The effect of career development opportunities on organizational performance the study found to

have a significant impact on organizational performance. The availability of training and development programs was positively correlated with higher faculty expertise, indicating that institutions that prioritize professional development are better positioned to achieve academic excellence. The study underscored the importance of investing in career development as a strategic tool for enhancing employee satisfaction and institutional success.

Lastly, the effect of employee engagement on organizational performance found that a frequent recognition and appreciation were strongly associated with higher satisfaction with the quality of teaching and learning. Employees who felt supported in their personal growth were more likely to be satisfied with their contributions to the academic environment. The findings suggest that enhancing employee engagement through recognition, appreciation, and personal growth opportunities is essential for maintaining high standards of teaching and learning, ultimately leading to greater organizational success.

In conclusion, the study provides a detailed analysis of how employee perfomance, well-being, manager-employee relationships, career development opportunities, and engagement collectively influence the performance of public academic institutions. The findings offer valuable insights for developing targeted strategies to improve employee satisfaction, retention, and overall institutional effectiveness.

5.3 Conclusion

The findings of this study have significant implications for the management and

development of public academic institutions, particularly in the Dodoma and Singida regions. It has highlight the critical factors that influence employee retention and organizational performance, the study provides valuable insights into the strategies that institutions can implement to enhance their effectiveness and sustainability. The study findings emphasize the strong relationship between employee well-being and organizational performance. Institutions that promote work-life balance, manage stress levels effectively, and support mental health are likely to see higher levels of job satisfaction and teaching quality. These results align with recent research that underscores the importance of fostering a supportive work environment to enhance employee well-being and organizational outcomes (Kelloway & Day, 2021). Academic institutions should, therefore, prioritize well-being initiatives as a strategic approach to improving overall performance.

The analysis of manager-employee relationships revealed that trust and support from supervisors are crucial for enhancing employee satisfaction, loyalty, and performance. Employees who perceive their supervisors as supportive are more likely to recommend their institution, which can positively impact the institution's reputation and ability to attract and retain talent. This finding is consistent with contemporary studies that highlight the role of leadership in shaping organizational culture and employee engagement (Fletcher et al., 2020). Academic institutions should invest in leadership development programs that emphasize trust-building and effective communication.

The study found that the availability of career development opportunities is

positively correlated with faculty expertise and overall institutional performance. This finding suggests that academic institutions that invest in continuous professional development are better positioned to achieve academic excellence. Recent literature supports this view, indicating that career development opportunities are essential for retaining top talent and fostering innovation within organizations (Noe et al., 2019). Therefore, public academic institutions should prioritize and expand their training and development programs to support faculty growth and institutional success.

Employee engagement was found to be a critical driver of institutional performance, with frequent recognition and appreciation closely linked to satisfaction with teaching and learning quality. This underscores the need for academic institutions to foster a culture of recognition and to provide opportunities for personal growth. Research by Saks (2019) and Bailey et al. (2017) similarly suggests that engaged employees are more productive, committed, and aligned with organizational goals. Institutions should, therefore, implement policies and practices that enhance employee engagement, such as regular feedback, recognition programs, and opportunities for professional development.

The study also highlighted the diverse demographic characteristics of the workforce, including age, gender, education level, and experience. These factors play a crucial role in shaping employee perceptions and behaviors. For example, younger employees and those with moderate experience levels showed higher motivation, indicating the need for targeted retention strategies that address the unique needs of different demographic groups. Recent studies emphasize the importance of

considering demographic diversity in the design of HR policies and practices to ensure inclusivity and effectiveness (Roberson, 2019).

5.4 Recommendation of the Study

Based on the findings of the study, the following five major recommendations are proposed to help academic institutions improve employee retention and organizational performance:

Academic institutions should develop and implement comprehensive employee well-being programs that address work-life balance, stress management, and mental health. These initiatives could include flexible work arrangements, wellness programs, and access to mental health resources.

Institutions should invest in leadership development programs that emphasize the importance of trust, communication, and support between managers and employees. Training for supervisors should focus on building effective relationships, providing constructive feedback, and supporting employee professional growth. Strengthening these relationships will lead to higher employee satisfaction, greater loyalty, and a more positive work environment, ultimately improving institutional performance.

To insure top performance and ensure continuous improvement in academic quality, institutions should prioritize career development opportunities for faculty and staff. This can include offering regular training programs, mentoring, and opportunities for advanced education.

Recognition and appreciation are key drivers of employee engagement and motivation. Academic institutions should establish formal recognition programs that

regularly acknowledge the contributions and achievements of faculty and staff. This could involve awards, public recognition, and opportunities for professional advancement. A culture that values and celebrates employee contributions will lead to higher levels of satisfaction and commitment, thereby enhancing the quality of education and institutional success.

Given the diverse demographic characteristics of the workforce, retention strategies should be tailored to meet the specific needs of different employee groups, such as younger employees, mid-career professionals, and those nearing retirement. Institutions should consider factors such as age, experience, and educational background when designing retention programs, ensuring that all employees feel supported and valued. These recommendations are designed to help academic institutions achieve the overall study objective of improving employee retention and organizational performance by creating a more supportive, engaging, and growth-oriented work environment.

5.5 Limitation of Study

As with any research, this study faced certain limitations that needed to be addressed to successfully achieve its objectives. One significant limitation was the nature of the approach, which required an in-depth examination of the selected academic institutions. This approach is time-intensive, and the time allocated for the research was constrained, as the researcher had to balance the study with other institutional responsibilities. To manage this challenge, a detailed schedule of research activities was created and rigorously followed, ensuring that the study was completed within

the required timeframe. Another limitation encountered was the sensitivity of some of the information required for the study. Certain data points had the potential to reflect negatively on the participating institutions, which led to reluctance among some respondents to provide the necessary information. To overcome this challenge, the researcher made efforts to communicate the purpose of the study clearly, emphasizing that the research was aimed at improving organizational practices rather than criticizing or undermining the institutions involved.

These limitations, while presenting challenges, were effectively managed to ensure the study's objectives were met. The strategies employed to address these limitations such as careful planning, strict adherence to a research schedule, and clear communication with participants allowed the researcher to gather the required data and provide meaningful insights into the factors influencing employee retention and organizational performance in public academic institutions.

5.6 Area for Further Study

Based on the objectives, study findings, and recommendations provided, the following three areas are suggested for further research to enhance academic institution performance and employee retention:

While this study identified a positive correlation between employee well-being and organizational performance, further research could focus on the long-term impact of well-being programs on academic outcomes. Specifically, future studies could explore how sustained investment in work-life balance initiatives, stress

management, and mental health support influences employee retention, job satisfaction, and academic quality over several years. This research could provide valuable insights into the best practices for maintaining and improving employee well-being in academic settings.

Given the importance of manager-employee relationships highlighted in this study, further research could investigate the specific leadership styles that most effectively foster trust, communication, and support within academic institutions. Studies could explore how different leadership approaches impact employee motivation, engagement, and retention, particularly in diverse academic environments.

This study found that career development opportunities are crucial for employee satisfaction and institutional performance. Future research could examine the effectiveness of tailored career development programs designed to meet the unique needs of various demographic groups within academic institutions, such as younger employees, mid-career professionals, and senior faculty. These areas for further research can help academic institutions develop more targeted strategies to improve both employee retention and overall performance, ensuring long-term success and sustainability in the higher education sector.

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APPENDICES

APPENDIX 1: STUDY QUESTIONNAIRE,

Demographic Information:

1. Gender:

a. Male

b. Female

c. Non-binary

d. Prefer not to say

e. Other (please specify): _____

2. Age:

a. Under 18

b. 18-24

c. 25-34

d. 35-44

e. 45-54

f. 55-64

g. 65 or over

3. Educational Background:

a. High School/GED

b. Bachelor's Degree

c. Master's Degree

d. Doctorate/Ph.D.

e. Other (please specify): _____

4. Job Position/Role (for Employee Engagement and Manager-Employee Relationships sections):

a. Entry-Level Employee

b. Mid-Level Employee

c. Senior-Level Employee

d. Manager/Supervisor

e. Executive/Leadership

5. Years of Experience (for Career Development Opportunities and Employee Engagement sections):

a. Less than 1 year

b. 1-3 years

c. 4-6 years

d. 7-10 years

e. More than 10 years

6. Field of Study (for Academic Institutions Performance section):

a. Humanities

b. Social Sciences

c. Accounting

d. Business

e. Health Sciences

f. Arts

g. Other (please specify): _____

Employee Well-being:

1. Employee satisfaction surveys:

- How satisfied are you with your overall experience working at [Organization Name]?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

2. Absenteeism rates:

- How frequently do you miss work due to reasons other than illness or approved time off?

a. 1 - Very Frequently

b. 2 - Frequently

c. 3 - Occasionally

d. 4 - Rarely

e. 5 - Never

3. Turnover rates:

- How likely are you to leave your current job within the next year?

a. 1 - Very Likely

b. 2 - Likely

c. 3 - Neutral

d. 4 - Unlikely

e. 5 - Very Unlikely

4. Employee assistance program utilization:

- How aware are you of the employee assistance program provided by

  [Organization Name] for personal or work-related issues?

a. 1 - Not Aware at All

b. 2 - Somewhat Aware

c. 3 - Moderately Aware

d. 4 - Very Aware

e. 5 - Extremely Aware

5. Health and wellness program participation:

- How often do you participate in health and wellness programs offered by

  [Organization Name]?

a. 1 - Never

b. 2 - Rarely

c. 3 - Occasionally

d. 4 - Often

e. 5 - Very Often

6. Work-life balance assessments:

- How satisfied are you with your current work-life balance?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

7. Stress level assessments:

- How often do you feel stressed at work?

a. 1 - Very Often

b. 2 - Often

c. 3 - Occasionally

d. 4 - Rarely

e. 5 - Never

8. Mental health days taken:

- How often do you take mental health days off from work to address your emotional well-being?

a. 1 - Very Often

b. 2 - Often

c. 3 - Occasionally

d. 4 - Rarely

e. 5 - Never

9. Employee morale indicators (e.g., employee mood, enthusiasm levels):

- How would you rate your current mood and enthusiasm towards work?

a. 1 - Very Low

b. 2 - Low

c. 3 - Neutral

d. 4 - High

e. 5 - Very High

Manager-Employee Relationships:

1. Supervisor communication effectiveness:

- How effectively does your supervisor communicate with you regarding job expectations and feedback?

a. 1 - Very Ineffective

b. 2 - Ineffective

c. 3 - Neutral

d. 4 - Effective

e. 5 - Very Effective

2. Supervisor trust and support:

- To what extent do you trust your supervisor to support your professional growth and development?

a. 1 - Strongly Disagree

b. 2 - Disagree

c. 3 - Neutral

d. 4 - Agree

e. 5 - Strongly Agree

3. Relationship with supervisor:

- How would you rate your overall relationship with your supervisor?

a. 1 - Very Poor

b. 2 - Poor

c. 3 - Neutral

d. 4 - Good

e. 5 - Excellent

4. Clarity of goals and expectations:

- How clear are the goals and expectations set by your supervisor?

a. 1 - Very Unclear

b. 2 - Unclear

c. 3 - Neutral

d. 4 - Clear

e. 5 - Very Clear

5. Recognition and feedback:

- How often does your supervisor recognize your achievements and provide

  constructive feedback?

a. 1 - Never

b. 2 - Rarely

c. 3 - Occasionally

d. 4 - Often

e. 5 - Very Often

6. Manager availability and accessibility:

- How accessible is your supervisor when you need assistance or guidance?

a. 1 - Not Accessible at All

b. 2 - Somewhat Accessible

c. 3 - Moderately Accessible

d. 4 - Very Accessible

e. 5 - Extremely Accessible

7. Conflict resolution:

- How effectively does your supervisor handle conflicts and disagreements within

  the team?

a. 1 - Very Ineffective

b. 2 - Ineffective

c. 3 - Neutral

d. 4 - Effective

e. 5 - Very Effective

Career Development Opportunities:

1. Career advancement satisfaction:

- How satisfied are you with the opportunities for career advancement within the organization?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

2. Manager feedback on career development goals

- How often do you receive feedback from your manager regarding your career development goals?

a. 1 - Never

b. 2 - Rarely

c. 3 - Occasionally

d. 4 - Often

e. 5 - Very Often

3. Availability of training and development programs

- How available are training and development programs to help you enhance your skills and knowledge?

a. 1 - Not Available at All

b. 2 - Somewhat Available

c. 3 - Moderately Available

d. 4 - Very Available

e. 5 - Extremely Available

4. Mentorship opportunities

- How satisfied are you with the availability of mentorship opportunities within the organization?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

5. Career path clarity

- How clear are the career advancement paths and opportunities within the organization?

a. 1 - Very Unclear

b. 2 - Unclear

c. 3 - Neutral

d. 4 - Clear

e. 5 - Very Clear

6. Skill development support

- How much support do you receive from the organization for developing new skills relevant to your career?

a. 1 - No Support

b. 2 - Little Support

c. 3 - Moderate Support

d. 4 - High Support

e. 5 - Very High Support

7. Promotion transparency

- How transparent is the promotion process within the organization?

a. 1 - Not Transparent at All

b. 2 - Somewhat Transparent

c. 3 - Moderately Transparent

d. 4 - Very Transparent

e. 5 - Extremely Transparent

8. Opportunities for cross-functional exposure

- How often are you provided with opportunities to work on projects outside of your primary role to gain additional experience?

a. 1 - Never

b. 2 - Rarely

c. 3 - Occasionally

d. 4 - Often

e. 5 - Very Often

Employee Engagement:

1. Motivation level

- How motivated are you to contribute your best effort to your work tasks?

a. 1 - Not Motivated at All

b. 2 - Slightly Motivated

c. 3 - Moderately Motivated

d. 4 - Very Motivated

e. 5 - Extremely Motivated

2. Likelihood to recommend organization

- How likely are you to recommend the organization as a great place to work?

a. 1 - Very Unlikely

b. 2 - Unlikely

c. 3 - Neutral

d. 4 - Likely

e. 5 - Very Likely

3. Job satisfaction

- How satisfied are you with your current job role?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

4. Sense of belonging

- To what extent do you feel a sense of belonging within the organization?

1. 1 - Strongly Disagree

2. 2 - Disagree

3. 3 - Neutral

4. 4 - Agree

5. 5 - Strongly Agree

5. Recognition and appreciation

- How often do you feel recognized and appreciated for your contributions at work?

a. 1 - Never

b. 2 - Rarely

c. 3 - Occasionally

d. 4 - Often

e. 5 - Very Often

6. Work-life balance satisfaction

- How satisfied are you with your current work-life balance?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

7. Team collaboration

- How effectively do you collaborate with your team members to achieve common

  goals?

a. 1 - Very Ineffective

b. 2 - Ineffective

c. 3 - Neutral

d. 4 - Effective

e. 5 - Very Effective

8. Personal growth opportunities:

- How satisfied are you with the opportunities for personal growth and development

  within the organization?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

9. Feedback receptiveness:

- How open are you to receiving feedback from your supervisors and peers?

a. 1 - Not Open at All

b. 2 - Slightly Open

c. 3 - Moderately Open

d. 4 - Very Open

e. 5 - Extremely Open

Academic Institutions Performance:

1. Teaching and learning quality satisfaction:

- How satisfied are you with the quality of teaching and learning in your academic

institution?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

2. Likelihood to recommend academic institution:

- How likely are you to recommend your academic institution to others?

a. 1 - Very Unlikely

b. 2 - Unlikely

c. 3 - Neutral

d. 4 - Likely

e. 5 - Very Likely

3. Availability of resources:

- How satisfied are you with the availability of resources such as libraries,

  laboratories, and research facilities?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

4. Faculty expertise:

- How would you rate the expertise and knowledge of the faculty members in your

  academic institution?

a. 1 - Very Poor

b. 2 - Poor

c. 3 - Neutral

d. 4 - Good

e. 5 - Excellent

5. Research opportunities:

- How satisfied are you with the opportunities for research and scholarly activities

  provided by your academic institution?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

6. Student support services:

- How satisfied are you with the student support services offered by your academic

  institution, such as counselling, tutoring, and career guidance?

a. 1 - Very Dissatisfied

b. 2 - Dissatisfied

c. 3 - Neutral

d. 4 - Satisfied

e. 5 - Very Satisfied

7. Diversity and inclusion initiatives:

- How effectively does your academic institution promote diversity and inclusion

  among students and faculty?

a. 1 - Very Ineffective

b. 2 - Ineffective

c. 3 - Neutral

d. 4 - Effective

e. 5 - Very Effective

8. Campus environment:

- How would you rate the overall campus environment, including cleanliness,

  safety, and aesthetics?

a. 1 - Very Poor

b. 2 - Poor

c. 3 - Neutral

d. 4 - Good

e. 5 - Excellent

9. Alumni engagement:

- How engaged do you feel with the alumni network of your academic institution?

a. 1 - Not Engaged at All

b. 2 - Slightly Engaged

c. 3 - Moderately Engaged

d. 4 - Very Engaged

e. 5 - Extremely Engaged