

**THE ROLE OF MANAGER ON EMPLOYEE'S SATISFACTION IN AN
ORGANIZATION, A CASE OF INSTITUTE OF ACCOUNTANCY ARUSHA
(IAA) AND MOUNT MERU UNIVERSITY (MMU)**

NOEL. Y. MKWIZU

**A DISSERTATION SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN
RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

2014

CERTIFICATION

This is to certify that the Dissertation entitled the role of manager on employee's satisfaction in an organization, a case of Institute of Accountancy Arusha (IAA) and Mount Meru University (MMU) is a bonafide record of independent research work done by Noel Y. Mkwizu (Reg. No.: HD/B/243/T. 13) under my supervision and submitted to The Open University of Tanzania in partial fulfillment of the requirements for the degree of master of human resource management of the open university of Tanzania

.....

Dr. Salum Mohamed

(Supervisor)

.....

Date

COPYRIGHT

"No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf".

DECLARATION

I Noel Y. Mkwizu, declare that I am the sole author of this work that during the course registered, I was not registered for other academic award or qualification nor has any of the materials has been submitted wholly or partly for any other award. This research report is as a result of my own work, and where other people's research was used, they have been acknowledged.

.....

Signature

.....

Date

ABSTRACT

The concentration of this report work was centered on the roles of managers on employee's job satisfaction in an organization as evidenced in Arusha Institute of Accountancy and Mount Meru University in Arusha region. The data collection was done by using questionnaires and interview from the two universities (Mont Meru and Institute of Accountancy Arusha). That data collected was examined and analyzed with the target of exploring what were the roles played by managers to enhance employee's job satisfaction in an organization. The findings from the study show that, managers especially in private higher learning institutions do not play their role to ensure satisfaction to employees. This is quite different from public higher learning institutions where the problem is not much. According to the views from this research, employees are not satisfied with treatment they receive from managers. They are not happy with the present fringe benefit they receive, not happy even with their future fringe benefit and income they are likely to receive. The findings also have discovered that employees are not satisfied with the recognition they get from managers, the issues concerning workshops and training opportunities, employees are not satisfied with the organization and opportunities available for them due to the fact these opportunities are given based on biased. Recommendations have been made to encourage managers to play their role in ensuring employees job satisfaction in higher learning institutions. Future studies of teacher's job satisfaction should be conducted among collages both public and private ones. the research did not exhaust all the job satisfaction aspects or factors that the previous researchers and theorists identified. Future research should therefore include such aspects as class

size, workload, working hours, leadership style, organizational culture and many other factors.

ACKNOWLEDGEMENTS

First of all, I give thanks to almighty God who his love and guidance gave me strength during these two years of studying. I would like also to thank all people who in one way or another have contributed to the achievement of this work.

Thanks to Dr. Salum Mohamed, my supervisor for his availability, assistance and guidance in reviewing this work.

Thanks to all members of my family, my wife Lucy Chang`ambwe, my children Noreen and Norbert for their understanding, moral and material support.

I would like also to appreciate the support shown by the director of postgraduate studies OUT by giving directions and materials support as regard to pursuing of MHRM.

Also I will not forget the director of Open University Arusha campus and all lecturers for their assistance all the time that I had an inquiry.

Finally I would like to give thanks to Dean Faculty of Business for what he has done to support my studies by providing me with necessary materials that helped me do better in this course.

May God Bless you all

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER ONE	1
1.0 INTRODUCTION.....	1
1.1 Background to the problem	1
1.2 Statement of the Research Problem	2
1.3 Objectives of the Study	4
1.3.1 General Objective.....	4
1.3.2. Specific objectives.....	4
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Scope of the Study.....	5
1.7 Organization of the study	6
CHAPTER TWO	7
2.0 LITERATURE REVIEW.....	7
2.1 Introduction	7
2.2 Conceptual definitions.....	7

2.3	Theoretical Literature Review	9
2.3.1	Maslow’s Hierarchy of Needs Links To Job Satisfaction	12
2.3.2	Maslow’s (1954, 1970) Hierarchy of Needs	12
2.3.3	Applying Maslow’s (1954, 1970) Theory to Organizations	14
2.3.4	Frederick Hertzberg’s Two-Factor Theory	15
2.4	Empirical Literature Review	16
2.4.1	Empirical Literature in the World	17
2.4.2	Empirical Literature Review in Africa	20
2.4.3	Empirical Literature Review in Tanzania	21
2.5	Research Gap.....	23
2.6	Conceptual Framework	24
2.7	Theoretical framework	24
	CHAPTER THREE	27
	3.0 RESEARCH METHODOLOGY.....	27
3.1	Introductions.....	27
3.2	Research Design	27
3.3	Area of study	28
3.4	Population of the Study	28
3.4	Sampling Techniques	30
3.5	Data Collection Methods.....	31
3.6	Documentation	31
3.7	Data Collection Tools.....	32
3.7.1	Questionnaire Guide.....	32
3.7.2.	Interview guide.....	32

3.8	Data Quality Control	32
3.9	Pre testing of the instruments	32
3.10	Triangulation	33
3.11	Reliability and Validity Of Data	34
3.12	Data Analysis	35
3.13	Ethical issues	35
	CHAPTER FOUR.....	36
4.0	DATA ANALYSIS AND PRESENTATION	36
4.1	Introduction	36
4.2	Questions distribution	36
4.3	Support given to Staff members.....	37
4.3.1	Satisfied Professional Ability.....	37
4.3.2	Corporations from the Management Team	38
4.3.3.	Satisfied with the autonomy in making decisions	39
4.3.4	Opportunities for Workshops Organized	40
4.3.5	Working condition given to you by managers	41
4.4	Safe Working Environment.....	42
4.4.1	Regulation and Laws	42
4.4.2	Teaching is An Interesting Job.....	44
4.4.3	Corporation from my workmates.	44
4.4.4	Recognition in the Community	46
4.5	Compensations System	47
4.5.1	Fringe Benefits	47
4.5.2	The Monthly Salary is Sufficient	48

4.5.3	Future Incomes.....	49
4.5.4	Future Fringe Benefit	50
4.6	Communication between Managers and Employees	51
4.6.1	Comfortable With Present Level of Responsibility	51
4.6.2	Freedoms in My Place of Work	52
4.6.3.	Communication System from Management.....	52
4.7	Responses from Interview Questions	53
4.7.1	Managers Role in Ensuring Safe and Health Working Environment	53
4.7.2.	Proper Means of Communication	54
4.7.3.	Satisfaction Can Be Achieved Through Compensation System	55
4.7.4.	Support from Managers.....	55
4.8.	Discussion of the Findings	56
	CHAPTER FIVE.....	58
5.0	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	58
5.1	Introduction	58
5.2	Summary of the Main Findings.....	58
5.3	Implications of the Study	60
5.4	Conclusion.....	61
5.5	Recommendations	62
5.6	Limitations of the Study	63
5.7	Suggested Area for Further Study	63
	REFERENCES.....	65
	APPENDICES	70

LIST OF TABLES

Table 2.1:	Description of Maslow’s Human Needs	14
Table 3:1	Population Sample	29
Table 3:2:	Population of the Study.....	30
Table 4.1a:	Teaching Staff Representations	36
Table 4:1b:	None Teaching Staff Representation	36
Table 4.2:	Satisfied Professional Ability	37
Table 4.3:	Corporations from the Management Team.....	38
Table 4.4:	Satisfied With the Autonomy in Making Decisions	39
Table 4.5:	Opportunities for Workshops Organized.....	40
Table 4.6:	Working Condition Given to You by Managers.....	41
Table 4:7:	Regulations and Laws	42
Table 4.8:	Teaching is an Interesting Job	43
Table 4:9:	Corporation from My Workmates	45
Table 4:10:	Recognition in the Community.....	46
Table 4.11:	Fringe Benefits.....	47
Table 4.12:	The Monthly Salary is Sufficient.....	48
Table 4.13:	Future Incomes	49
Table 4:14:	Future Fringe Benefit.....	50
Table 4.15:	Comfortable with Present Level of responsibility	51
Table 4:16:	Freedoms in My Place of Work.....	52
Table 4:17:	Communication System from Management	53

LIST OF FIGURES

Figure 2.1: Conceptual Framework of the Research..... .25

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the problem

Job satisfaction is about the feeling of the nature of the job. In order for an organization to be successful, it must continuously ensure the satisfactorily of their employees (Berry, 1997). The happier the workers, the more satisfied they are, as a satisfied worker is also a productive worker. Organization with more satisfied employees tends to be more effective as workers are motivated and committed to work for the organization (Robbins & Judge, 2007).

In today's world, organization realize that is it important to keep their worker satisfied as human resource is the important assets for the organization to keep their business running. The satisfied workers usually deliver better quality services to the customers. Customer satisfaction is important as it is essential in building long-term, profitable relationships ultimately leading to customer loyalty and repeat business.

As for the workers, job satisfaction is important for the employees' mental health (Smith, Kendall and Hulin, 1969).

Upon study on job satisfaction, factor that influences the level of job satisfaction is vital to be addressed. There are many factors that influence the level of job satisfaction such as the organization factor which may include working condition or anything that is related to the working condition. For example: leadership style and pay. Besides working condition, personal factors such as health issue and family conflict.

Job satisfaction is not a new phenomenon in organizational science and organizational behavior. It is one of the topics that have drawn interests among scholars in the field. Many studies have been done on this particular topic for over six decades now and thousands of articles have been published (Zembylas & Papanastasiou, 2006). However, most of the studies have been done in the developed countries such as United States of America, United Kingdom, Canada and New Zealand but a few studies have been undertaken in the developing countries. This implies that there is more literature on employee's job satisfaction from the developed countries than there is from developing countries and Tanzania in particular.

In Tanzania few research were done on job satisfaction in areas of health to compare the job satisfaction and intention to leave of different categories of health workers in Tanzania, Malawi, and South Africa. (Glob Health Action. 2013). Another research was done to examine the determinants of job satisfaction for professional accountants and the influence of co-workers, pay, promotion, supervision, the work itself, age, and gender on the job satisfaction of Tanzanian Certified Public Accountants (Tanzanian CPAs). (Glob Health Action. 2013). With all research done in different areas of professional, there are no specific researches done on employee satisfaction in higher learning institutions both private and public learning institutions.

1.2 Statement of the Research Problem

Employees are the basis of every organization. Recruiting and retaining knowledgeable people for the job is essential for an employer. But it works only if

employee satisfaction is considered more important because of its employees attracted and not leaving the company.

According to Rose J, 2008, employee satisfaction is considered weighty when it comes to define organizational success. Employee's satisfaction is central concern particularly in the service industry. Need to enhance employee satisfaction is critical because it is a key to business success of any organization. Currently, employee satisfaction has come under limelight due to stiff competition where organizations are trying to carve competitive advantage through the human factor.

Human resources are the most valuable assets in an organization especially those high performing employees and it will be a trouble to the organization to those employees leaving or deliver bad service to their customer. Workers who experience high employee satisfaction are generally more productive than unsatisfied workers or low level employees' satisfaction that brings difficulties in working effectively and efficiently. (Rose J., 2008).

Managers can regarding their role make their organization perform better only if they recognize and satisfy their employees. When managers will play their role by making sure that employees are satisfied and motivated to work, eventually the performance of the organization will grow to better level.

There have been complaints from employees regarding treatment they receive and support they get from their managers and supervisors. Managers have been reluctant

to care for their employee by paying attention to what makes them feel comfortable and satisfied with the job. It seems that, some of managers do not care about their employees and do whatever necessary to make them satisfied with their job. This is much more in private organization where managers have say and they control everything.

The purpose of this study is to observe the relationship between managers and employees and to examine the role played by managers on employee satisfaction. This study scrutinizes the effects of different factors of organization which affects the employee satisfaction. This is a cohort study in which qualitative research methodology will be used. The study therefore tries to discover the role played by managers on employee`s satisfaction specifically in higher learning institutions.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to assess the roles played by managers on employee`s satisfaction in an organization, case of Institute of Accountancy Arusha (IAA) and Mount Meru University (MMU).

1.3.2. Specific objectives

- i) Determine if there are supports given to staff members to reach beyond their current grasp.
- ii) Find out if there are safe working environment given to employees.
- iii) Investigate the extent to which job satisfaction is achieved through compensation system.

- iv) Find out if there is proper means of communication between managers and employee

1.4 Research Questions

- i) To what extent are the managers provide safety and health environment for their employees.
- ii) Are there safe working environment given to employees?
- iii) How does compensation system enhance employee satisfaction?
- iv) Is there good communication system from management?

1.5 Significance of the Study

Findings will be useful to planners and administrators/management and other social institutions in forecasting and institutions development by ensuring the total satisfaction of employees at work. Through this study, it will help the managers from these institutions to knowing better on how to satisfy their employees and to what extent job satisfaction influences organization performance. Apart from that, this is a way to send out the messages to those who desire to recruit employees without planning on good programs that will bring satisfaction to them.

1.6 Scope of the Study

The scope of the study was to find out the management roles in employees satisfaction and management factors which includes work condition, leadership style, promotion, gender, personality, pay and individual experience. The study was limited only to higher learning institution in Arusha which are Mount Meru University and Institute of Accountancy Arusha.

1.7 Organization of the study

The following report will consist of four chapters; Introduction, Literature Review, Methodology, Data Presentation & Analysis and Conclusion & Recommendations.

Under Introduction, it has given a detailed introduction to the scope of the study and has identified the problem which will be treated under the research. Also, it has studies and understood the significance of the study to higher learning institutions by explaining its importance.

Under Literature Review, it addresses the theoretical background behind the study, empirical literature review and describes the factors affected the job satisfaction, outcomes of satisfaction and previous researches related to the job satisfaction.

Under Methodology, Data Presentation & Analysis, it describes the methodology used in analyzing job satisfaction, research results presentation and analysis. Through this chapter anyone can get vast knowledge about how psychological factors, physical factors and environmental factors influence to the job satisfaction and dissatisfaction.

Data analysis part will be divided in to two sections. First part will deploy to analyze and present general and demographic information. Second part will deploy to analyze employee response with respect to each factor. It is clarifies each factor's relative importance and position among all factors. Under Conclusion and Recommendations, it will initiate final research findings and suggest recommendations for future enhancement of the organization.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Employees Job satisfaction is not a new phenomenon at all in higher learning institutions. It is one of the topics that have drawn interests among scholars in the field. Many studies have been done on this particular topic for over six decades now and thousands of articles have been published. Many of the publications were very much concentrating on job satisfaction in industrialized countries and few in developing countries.

Employee motivation and job satisfaction are important phenomena for all organizations including schools in any country. A survey conducted recently on teachers' motivation and job satisfaction in 12 countries in Asia and Sub-Saharan Africa including Tanzania raises concerns about the influence of low teacher job satisfaction on teacher's absenteeism, lateness and lack of commitment to their work (Bennell & Akyeampong, 2007).

2.2 Conceptual definitions

Job satisfaction is the most frequently studied and widely discussed work attitude. According to Cook, "job satisfaction is considered to be an attitude which manifests itself in evaluation of the job and of the employing organization as contributing suitably to the attainment of one's personal objectives" (Cook, et al 1981: 19). Smith et al. (1969) define job satisfaction as "feelings a worker has about his job" (Smith et

a]., 1969: 15). According to Daley, job satisfaction assesses the organization in terms of the individual employee's "happiness". He concludes that job satisfaction reflects an individual focus rather than an organizational focus (Daley. 1986: 134).

Employee satisfaction or job satisfaction is, quite simply, how content or satisfied employees are with their jobs. Employee satisfaction is typically measured using an employee satisfaction survey. These surveys address topics such as compensation, workload, perceptions of management, flexibility, teamwork, resources, etc.

These things are all important to companies who want to keep their employees happy and reduce turnover, but employee satisfaction is only a part of the overall solution. In fact, for some organizations, satisfied employees are people the organization might be better off without.

Job satisfaction is one of the components of general satisfaction among the population. It includes several dimensions of work such as work content, promotion possibilities, earnings, applicability of acquired knowledge, and job security, (Mora and Carbonell, 2009).

Locke (1976) defines the job satisfaction as the individual's subjective valuation of different aspects of their job. Locke (1969, 1976), points out the main aspects of job satisfaction as synonyms of affect and attitude. Thus, like other emotional judgments, job satisfaction arises from a variety of feelings related to the characteristics of the job, like feelings about the working conditions, about the level of earnings, about the

risk of losing the job, about the opportunity for personal control, and so on. It is also an indicator of extra utility perceived by a worker, which is not only represented by labor compensation.

2.3 Theoretical Literature Review

A manager's role is very crucial in an organization. The success of organization depends upon manager's ability in utilizing the resources for achieving the pre-determined goals. Henry Mintzberg suggested three areas where a manager has to work.

- Interpersonal Role
- Informational Role
- Decisional Role

Interpersonal Role: Interpersonal roles of a manager are concerned with his interacting with people both inside the organization and outsiders. There are three types of interpersonal roles.

Figure Head: In figure head role manager performs activities which are ceremonial and symbolic nature. These include greeting the visitors attending the social functions involving employees, handing out merit certificates and other awards to outstanding employees.

Leader: Manager's leader role involves leading his subordinates and motivating them for willing contributions. Manager is responsible for activities of his

subordinates. He has to set example of hard work and dedication so that subordinate follow his directions with respect.

Liaison Role: In liaison role manager serves as a connecting link between his and outsiders or between his unit and other organizational units.

Informational Role: Informational role involves receiving, collecting of information and distributing them as required. It is of three types

Monitor: In monitoring role manager collects the information which can affect the organizational activities by reading magazines and periodicals, reports from the departments, talking with others to learn changes in the public's taste.

Disseminator: In disseminator role manger distribute the information to his subordinates and superiors by sending circulars, holding meetings and making phone calls.

Spokesperson: In spokesperson role the manager represents his organization or unit with interacting with outsiders. These may customer, financier, govt. suppliers or other agencies in society. It can be done by attending press conferences, meetings and by issuing notices.

Decisional Role: It is very important role. Manager has to take decisions daily. In decisional role he performs four roles.

Entrepreneur: As an entrepreneur the manager assumes certain risks which can affect the organization. He has to take decisions like expansion or diversification, initiation of new projects, development of older procedures etc.

As a Conflict Handler: As a conflict handler he has to take care of certain disturbance in organization such as resolving employee disputes and strikes etc.

Resource Allocator: As a resource allocator managers fulfill the demand of various units in terms of human physical and financial. He tries to utilize these resources in such way that no department suffers for their inadequacy.

Negotiator: As negotiator manager has to take decisions regarding prices with suppliers and customers. He also deals with trade unions and negotiates with them regarding working conditions and wage fixation.

Theories of job satisfaction include dispositional and environmental predictors. The dispositional predictors of job satisfaction refer to characteristics of the employee, such as needs, values, and expectations. The environmental predictors refer to job characteristics, such as job control, workload, feedback, role ambiguity, and role conflict. Some theorists focus on the dispositional predictors, whilst others focus on the environmental predictors. More recent theorists recognize the importance of both types of predictors. These include Maslow's (1970) need hierarchy theory, Herzberg, Mausner and Snyderman's (1959) two-factor theory of job satisfaction.

2.3.1 Maslow's Hierarchy of Needs Links To Job Satisfaction

Abraham Maslow propounded the theory of motivation and job satisfaction over sixty years ago. In his theory, Maslow claims that human beings have desires, wants and needs and those human needs are arranged in a hierarchy beginning with the most basic to the highest and these are: (1) physiological needs, (2) safety or security needs, (3) social and belonging or affiliation needs, (4) Self-esteem, ego or status needs and (5) the need for self-actualization (Maslow, 1987, D'Souza, 1989 and Mbua, 2003). Robbins and Judge (2008) provide a thorough description of each of the Maslow's human needs (See Table 2.1).

2.3.2 Maslow's (1954, 1970) Hierarchy of Needs

The need hierarchy theory was one of the first theories to focus on the dispositional predictors of job satisfaction. It proposed that employees' needs determine their level of job satisfaction.

The need hierarchy theory (Maslow, 1954, 1970) posits that individuals are born with a set of needs. There are five needs: physiological, safety, belongingness, esteem, and self-actualization. These are arranged in a hierarchy of relative prepotency, meaning that lower-order needs are satisfied before higher-order needs are activated.

The lowest need, physiological, refers to basic biological drives, such as hunger, thirst and sex. These physiological needs are the most proponents of all, as an individual deprived of all needs would seek to gratify these needs first. They would

not be concerned with safety, belongingness, esteem, or self-actualization. Once they have gratified the physiological needs however, the strength of that need decreases, and the next highest need, safety, becomes important.

The safety need refers to security, stability, dependency, protection, and need for structure, order, law and limits. To gratify the safety need, an individual requires a safe, orderly, predictable, lawful world. Once the safety need is gratified, its need strength is reduced, and the strength of the belongingness needs increases. The individual will begin to hunger for affectionate relationships with people, and for a place in their group or family. Once these belongingness needs are gratified, the strength of the esteem need increases, and the individual will desire a high evaluation of themselves, and others. Once an individual has gratified these four needs, collectively known as deficiency needs (D-needs), they may begin to feel restless. This restlessness is indicative of the need for self-actualization.

The need for self-actualization refers to the need for the individual to become everything they are capable of becoming. When the strength of this need increases, the individual strives for self-fulfillment. This fifth need is referred to as a being need (B-need) because it sustains an individual's interest without being driven by feelings of deprivation. Unlike the previous four needs, when the need for self-actualization is gratified, it increases in need strength (Maslow, 1962). Growth is a continued upward development, where the more one gets, the more one wants. This growth is "endless, and can never be attained or satisfied" (Maslow, 1962, p. 31).

2.3.3 Applying Maslow's (1954, 1970) Theory to Organizations

In terms of applying this theory to organizations, the theory proposes that the lower-order needs must be gratified before the higher-order needs are activated. As such, employers must ensure that their employees' physiological, safety, belongingness and esteem needs are satisfied. The employer can help the employee to gratify each need. For example, to help them gratify their physiological and safety needs, employers can increase their employees' pay. Once these needs are satisfied, the relationship between the employee and their supervisors and co-workers takes on increased strength. The employer can help the employee to gratify this need through increasing the amount of social interaction among employees. This process needs to be continued until the employees have gratified all of the lower-order needs, and are reaching for self-actualization, should the nature of the job permit this level to be attained.

Table 2.1 Description of Maslow's Human Needs

Needs	Description
Physiological	Includes hunger, thirst, shelter, sex, and other bodily needs.
Safety	Includes security and protection from physical and emotional harm
Social	Includes affection, belongingness, acceptance, and friendship.
Esteem	Includes internal factors, such as self-respect, autonomy, and achievement, and external esteem factors, such as status, recognition, and attention.
Self-actualization	The drive to become what to one is capable of becoming; includes growth, achieving one's potential, and self-fulfillment.

Source: Robbins & Judge (2008, 70)

Lunenburg and Ornstein (2004) summarize the above five needs according to Maslow's theory suggest what organizations can do to satisfy and motivate their respective employees

According to Morgan (1986, 40), “employees are people with complex needs that must be satisfied if they are to lead full and healthy lives and to perform effectively in the workplace.” He shows how Maslow’s theory can be applied in workplaces (Figure 3). This implies that employees bring with them to the organization their needs that require gratification.

Maslow’s theory lays the basis or foundation of the phenomena of motivation and job satisfaction. However, the most controversial question that arises is whether it is true to argue that people from all cultures on the globe have the same needs and that those needs are hierarchical. It is an undeniable truth that people have needs which, if not met, they cease to function effectively and that employees go to work to meet or satisfy their personal needs and those of others who depend on them, including the needs of their respective organizations.

Hoppock (1957) claims that people are attracted to jobs that make it possible for them to meet their needs. Employees are interested in the kinds of jobs that are at their disposal, what such jobs offer that they may gratify their needs, and what is expected of them in reciprocity.

2.3.4 Frederick Herzberg’s Two-Factor Theory

Frederick Herzberg’s two-factor theory, also known as Herzberg’s Motivation-Hygiene theory is in an organizational context used to identify what motivates people to work and what makes workers satisfied or dissatisfied (Kempton, 1995). The two-factor theory can be characterized as structural since the attitudes of workers are

placed in direct relation with the workplace environment. This has great practical use for firms, because the firms can increase job satisfaction by manipulating job characteristics that are commonly under their control.

Hertzberg provides a framework for understanding motivational factors divided into external and internal factors. The external factors are called hygiene factors and are often described as basic factors that need to be met in order not to create dissatisfaction. The internal factors are described as motivational factors, the factors that motivate people to be satisfied through personal growth.

In order to foster motivation and satisfaction Hertzberg argues that the internal needs have to be met while external needs should be satisfied in order not to have dissatisfied workers. It is by Hertzberg viewed not enough to satisfy external needs as salary, physical environment, company policy and other basic needs.

If managers cannot provide employees with the possibility to fulfill internal needs of personal growth it will become very difficult to foster motivation and satisfaction, thus making it more difficult to retain worker (Kempton, 1995).

2.4 Empirical Literature Review

Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed. Job satisfaction represents the extent to which expectations are and match the real awards. Job satisfaction is closely linked to that individual's behavior in the work place (Davis et al., 1985).

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007).

Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation (Statt, 2004). The term job satisfactions refer to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006).

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George et al., 2008).

2.4.1 Empirical Literature in the World

A number of studies, mostly in the industrialized world, have sought to examine aspects of academics' satisfaction with their job across nations. Boyer et al. (1994)

conducted an international study that explored among other factors, sources of satisfaction and frustration among professors in 14 countries (Australia, Brazil, Chile, USA, UK, Germany, Israel, Hong Kong, The Netherlands, Korea, Japan, Russia, Sweden and Mexico). The results of this research showed, perhaps not surprisingly, that professors reported a high sense of satisfaction with their intellectual lives and the courses they taught as well as their relationships with colleagues.

Contrary to Herzberg's theory, this finding showed that both intrinsic and extrinsic factors can contribute to job satisfaction. Most faculty members, however, felt that they were not well paid. Only in Hong Kong and the Netherlands did more than 50% of faculty rate their own salary as 'good' or 'excellent'. For instance, only 46% of surveyed professors in the USA rated their salaries favorably. In nearly half the responding countries more than 40% of the surveyed professors reported their job was a source of considerable strain with Japanese, Russian, and Korean faculty reporting the most pressure.

Similarly, Lacy and Sheehan (1997), using a sample of 12,599 respondents, examined aspects of academics' satisfaction with their job across eight developed nations (Australia, USA, Germany, Canada, Mexico, Israel, Sweden and UK). Again, contrary to Herzberg's theory, the results showed that both (content-related and context-related) aspects of the job could lead to both job satisfaction and dissatisfaction. On the whole, academics across the sampled nations were generally satisfied particularly with four facets of their jobs: relationships with colleagues; the

opportunity to pursue their own ideas; job security and their general situation. A sizeable proportion of respondents (44.1%), however, were dissatisfied with prospects for promotion, compared with (27.6%) who indicated satisfaction.

However, on the other hand, Rose (2001) points to the inadequacy of single-item overall job satisfaction measures compared with a composite measure of overall job satisfaction using several job facets. Based on this perspective, it is essential to collect data for a minimum of two job facets for two reasons. A fundamental reason is the logical difference between the financial and other material rewards of a job (the extrinsic factors) and those that are qualitative (the intrinsic factors).

Another more subtle reason pointed out by Rose is that ‘intrinsic facets of a job appear to be subjected by job holders to less stringent evaluation than those applied to extrinsic job facets’; thus, levels of satisfaction with extrinsic facets such as pay, promotion or security will, in any representative sample of employees, always be lower than satisfaction with intrinsic facets such as relations with supervisors or the work actually performed.

On the one hand, D’Addio, Eriksson and Frijters (2003) underline that the reported overall job satisfaction may capture some additional aspects of the jobs held or reflect differences in the weight each employee attaches to individual job facets. In other words, the overall rating for job satisfaction is not likely to be a simple average of the workers’ satisfaction levels for the different aspects of a job but will be a more complex assessment.

2.4.2 Empirical Literature Review in Africa

In Africa there is increasing demand by universities on academics to perform more effectively and efficiently, while at the same time they are expected to operate under adverse and declining circumstances (Kajubi 1992; Saint 1992). As a consequence of increased enrolments and the need for more staff, there is reduced rigor in staff recruitment and promotional criteria (Ocitti 1993).

Across Africa and other foreign developing economies, standards of education have increased but remain somewhat low with only small proportions receiving a secondary education qualification. The private sector, educators, and governments will need to collaborate to help young people secure employment as a means to further improve the rate of youth employment in Africa.

In developing countries, job satisfaction is surprisingly high, despite low job quality – an indication of the sheer absence of decent work opportunities that forces young people to accept any type of employment. (ILO Global Employment Trends for Youth 2013 report.). Bolin (2007:59), in a study on teacher job satisfaction and factors that influence it in Ethiopia, examined five dimensions that could possibly lead to job satisfaction, namely self fulfilment, workload, salary, leadership and collegial relationships. The researcher's finding showed that teacher satisfaction was low with regard to the income dimension. In other words, teachers were not satisfied with their income.

Regarding pay comparisons with other professions, a VSO (2008:29) interviewee and also other teachers' responses showed that teacher salaries were not comparable

to that of other professions and sectors. Accordingly, Wole (2002:15), in a local survey, indicated that salary inequalities between teachers and non-teachers were the most predominant source of stress (dissatisfaction) with teachers in Addis Ababa senior secondary schools. As argued by VSO (2008), the level of low pay provisions as compared to other professions, such as lawyers, was a major cause of teachers' job dissatisfaction. The report also indicated that even when the starting salaries were compared, it was clear that if employees changed to other professions they would receive higher salaries.

According to Kim (2005:670), the job aspects such as salary, job security, worth of providing a public service, the work itself, and promotion prospects that are important and valued by female employees are different from those that are important to male employees, because what women look for in a job is different to what men look for. Kim (2005) further argues that even in the same situation the satisfaction-level of women is different from that of men, because the unfulfilled job values that are valued by women are different from those that are valued by men.

2.4.3 Empirical Literature Review in Tanzania

According to Clifford Machogu, who did a research on factors influencing job satisfaction in organizations with specific reference to National Social Security Fund Lake Zone, harmony and cooperation among coworkers, sufficient working facilities, doing challenging job, feeling of accomplishment on the job and competency of managers/supervisors in decision making were influencing job satisfaction. The study also found that the least satisfying factors were fair reward for the amount of work

done, compensation based on qualification, fair promotion procedures and recognition for doing good job. The study recommends that NSSF should provide compensation based on qualification considering what other organizations are offering.

P. Bennell and F. Mukyanuzi, (2005), on their research “Is there a teacher motivation crisis in Tanzania”; they reported that, the overall quality of the environment in which teachers live and work powerfully influences overall levels of job satisfaction and motivation. This is even more so when, as is the case in Tanzania, teachers often have little choice about where they work. There are many contributory factors that create a good work environment. In schools, the most important are the size and quality of classrooms, teacher workloads (number of pupils in each class and teaching and other activities), pupil behavior, teacher management and support and living conditions.

According to the study of Employee Motivation within Domino's Pizza the theory explain the fact that people are motivated first to achieve and then to maintain a sense of equity. Equity refers to the allocation of rewards in direct parity to the contribution of each employee to the organisation. Within Domino's, each employee perceives their contribution in differing levels. For example, pizza-makers and telephone operators provide similar inputs as delivery drivers; however, the delivery drivers receive less financial reward creating inequity.

The study suggests that employees will experience an emotional tension when they perceive inequities, and, when sufficiently strong, the tension motivates them to reduce

the inequities. There are numerous methods that an employee can employ to correct inequity feelings. These include reducing inputs, increasing outcomes, changing perceptions, or changing the comparison other. These include reducing inputs, increasing outcomes, changing perceptions, or changing the comparison other ultimately, if these methods do not obtain the desired outcomes, an employee will become de-motivated and may quit their occupation. The motivation of each employee will also depend on the manner in which the organization is managed. In Domino's case, the store manager is considered as the force multiplier in terms of motivating, administering and retaining the casual employees, "Without a steady boss, workers there (Domino's).....had a turnover rate as high as 300% a year.

2.5 Research Gap

Very few studies have been conducted in the area of job satisfaction in Tanzanian higher education sector. The data that do exist from the few studies that have been carried out however, indicate low levels of satisfaction among academic staff. One of the studies done by Paul Bennell and Faustin Mukyanuzi in 2005 with the title "Is there a teacher motivation crisis in Tanzania?" concentrated much on primary and secondary schools, to see if at all there is job satisfaction among Tanzania.

Another research was done by Fredy Wilson Ngimbudzi in (2009) with the title "Job satisfaction among secondary school teachers in Tanzania". With all the studies, there is little or nothing at all that has been done with regard to manager's role on employee's job satisfaction in higher learning institutions in Tanzania. This study will concentration manager's role on employee job satisfaction in higher learning

institutions in Tanzania. Much need to be done looking at Higher learning institutions as it has been noticed to have high rate of turnover as all result of dissatisfaction especially in private institutions.

2.6 Conceptual Framework

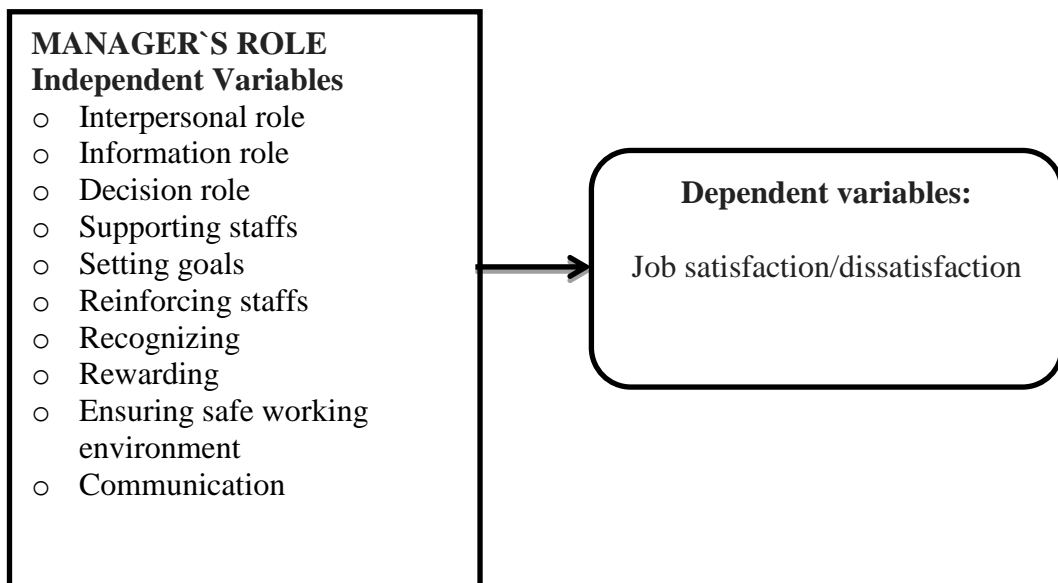


Figure 2.1: Conceptual Framework of the Research

2.7 Theoretical framework

The role of the manager is perhaps the most important in creating a supportive work environment where people can function at their highest. Manager's role helps impact recruitment, productivity, and retention and job satisfaction. Supporting staffs so they can develop and reach to their potential. Managers have the duty of supporting their staffs socially, financially, and psychologically that they may perform their duties well. Setting goals and challenge staff to reach beyond their current grasp. When employee knows the organization goals it's likely that they will be satisfied with their job and work hard to attain them.

Reinforcing staffs how what they do contribute to and makes a difference in delivering of services will also lead to a satisfied employee. Without setting of goals there may be lack of directions in job which lead to dissatisfaction.

Recognizing and rewarding your staff's accomplishments. Recognition serves as a tool for reinforcing the behaviors that drive an organization to excellence and gives a vital boost to employees' engagement that has a "ripple effect" that reaches beyond the recipient. Recognition lets employees know that they are cared about creating an environment where individuals feel appreciated for their contributions and their accomplishments.

Rewards, at their best, can cost little or even nothing, but they can mean a great deal to the person being recognized. When deserved, rewards should be used frequently since they are easy to give and reinforce desired behaviors.

Ensuring a safe work environment. Health and safety in the workplace is about preventing work-related injury and disease, and designing an environment that promotes well-being for everyone at work. Good supportive working environment can easily give satisfaction to employee a:

- Communicating information that impacts your staff's job, benefits or employment policies.
- Providing context and rationale for institutional or departmental changes.

The stress of working in an uncomfortable, unhealthy, or unsafe space can not only make workers less productive, but also leave them feeling that nobody cares about their well-being. Acknowledging the need for windows, healthy air and clean

surroundings is critical to any kind of work. First and foremost, make sure the physical environment is safe.

A comfortable work environment has to be comfortable psychologically as well as physically. That means that there should be plenty of light to work by. (Natural light from windows is best; when that's not possible, make sure there's plenty of light to work by and brighten up the space.)

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introductions

In this chapter the researcher will present strategies to be used in in collecting data for this problem. This chapter will present research design, study area, population sample and data collection methods, sampling techniques, instruments and data analysis.

3.2 Research Design

This is a plan or design of how to go about the research. It's the plan of action or framework to be adopted in getting the desired information. According to Kerlinger (1978, 300), a research design refers to “the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and control variance.” The research design helps the researcher to obtain relevant data to fulfill the objectives of the study (Churchill and Iacobucci, 2002). In order to fulfill the research objectives, it is important that research is designed in approach that data collected in both accurate and relevant. Kinner et al (1996) suggested that a research design is the basic plan that guides the data collection and analysis. It is the structure that specifies the kind of information to be collected, the sources of data and the data collection procedure.

An examination of research literatures suggests that research design can be classified according to the research objectives or the type of research being employed. In this

particular study, a survey design will be used because participants are many and cannot all be studied. Only some of these participants will be studied and analysis will be done based on those.

3.3 Area of study

This study will be conducted in Arusha at Institute of Accountancy Arusha (IAA) and Mount Meru University (MMU). The two areas were selected as they represent higher learning institutions and they have what the researcher is specifically looking for. I have chosen IAA as a public high learning institute purposely to know the level of satisfaction in government based instructions.

Also the researcher have selected Mount Meru University as a private academic high learning institute with the purpose of wanting to know to what extent does private academic sectors do satisfy their employees.

Both IAA and MMU are located in Arusha where also this study is conducted. This is a reason why I have selected the two to cut down the cost of travelling far especially during data collection. The two areas are easy to reach and will help me have enough time to data collection as respondent are easy to be reached.

3.4 Population of the Study

The population of this study was made up of people in Mount Meru University and Institute of Accountancy Arusha who have the same interest that are of interest to a researcher. Population may be large or small in size depending to what the researcher

is searching. Also the population can be seen as theoretical specific of study elements from which the sample is actually selected. The researcher will focus the population of only Mount Meru University and Institute of Accountancy Arusha which is estimated to be 320 people out of seven (7) higher learning institutions in Arusha region. From these universities 50 teaching staffs and 20 none teaching staffs from each university will be given questionnaires to complete.

According to Henkel et al (1970), when examining the whole population (or as close as you get, the important thing is that your aim is to examine the whole population) and not just a sample of it, you are now generalizing within *stochastic model theory* (rather than within sample theory). When following sample theory, we generalize from the sample to the population. According to this logic, when one looks at the entire population, one should get perfect predictions. This is where stochastic model theory becomes useful. In fact, we are generalizing from the observation made, to the process or mechanism that brings about the actual data.

This can be illustrated by the table showing the 95 % confidence interval of 5 %:

Table 3:1 Population Sample

Population	Sample
10	10
50	44
100	80
200	132
500	217

Source: Field Data, 2013

Table below illustrate more on population for this study

Table 3:2 Population of the Study

Name of Institution	Estimated population of the study	Sample from teaching staffs	Sample from non-teaching staffs	Total sample population
Institute Of Accountancy Arsuha	200	50	20	70
Mount Meru Univeristy	120	50	20	70
TOTAL	320	100	40	140

Source: Field Data, 2013

3.4 Sampling Techniques

Since this was a survey study, then sampling necessarily comes into play. Sampling is the use of certain procedures for the selection of the part from which descriptions are obtained to estimate the properties and characteristics of the whole. The sampling techniques/methods, that is, the means by which the representative portions are expected to be obtained are:

Systematic sampling; this is a systematic way of obtaining samples. It's expected to be used in data collection only if the sources and/or directories of Mount Meru University and Institute of Accountancy Arusha respondents are available to the researcher will be in a specific order.

Random sampling; this was a technique whereby every member of the target group has an equal chance of inclusion in the sample. This method was used by the researcher in case sources and/or directories (sampling frames) available to the researcher was in an irregular order or random. Hence, the researcher selected

samples randomly.

Judgmental sampling; this is a non-probability sampling method that uses the knowledge of the researcher to obtain samples. It will be used by the researcher in case there will be no sampling lists from which representative portions can be obtained.

In this study, the simple random and systematic technique was used in data collection. Simple random was used to the teaching staff who are of the same level in education that and they both have equal chance of participating in a research. Systematic sampling was used for other respondent other than teaching staff who seems to be systematically available to a researcher.

3.5 Data Collection Methods

The kind of data required was that which was relevant to responsiveness of respondents in Mount Meru University and Institute of Accountancy Arusha. Hence, data was collected from various sources found within Mount Meru University and Institute of Accountancy Arusha through conducting secondary data collection methods.

3.6 Documentation

This was a method used to get information from already researched work about the research topic in question or any other information relevant to the organization. It's where the researcher spent some time revising various documents of the organization

and if available, other sources from outside the institution that are relevant to the research topic.

3.7 Data Collection Tools

3.7.1 Questionnaire Guide

A questionnaire was a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Structure and standardized questionnaires was administered to 12 respondents, 2 from the management and 10 from working staffs (teaching and no-teaching staffs). The questionnaire guide was used because it is inexpensive, quick, and easy to analyze. (Mellenbergh G. J. (2008)

3.7.2. Interview guide

This was an oral or face to face conversation between the researcher and the respondents. This was conducted in the light of time specified where the researcher in the first time got primary data from the respondent. With this technique, it was likely that natural data and information was gathered from the field.

3.8 Data Quality Control

To make sure that data collected does not lose its quality, collection was done with great care following systematic procedure. Different criteria were used to ensure quality control. These such as:

3.9 Pre testing of the instruments

Before the prepared instrument was used or sent to the respondents, it was tested to

check their usefulness and whether was really met the intended objectives. Pre testing of the instruments was done by selecting few people from the specified University and give them questionnaire to check their response before they are sent to the respondent for data gathering. Pilot study was done in one of the university which is not one of the researcher's sample sizes.

3.10 Triangulation

This means a combination of more than one method in data collection so as to make the collected data valid and reliable. This was the kind of information that was collected by the researcher in first hand. It's expected to be solely within the bounds of this research topic and specifically about the institution. Four primary data collection methods were used which are personal interviews, telephone questionnaires, mailed questionnaires and direct observation.

Personal interviews: This was a face to face conversation between the researcher/interviewer and a respondent or interviewee initiated by the former for the purpose of obtaining some targeted relevant information. This was the method expected to be used most since the researcher had the access to meet physical respondents' staff and other workers. These interviews will be accompanied by a set of questions (questionnaire interview).

Telephone questionnaires; this was when telephone services, either fixed line or a mobile phone was used to administer a set of questions. However, due to financial limitations forecasted, this method is not expected to find a wide use like the other

two. It's was only expected to be used for respondents who was not accessed by any other means.

Mailed questionnaire: A questionnaire is a form containing a structured set of questions especially one addressed to a statistically significant number of subjects as a way of gathering information for a survey. These forms were expected to be sent via postal mail to respondents who are scattered over a wide area and who was not reachable physically. Direct observation; since the researcher incorporated and working as part and parcel of the research department of the organization, then information on directly observable situations was obtained.

3.11 Reliability and Validity Of Data

Joppe (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study was referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

According to Jary (1995), reliability is chiefly concerned with making sure the method of data gathering leads to consistent results. For some types of research this can be measured by having different researchers follow the same methods to see if results can be duplicated. If results are similar then it is likely the method of data gathering is reliable. Basically validity boils down to whether the research is really measuring what it claims to be measuring. Triangulation is typically a strategy (test) for improving the validity and reliability of research or evaluation of findings.

Mathison (1988) elaborates this by saying: Triangulation has raised an important methodological issue in naturalistic and qualitative approaches to evaluation [in order to] control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology. Patton (2002) advocates the use of triangulation by stating “triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches”

3.12 Data Analysis

The questionnaires were coded and analyzed using the SPSS, computer software. The personal or demographic information for the participants was calculated using descriptive statistical technique while factor analysis was computed to analyses the items in the questionnaire. The “descriptive statistics are a set of statistical tools that allow us to accurately describe a large volume of data with just a few values” Brace, Kemp and Snelgar (2003, 48). This means that data was presented in tables, graphs bar and pie charts and interpreted according to the area of study.

3.13 Ethical issues

It was argued that the researcher had to ensure confidentiality of data and sources. Additionally, they argue that names of the participants and the places they live or work must not be revealed Borg and Gall (1989). In this study, the confidentiality of participants and data collected was considered. This can be done by ensuring the respondent that confidentiality was maintained and that all the information that was given out was used for academic matters and not otherwise.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter covers the analysis, presentation and evaluation of data taken from the sample population. The feedback forms are gathered in an effort to find out the role played by managers to enhance employee's job satisfaction in higher learning institutions. The respondent provided information in light of their knowledge and understanding on the issues concerning managers' role on employee job satisfaction. The following is the compilation and expressions of the views collected from the respondents.

Table 4.1a: Teaching Staff Representations

Institutions	Number of Representation
Mount Meru University	50
Institute of Accountancy Arusha	50
Total	100

Source: Field Data, 2013

Table 4.1b: None Teaching Staff Representation

Institution	Number of Representation
Mount Meru University	20
Institute of Accountancy Arusha	20
Total	40

Source: Field Data, 2013

4.2 Questions distribution

Questions to respondents we distributed in form of questionnaires whereby each respondents from the selected sample were given a questionnaire to respond to. There was enough time given to each respondent to allow them think and respond

better to the questions. The responses for each given question to the respondents was collected and analyzed as follows:

4.3 Support given to Staff members.

4.3.1 Satisfied Professional Ability

This question was also asked for the main purpose of wanting to know if teachers/lectures are satisfied with the professional ability in doing their job. Professional here means regarding their specialization, qualifications, and skills they have in doing their job. The following were the results from respondents.

Table 4.2: Satisfied Professional Ability

		Frequency	Percent	Valid Percent
Valid	strongly agree	17	13.3	13.3
	agree	14	10.9	10.9
	neutral	33	25.8	25.8
	disagree	53	41.4	41.4
	strongly disagree	11	8.6	8.6
	Total	128	100.0	100.0

Source: Field Data, 2013

From the above figure and statistical analysis 17 respondents out of 128 who are 13.3 % of all respondents who responded to this question said that they are strongly agree that they are satisfied with the professional ability they have in doing their job. Many of this group is doctors and professors who seem to be okay with the experience, knowledge and educational level they have in doing their job. Also 14 respondents who are 10.9 % of all who responded to this question argued that they agree that they feel satisfied with the professional ability they have in doing their work. Furthermore, 33 respondents who are 25.8% they were neutral which means they are

not sure where satisfied or not. 53 respondents which are about 41.4 % of all respondents to this question disagree that they feel satisfied with professional they have in doing their job. Many of these are those with first and second degree who still want to go for further studies and develop them. And 11 respondents, about 8.6 % strongly disagreed that they feel satisfied with professional ability they have in doing their job. So far, the analysis above indicates that 64 respondents who are about 50.0 % of all respondents they disagree with satisfaction they have over their professional ability in doing their job. Also 31 respondents about 24.2 % agree with the professional ability they have in doing their job.

4.3.2 Corporations from the Management Team

The designing of this question serves the purpose of knowing if at all employees are happy with the corporation they receive from the management team. Employees most of the time seems to complain on the corporation they receive by saying that they are not positively considered and attentively listened by management team. Here are the results from the finding:

Table 4.3: Corporations from the Management Team

	Frequency	Percent	Valid Percent
Valid strongly agree	3	2.1	2.1
agree	6	4.3	4.3
neutral	44	31.4	31.4
disagree	67	47.9	47.9
strongly disagree	20	14.3	14.3
Total	140	100.0	100.0

Source: Field Data, 2013

From the above statistical data, 3 respondent who are 2.1% of all who respondent to this question have strongly agreed they are happy with the corporation they receive from the management team. About 6 respondent equal to 4.3% of all respondents agreed with corporation they receive from management team. 44 respondents about 31.4 % were neutral to the notion of corporation they receive from management team. 67 respondents who are 47.9 % disagree with the corporation they receive from management team. On the other hand 20 respondents about 14.3% were strongly disagreed with the corporation they receive from management team. From the findings above, 87 respondents who are about 62.2 % of all respondents disagree with the being happy with corporation they receive from management team. With this obviously there shall no job satisfaction by employees.

4.3.3. Satisfied with the autonomy in making decisions

The question was designed for the purpose of knowing if there is satisfaction with autonomy given to employees regarding decisions made over daily tasks. Employees need freedom over their tasks without intervention by management which sometimes led to frustrations and lack of satisfaction. The results after this question.

Table 4.4: Satisfied With the Autonomy in Making Decisions

	Frequency	Percent	Valid Percent
Valid strongly agree	11	7.9	13.1
agree	22	15.7	26.2
neutral	33	23.6	39.3
disagree	18	12.9	21.4
Total	84	60.0	100.0
Total	140	100.0	

Source: Field Data, 2013

Form the statistics above, the observation is that 11 respondents about 7.9 % of those responded to this question strongly agree that they are satisfied with the autonomy they have in making decision over their daily tasks. Also 22 respondents which are about 15.7% of all respondent who responded to this question have agreed that they are satisfied with the autonomy they have over their daily tasks. 33 respondents about 23.6 % were neutral regarding the autonomy they have over their daily tasks. 18 respondents about 12.9 % of all respondents responded to this questions disagreed with the satisfaction they have over autonomy they have over their daily tasks.

4.3.4 Opportunities for Workshops Organized

Normally there are workshops organized by institutions to mentor and train their employees for effectiveness of the production and efficiency of organization itself. These opportunities are sometimes biased and some of employees never get chance for training and this leads into job dissatisfaction. As regard to this question the following were the results.

Table 4.5: Opportunities for Workshops Organized

	Frequency	Percent	Valid Percent
Valid agree	12	8.5	8.6
neutral	55	39.0	39.3
disagree	50	35.5	35.7
strongly disagree	23	16.3	16.4
Total	140	99.3	100.0
Total	140	100.0	

Source: Field Data, 2013

From the above findings, 12 respondents equal to 8.5 % have strongly agreed that they are happy with workshop opportunities organized by the institution. 55

respondents about 39.0% are neutral with the workshop opportunities offered by their institutions. 55 respondents who are about 35.5% of all respondents disagreed that they are happy with workshop organized by the institution and 23 respondents about 16.3% have strongly disagreed that they are happy with the workshop opportunities organized by their institutions. From these statistics many respondents about 95 which are about 74.4% are neutral or disagree with the satisfaction over opportunities organized by their institutions.

4.3.5 Working condition given to you by managers

This question was asked for the main aim of seeking to know if employees are satisfied with the working condition given to them by their managers. This is because most of the time employees do complain over the working condition they are provided with by the management. The following are the results.

Table 4.6: Working Condition Given to You by Managers

		Frequency	Percent	Valid Percent
Valid	strongly agree	10	7.1	7.1
	agree	21	15.0	15.0
	neutral	30	21.4	21.4
	disagree	61	43.6	43.6
	strongly disagree	18	12.9	12.9
	Total	140	100.0	100.0

Source: Field Data, 2013

Form the above view, 10 respondents about 7.1% of those who respondent to this question strongly agreed that they are satisfied with the working condition they have. About 21 respondents who are 15.0% percent of all responded to this question agreed

that they feel satisfied with the working condition they have too. 30 respondents about 21.4 percent are neutral with this statement and 61 respondents who are about 43.6% disagree that they are satisfied with the working condition they have. Lastly 18 respondents who are 12.9% are strongly disagreeing with being satisfied with the working condition they currently have.

4.4 Safe Working Environment

4.4.1 Regulation and Laws

This question was meant for the purpose of wanting to know if employees are happy with the laws and regulations governing their employment. This is because employment contracts are governed by employment laws and regulation which determine the types of employment the employee has and how employee and employer can be protected by the same laws.

Another aim was also to know if employees are aware and satisfied with the regulation and laws especially when it comes to stop working with the employer, dismiss and terminating the contract. Are they happy with protection they receive or not? The following were the result from respondent who responded to this question.

Table 4:7: Regulations and Laws

		Frequency	Percent	Valid Percent
Valid	strongly agree	29	36.2	36.2
	agree	34	42.5	42.5
	neutral	7	8.8	8.8
	disagree	10	12.5	12.5
	Total	80	100.0	100.0

Source: Field Data, 2013

The above findings indicates that, 29 respondents which is about 36.2% of all who respondent to this question do strongly agree that they are satisfied with the regulation and laws governing employment contracts. About 34 respondents who is 42.5% percentages of all whom respondent to this question agreed with the satisfaction that they have over the regulation and laws that protect them from being fired or dismissed from job. On the other hand, 7 respondents which are about 8.8% of who respondent to this question argued that they are neutral, which means they neither satisfied nor dissatisfied with the regulations. Another 10 respondent which is about 12.5% of all respondents said that they disagree with being happy with the laws and regulation that protect them from being fired and dismissed from job.

Generally from the findings above, 63 respondents which are about 78.7% percent of all respondent respondents to this question are satisfied with laws and regulation that protect them from being fired and dismissed from job.

Table 4.8: Teaching is an Interesting Job

		Frequency	Percent	Valid Percent
Valid	strongly agree	20	20.2	20.6
	agree	43	43.4	44.3
	neutral	28	28.3	28.9
	disagree	6	6.1	6.2
	Total	97	98.0	100.0
Missing	System	2	2.0	
Total		99	100.0	

Source: Field Data, 2013

4.4.2 Teaching is An Interesting Job

This question was asked in order to know if employees are interested with the teaching professional. This is because sometimes you may find teachers complaining as regard to teaching saying that it does not pay, or they just got into to it because they have nothing to do. Si the main purpose is to find out if they are interested obviously they will like it and become satisfied with it. Below is how they responded to this question.

The descriptive statistics above shows that 20 respondents who are about 20.2% of all respondents out of those who respondent to this question have strongly agreed with the notion that teaching is interesting job to them. Also 43 respondents who are about 43.4% percent of all who respondent to this question have agreed that teaching is interesting job to them. Some of the respondents are neutral with this question of being interested with teaching, this takes 28 respondents who are 28.3% of all respondents. Out of all respondents responded to this question 6 respondents who are about 6.1 have disagreed with teaching being interesting job to them. From the observation above 63 respondents who are about 63.5% of all respondents agree and see teaching as an interesting job to them.

4.4.3 Corporation from my workmates.

This question was asked for the purpose of knowing if there is corporation among employees themselves. This is because it has been noticed that in some organizations and institutions workers themselves don not have corporation. They work independently without considering others and sometimes there are cases that bring

conflict among themselves. So asking this question will reveal the situation within higher learning institutions. The following were the results got from the field;

Table 4:9: Corporation from My Workmates

		Frequency	Percent	Valid Percent
Valid	strongly agree	29	23.6	24.8
	agree	30	24.4	25.6
	neutral	47	38.2	40.2
	disagree	8	6.5	6.8
	strongly disagree	3	2.4	2.6
	Total	117	95.1	100.0
Missing	System	6	4.9	
Total		123	100.0	

Source: Field Data, 2013

From the above statistical data, it shows that 29 respondents who are 23.6% of all who responded to this question were strongly agreeing that they are happy with the corporation they receive from other coworkers. Also 30 respondents about 24.4% also agreed being happy with corporation they receive from other coworkers. Furthermore, 47 respondent who are 38.2% of all who responded to this question were neutral to this question. 8 respondents about 6.8 percent disagreed that they are happy with the corporation they receive from other coworkers. Other 3 respondents about 2.4% of all respondents to this question were strongly disagreed that they are happy with the corporation they receive from coworkers.

As from the findings, it shows that almost 59 respondents who are about 48.0% percent are happy with the corporation they receive from the coworkers.

4.4.4 Recognition in the Community

This question was asked for the purpose of wanting to know the situation of employees when outside work and what image do they get from the community. What recognition do they receive from the surrounding community? Are they satisfied with how they are recognized by the community or not. Here are the results from the responses given by respondents.

Table 4:10: Recognition in the Community

	Frequency	Percent	Valid Percent
Valid strongly agree	18	12.8	15.0
agree	38	27.0	31.7
neutral	51	36.2	42.5
disagree	11	7.8	9.2
strongly disagree	2	1.4	1.7
Total	120	85.1	100.0
Total	141	100.0	

Source: Field Data, 2013

From the above findings 18 respondents equal to 12.8 % strongly agreed with the question of being satisfied with the recognition they receive from the community. Either 38 respondents about 27.0% of all respondents have also agreed that they are satisfied with the recognition they receive from the community. Another 51 respondents about 36.2% of all respondents who respondent to this question are neutral with being satisfied with the recognition they get from the community. Also 11 respondents which are 7.8% have disagreed with being satisfied with the recognition they receive from the community. Lastly, only 2 respondents about 1.4 % are strongly disagreed with the recognition they get from community.

4.5 Compensations System

4.5.1 Fringe Benefits

This question was designed to serve the purpose of wanting to know whether the respondent is happy with the present fringe benefits that he/she receives. The aim is to find out if they are happy obviously there will be job satisfaction but if not happy there is job dissatisfaction. The respondent of this question were 60, forty three (43) from Mount Meru University and seventeen (17) from Institute of accountancy Arusha. The table below shows statistically the response given from the two institutions.

Table 4.11: Fringe Benefits

	Frequency	Percent	Valid Percent
Valid agree	2	3.3	3.3
neutral	18	30.0	30.0
disagree	30	50.0	50.0
strongly disagree	10	16.7	16.7
Total	60	100.0	100.0

Source: Field Data, 2013

From the above findings, it shows that two (2) respondent which is about 3.3% of all who responded to this question agree that they are happy with fringe benefit they receive from the institutions. Also 18 respondent which is also about 30.0% of all respondent, have shown that they are neutral meaning that they are neither happy nor unhappy with the present fringe benefit. About 30 respondents who are about 50% of all respondent have disagreed that they are happy with the present fringe benefit. Ten (10) respondents which is 16.7% of those who respondent to this question also

argued that, they are strongly disagreeing that they are happy with the present fringe benefit.

As the finding above is concern, almost 40 respondents which are 67.7% percent of all respondents are not happy with the present fringy benefit they receive from their institution.

4.5.2The Monthly Salary is Sufficient

This question was purposely asked to get to know if the salary given to employee of higher learning institutions to meet all the important expenses. This is because most of times employees do complain over the insufficient salary they receive monthly that do to cuter for their daily needs. The following were the results as regards to respondents:

Table 4.12: The Monthly Salary is Sufficient

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	3	2.1	2.1	2.1
disagree	56	40.0	40.0	42.1
strongly disagree	81	57.9	57.9	100.0
Total	140	100.0	100.0	

Source: Field Data, 2013

From the descriptive statistics above, the responding to this question seem to lay one side only of almost all who responded to this question. About 3 respondents equal to 2.1 % of those responded to this question assumed neutral response. 56 respondents

about 40.0 % disagree with the question that the monthly salary is sufficient for them to meet important expenses. Also 81 respondents which are about 57.9 % have strongly disagreed that the monthly salary is sufficient to meet important expenses. From these findings it shows that almost 137 of all responded equal to 97.9% percent disagreed that the monthly salary is sufficient to meet important expenses.

4.5.3 Future Incomes

The aim of asking this question was to find out how comfortable the employees are regarding the future incomes. These are the incomes that employees do expect on retirement or ending contract with the employer. The following were the responses given:

Table 4.13: Future Incomes

	Frequency	Percent	Valid Percent
Valid agree	2	1.4	1.4
neutral	17	12.1	12.1
disagree	71	50.7	50.7
strongly agree	50	35.7	35.7
Total	140	100.0	100.0

Source: Field Data, 2013

The findings above show that 2 respondents about 1.4% of all respondents agree that they feel comfortable with the future incomes. 17 respondents about 12.1% of all respondents said they neutral about their future income. On the other side 71 respondents who are 50.7% of all who responded to this question said that they disagree being happy with their future income. And then 50 respondents who are 35.7 % strongly disagree to feel comfortable with their future benefit.

4.5.4 Future Fringe Benefit

The asking of this question serves the purpose of wanting to know how comfortable the employees are regarding their future fringe benefit. Sometimes employee may work while not comfortable when thinking about their future benefits; this leads to either satisfaction or dissatisfaction of employees. The following were the results from the field;

Table 4:14: Future Fringe Benefit

	Frequency	Percent	Valid Percent
Valid agree	11	7.9	7.9
neutral	33	23.6	23.6
disagree	39	27.9	27.9
strongly disagree	57	40.7	40.7
Total	140	100.0	100.0

Source: Field Data, 2013

From the above information 11 respondents 7.9% percent agreed that they are comfortable with future fridge benefit. 33 respondents who respondent this question about 23.6% were neutral to this question of being comfortable with their future fridge benefit. 39 who are 27.9% of all respondents responding to this question disagree with being happy with their future fringe benefits. 57 respondents who are 40.7% strongly disagreed being happy with the future fridge benefits.

In general almost 107 respondents equal to 68.6% percent of all who responded to this question disagreed with being happy with the future fridge benefit. This normally leads to dissatisfaction of employees.

4.6 Communication between Managers and Employees

4.6.1 Comfortable With Present Level of Responsibility

This question was designed for the aim of getting the insight over employee's levels of responsibility in their job. This has something to do with duties and obligations that each employee has in his/her job. The following were the results from the respondents:

Table 4.15: Comfortable with Present Level of responsibility

	Frequency	Percent	Valid Percent
Valid strongly agree	2	1.4	1.4
agree	32	22.9	22.9
neutral	64	45.7	45.7
disagree	40	28.6	28.6
strongly disagree	2	1.4	1.4
Total	140	100.0	100.0

Source: Field Data, 2013

The statistics above shows that 2 respondent equal to 2.4% strongly agree that they are comfortable with present level of responsibility they have. 32 equally to 22.9% respondents they also agree that they are happy with present level of responsibility they have. 64 of respondent about 45.7% are neutral. 40 respondents about 28.6% of all respondents of this question disagree with being comfortable with present levels of responsibility they have. And only 2 respondents about 1.4% of all respondents to this question have strongly disagreed with being comfortable with levels of responsibility they have in their job.

4.6.2 Freedoms in My Place of Work

The designing of this question serves the purpose of getting to understand if at all employees do enjoy the freedom they have in their working places. Employee with freedom in their work place normally becomes satisfied with their job. These are the results from the respondents

Table 4:16: Freedoms in My Place of Work

		Frequency	Percent	Valid Percent
Valid	agree	21	14.9	22.8
	neutral	57	40.4	62.0
	disagree	14	9.9	15.2
	Total	92	65.2	100.0
Total		92	100.0	

Source: Field Data, 2013

The findings presented above represent the following idea regarding the asked question. 21 respondents which are about 14.9% of all respondents to this question said that they agree with the freedom they have in their work. 57 respondents about 40.4% percent were neutral to this question and 14 respondents who are 9.9% disagree that the fell happy with the freedom they have in their work place.

4.6.3. Communication System from Management

The asking of this question was purposely set in order to understand whether the employees are happy with the system that is used for communication in the organization. This is because communication matters when it comes into instructions given to employees on how they should perform their duties. The following were the results as from the respondents.

Table 4:17: Communication System from Management

	Frequency	Percent	Valid Percent
Valid agree	6	4.3	4.3
neutral	22	15.7	15.7
disagree	79	56.4	56.4
strongly disagree	33	23.6	23.6
Total	140	100.0	100.0

Source: Field Data, 2013

From the above presentations, 6 respondents about 4.3% percent of all respondent have agreed that they are happy with the communication system used. 22 respondents about 15.7% percent of all respondents were neutral with being happy with communication system used. 79 respondents equal to 56.4% argued that they disagree that the communication system used is good to them and that they are not happy with it. Lastly about 33 respondents who are about 23.6% of all who respondent to this question were strongly disagreed that they are happy with the communication system used in their institution.

4.7 Responses from Interview Questions

4.7.1 Managers Role in Ensuring Safe and Health Working Environment

This question was asked to employees to give their views from the course of employment do mangers play their role to ensure that employee perform better and be satisfied with their job. This was because sometimes employees do complain regarding the treatment they get from managers and these are the responses from the employees.

These are what they have said: Almost 90% of all who were involved in the interview said; *managers do not fulfill their role to help employees become satisfied with their job. They argued that there are so many problems with managers in course of employment yet managers do not show concern on how to help in solving them.* Some of the problems and challenges that they aired out was; *inappropriate form of communication, lack of support during family problems, recognition and reward, insufficient working facilities/equipment, poor language and biasness during workshops and training.*

As a result, it has led to dissatisfaction of employees and lack of motivation to work hard for the betterment of the organization.

4.7.2. Proper Means of Communication

Communication is one of the major key elements that can enhance performance of employees and make them satisfied with their job. The question wanted to get views from employees to what they think is the proper means of communication.

This is how they responded to this question: *The proper communication is when management has a lateral means of communication whereby employees can directly communicate to each other, their managers and top management in case of any issues easily for the fast problem solving within the organization. They argued that it is hard and time consuming if one wants to communicate to top management but the procedure doesn't allow doing so and sometimes delay in the matter takes place. All these according to them lead into job dissatisfaction.*

4.7.3. Satisfaction Can Be Achieved Through Compensation System

This question was directly connected to compensation system in order to see if employees can work better with good compensation system offered by the organization. Many of employees who were interviewed said; *the compensation system refers basically to the total gross (pre-tax) wages paid by employers to employees for work done in an accounting period, such as a quarter or a year. In an organization leads into employee's job satisfaction can be achieved through well-defined compensation system. This is because employees need to be compensation of their time, skills and knowledge they are employment for the success of the organization. And if they are well compensated is likely that they will be satisfied with their job.*

4.7.4. Support from Managers

This question was asked in order to get to know if employees get support from managers in doing their work. About 20 participants were involved in this interview and 10 respondents from private institution said: *they do not get support from managers in doing their job. Among the reasons they gave out why they are saying no is: because of the unfair treatment, unfair payments, biasness during training and workshops and other opportunities provided by the institution. On the other side 10 respondents from public higher learning who were involved in this question said: they get support from manager in course of doing their job. According to them they do get financial support where necessary, training opportunities are offered, safe working environment are given to all employee without biasness and any other supports.*

4.8. Discussion of the Findings

From the summary of the findings of this study, there is a great relationship between empirical literature review and the findings of the study due to the fact that they all yield the same assumptions as a result from the research done. P. Bennell and F. Mukyanuzi, (2005), on their research “Is there a teacher motivation crisis in Tanzania”; they reported that, the overall quality of the environment in which teachers live and work powerfully influences overall levels of job satisfaction and motivation. As from the results of the findings, teachers in higher learning institutions are also affected with working environment whereby the good the working, the more satisfied the employee is. With this regard, working environment has a lot to contribute in the satisfaction of employees.

Also, the issue of compensation systems matters a lot when it comes into employee’s job satisfaction. As from the findings, the issue of salary and other financial benefits contribute to employee’s job satisfaction. The empirical research also indicated as compared to the findings that managers have a great role to play in ensuring that employees are satisfied with their employment. Managers have to support employees by ensuring there is good working environment, good compensation system, clear communication system, equal opportunities for workshops and training.

The observation also has shown that there are few supports given to staff members to reach beyond their current grasp by their managers. This comes from the responses given out by employees as to whether they get support from the management. As for safe working environment given to employees, the observation indicates that the

laws and regulation that govern employment are good and employees are happy with. On the other hand employees are also happy with the corporation they get from other coworkers in the organization.

The observation also has shown that, job satisfaction is achieved through compensation system. With good salaries, rewards, fringe benefits and other financial supports that can enhance employee's job satisfaction.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to find out the role played by managers on employee's job satisfaction in higher learning institutions. The reflection, expressions and view of the sample population were summarized below:

5.2 Summary of the Main Findings

5.2.1 Corporations from the Management Team

The research was about the roles of managers on employee's job satisfaction. According to the findings, large number and percentage of respondents disagreed that they are happy with corporation they receive from the management. About 62.2 % of all respondents disagree with the being happy with corporation they receive from management team. With this obviously there shall no job satisfaction by employees.

5.2.2 Satisfied with the autonomy in making decisions

From the findings it was observed that employees are not happy with the autonomy they have in making decision. About 51.0 % of all respondents disagreed that they are happy with the autonomy they have in making decisions in the organization they are working. On the other hand only 49.0% of respondents are satisfied with the autonomy they have in making decision.

5.2.3 Opportunities for Workshops Organized

From the findings it was observed that most of the employees are not satisfied with the opportunities they have for workshops organized by the organization. Statistically about 95 which are about 74.4% are neutral or disagree with the satisfaction over opportunities organized by their institutions.

5.2.4 Safe Working Environment

From the findings above, about 78.7% percent of all respondent respondents to this question are satisfied with laws and regulation that protect them from being fired and dismissed from job. From the observation about 63.5% of all respondents agree and see teaching as an interesting job to them. The findings also show that almost 59 respondents who are about 48.0% percent are happy with the corporation they receive from the coworkers.

5.2.5 Compensations System

From the findings 67.7% percent of all respondents are not happy with the present fringing benefit they receive from their institution. Also 97.9% percent disagreed that the monthly salary is sufficient to meet important expenses. The about 68.6% percent disagreed with being happy with the future fringe benefit. This normally leads to dissatisfaction of employees.

The findings of this paper explored that; managers do not effectively play their role to the point of supporting in doing their work. Most of the time employees do complain about how managers treat them in course of their employments and in

fulfilling their duties. There is such support as from their managers to help employee accomplish their duties. In Tanzanian higher learning institutions managers are the key figures in making sure that good and effective education is given by taking care of employees who are the facilitators of education.

Despite of the great importance of managers in public and private higher learning institutions does not put emphasize in ensuring that they play their role. According to the views from this research, employees are not satisfied with treatment they receive from managers. They are not happy with the present fringe benefit they receive, not happy even with their future fringe benefit and income they are likely to receive.

5.3 Implications of the Study

This study finding has practical implication for university management and higher learning academic institutions management and governing bodies as with higher education policy makers in Tanzania. A whelming question is whether the concentration should be on top management only.

The findings of this study imply that, the manager's role in higher learning institutions is so important in enhancing employee's job satisfaction. When managers realize and play their role to facilitate their employees, eventually they will be motivated, and become part of the organization.

Furthermore, the results of this study imply that, the work on present jobs, payments/compensation, job opportunities, promotion, good working conditions,

training and workshops, clear and proper communication systems are the key features of job satisfaction in the organization.

5.4 Conclusion

The explanation as renowned from the responses collected from the sample population, suggested that employees are not happy with the roles played by managers in the course of their employments. According to the findings managers have failed to play their role and that it has led into dissatisfaction of employees. This has come out from respondents as they were responding to research set questionnaires; it was shown clearly that, employees are not satisfied with their job especially in private higher learning institution as compared to public higher learning institutions. In private higher learning institutions there are so many complains about mistreatment employees do receive from the management, regarding payments, safe and health working environments, clear communication systems, unequal means of training and workshop organization for employees.

The finding has revealed that because of dissatisfaction especially in private higher learning institutions employees are not performing to their best and most of time they think of getting out or quitting the job to other better place with green pastures. Turnover has been seen as a big problem and sometimes it has been noticed to some of employees who have even decide to leave the teaching job and engage in business the reason being dissatisfaction from the management.

There is a big problem of reward and enumerations, which are not satisfactory; there is also a problem of biasness when it comes into training opportunities which also

leads into job dissatisfaction. The communication system used by management is also not convincing and employees are not happy with it.

With this research the conclusion is made in such that understanding the manager's role and how important they are is very important. It shows that, in higher learning institutions as revealed in this research, private institutions managers do not play their role to satisfy employees and this has brought about turnover and dissatisfaction with many employees who keep on looking for better job outside.

5.5 Recommendations

The study was conducted using the quantitative method; the future studies over the same topic should employ both qualitative and quantitative type of methods. These approaches will provide opportunities to participants to express their ideas about the factors which make them satisfied with their job.

Also the sampling procedures employed in selecting samples population were limited only to higher learning institutions in Arusha and it has its own limitations especially the use of random sampling techniques. I would like to suggest to the Mount Meru University and Institute of Accountancy Arusha, that the management should consider employees as valuable and key players in the development of the institution. In so doing, they should give equal opportunities for training and workshops, even and equal compensations system to all regarding their qualifications, fair treatments and good system in communication that will make employees become satisfied with their job.

5.6 Limitations of the Study

The findings of this research were based only on the role of managers in enhancing employee's job satisfaction in higher learning institutions located in Arusha region only. The results of this research should be interpreted with caution due to the following reasons:

First, the purpose of the study was based on manager's role only that can enhance employee job satisfaction. Managers were basically known as nonteaching, decision-making, supervisors and general management function. Therefore, there may have been managers who have managers who have been used in this study that did not perform their duties exactly as suggested by employees.

Second, the results may not be representative of managers at other universities since the sample for this study was obtained from only two universities in Arusha Region. So it should not be taken as granted conclusion of all universities in Tanzania.

Lastly the study was also limited in Arusha region because of financial constraints of the researcher and so the sampling population was that manageable and nearby researchers domicile.

5.7 Suggested Area for Further Study

Although employee job satisfaction in higher learning institutions is drawing more and more attention, there is still lack of research on this topic. This paper is aimed at proposing a framework for future research in both theory and practical.

First of all there are a number of factors that can influence employee job satisfaction in higher learning institutions. The degree and influence of those factors vary in different ways. This research aimed at providing a fundamental framework which can be used as a vehicle to explore how to improve job satisfaction in higher learning institutions. What other factors apart from managers role can enhance employee job satisfaction in an organization.

Furthermore, future studies of teacher's job satisfaction should be conducted among collages both public and private ones.

Also future study may concentrate on employee's job satisfaction as compared to working conditions. This has been a clear factor as working environment in a broad sense is a field that encompasses many factors within it that can lead into job satisfaction or dissatisfaction.

Lastly, the research did not exhaust all the job satisfaction aspects or factors that the previous researchers and theorists identified. Future research should therefore include such aspects as class size, workload, working hours, leadership style, organizational culture and many other factors.

REFERENCES

- Bennell, P. & Akyeampong, K. (2007). Teacher Motivation in Sub-Saharan Africa and South Asia. *DFID Department of international Development*, 71.
- Bernadin, H.J. (2007). Human resource management: An exponential approach. 4th ed. New York: McGraw-Hill Irwin. P. 253-277.
- Berry, L.M. (1997). Psychology at work. San Francisco: McGraw Hill Companies Inc.
- Bolin, F. 2007. A study of teacher job satisfaction and factors that influence it. *Chinese Educational Society*, 40(5):47-64.
- Boyer, E., Altbach, P. and Whitelaw, M.-J. (1994). The Academic Profession: An International Perspective. Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching.
- Brace, N., Kemp, R. & Snelgar, R. (2003). *SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows, Versions 9, 10 and 11*. London: Lawrence Erlbaum Associates, Publishers.
- Churchill G.A. Jr and Iacobucci D (2002), *Marketing Research methodological Foundations, 2nd Edition*, McGraw-Hill Companies Inc
- Cook, J. D., S. J. Hepworth, T.D. Wall and P. B. Warr, (1981) Experience of Work: A Compendium and Review of 249 Measures and Their Use. San Francisco: Academic Press
- D'Addio, A.C., Eriksson, T. and Frijters, P., *An analysis of the determinants of job satisfaction when individuals' baseline satisfaction levels may differ*, Centre for Applied Micro econometrics (CAM), Department of

Economics, University of Copenhagen, 16, 2003, available

at:<http://www.econ.ku.dk/CAM/Files/workingpapers/2003/2003-16.pdf>

Daley, D.M. (1986). "Humanistic Management and Organizational Success: The Effect of Job and Work Environment Characteristics on Organizational Effectiveness, Public Responsiveness, and Job Satisfaction." *Public Personnel Management* 15 (Summer) : 131-142.

Faustin Mukyanuzi & Paul Bennell research report. (2005). Is there a teacher

motivation crisis in Tanzania? HR-CONSULT, Dar es Salaam, Tanzania

GENEVA (ILO News) – Two thirds of working age youth in some developing

countries are either unemployed or trapped in low-quality jobs, according

to the *ILO Global Employment Trends for Youth 2013* report.

Glob Health Action. 2013 Jan 24; 6:19287. doi: 10.3402/gha.v6i0.19287.

Herzberg, F. Mausner, B. & Snyderman, B. (1959). *Motivation to Work*. New York:

John Wiley & Sons.

Jary, D. and Jary, J. (1995) *Sociology*. Glasgow: HarperCollins. p. 714

Kajubi, S. (1992). 'Financing higher education in Uganda', *Higher Education* 3(3),

21–25.

Kaliski, B.S. (2007). *Encyclopedia of Business and Finance*, Second edition,

Thompson Gale, Detroit, p. 446

Kerlinger, F. N. (1978). *Foundations of Behavioral Research*. Delhi, India: Holt,

Rinehart and Winston.

Kim, S. 2005. Gender differences in job satisfaction of public employees: a study of

Seoul Metropolitan government, Korea. *Sex Roles*, 52(9/10):667-681.

- Krejcie, Robert V. & Daryle W. Morgan (1970) "Determining Sample Size for Research Activities" *Educational and Psychological Measurement*, 30(3): 607–610.
- Hoppock, R. (1957). *Occupational Information*. USA: McGraw-Hill.
- Lacy, F.J. and Sheehan, B.A. (1997). 'Job satisfaction among academic staff: an International Perspective', *Higher Education*, 34, 305–322.
- Locke, E. 1976. The Nature and Causes of Job Satisfaction. In: Dunnette, M., *Handbook of Industrial and Organizational Psychology* (pgs: 1297-1347). Chicago: Rand McNally College Publishing Company.
- Maslow, A. H. (1987). *Motivation and Personality*. New York: HarperCollins Publishers.
- Mathison, S. (1988). Why triangulate? *Educational Researcher*, 17(2), 13-17.
- Mbua, F. N. (2003). *Educational Administration: Theory and Practice*. Limbe, South West Province, Cameroon: Design House.
- Mellenbergh, G.J. (2008). Chapter 10: Tests and Questionnaires: Construction and Administration. The Netherlands: Johannes van Kessel Publishing.
- Mora, T., Ferrer-i-Carbonell, A. 2009. The Job Satisfaction Gender Gap among Young Recent University Graduates: Evidence from Catalonia. *Journal of Socio-Economics*, 38 (4), 581-589.
- Morgan, M. (1986). *Images of Organization*. California: Sage Publications.
- Ocitti, J. P. (1993). *The Academic Profession in East Africa: A Conceptual Overview of Its Anatomy, Challenges and Quagmire*. General Seminar Paper, Makerere University, Kampala, Danida/UNISE Programme.

- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.).
Thousand Oaks, CA: Sage Publications, Inc.
- Robbins, S. P. & Judge, T. A. (2008). *Essentials of Organizational Behavior*. New
Jersey: Pearson Education.
- Robbins, S. P. (2005). *Organizational Behavior*. China: Pearson Education Asia
LTD.
- Rogatus L. Mpeka (2012) *Afro-Asian J. of Finance and Accounting*, Vol.3, No.1,
pp.15 – 33
- Rose Johnson, 2008. *What Makes Up Employee Satisfaction?* Texas Southern
University. USA
- Rose, M., *Disparate measures in the workplace...Quantifying overall job
satisfaction*, Paper Presented at the 2001 BHPS Research Conference,
Colchester, available at: [http://www.iser.essex.ac.uk/bhps/2001/docs/
pdf/papers/rose.pdf](http://www.iser.essex.ac.uk/bhps/2001/docs/pdf/papers/rose.pdf) (21st May, 2014).
- School of Public Health, Faculty of Health Sciences University of the Witwatersrand,
Johannesburg 7 York Road, Park town 2193 South Africa
- Smith, P.C., L. M. Kendall, and C. L. Hulin. (1969) *The Measurement of Satisfaction
in Work and Retirement*. Chicago: Rand McNally. .
- Tella, A., Ayeni, C.O., & Popoola, S.O. (2007). *Work motivation, job satisfaction and
Organizational commitment of library personnel in academic and
research libraries in Oyo State, Nigeria*. *Library Philosophy and Practice*.
Available: <http://unllib.unl.edu/LPP/tella2.htm> (23rd June, 2014).

Voluntary Services Overseas [VSO]. 2008. How much is a good teacher worth? A report on the Motivation and morale of teachers in Ethiopia. London: VSO.

Wole, D. 2002. The predominance of different sources of stress among teachers in Government Senior high schools of Addis Ababa. *The Ethiopian Journal of Education*, 22(1):1-33.

Zembylas, M. & Papanastasiou, E. (2006). Sources of job satisfaction and dissatisfaction in Cyprus. *British Association for International and Comparative Education*. Vol. 36, No. 2, 229-247.

APPENDICES

APPENDIX A: Covering Letter

Dear Colleague,

My name is Noel Y. Mkwizu, a Tanzanian trained working with Mount Meru University Arusha - Tanzania. I am currently a Master's degree student at the Open University of Tanzania (OUT). My Master's thesis examines the role of managers on employee's job satisfaction in higher learning institutions in Tanzania. A case study of Mount Meru University and Institute of Accountancy Arusha (IAA).

I kindly request you as one of the employee at Mount Meru University/Institute of Accountancy Arusha to take few minutes to voluntarily respond to this questionnaire appropriately according to your own understanding and experience in the teaching profession. Your participation in this study will provide me with the necessary data that I need to complete my study successfully. I wish to assure you that all information you give will be treated very confidentially. Data will be reported in aggregate and all responses will remain anonymous.

In case you have extra information that may contribute to the success of my study, please feel free to write at the end of the questionnaire. Please, send the completed questionnaires to me immediately through the address indicated below.

I highly appreciate your participation.

Yours Cordially,

Noel Y. Mkwizu - MHRM - OUT

Tel: 0759881052, 0717258097 (noelmkwizu@yahoo.com)

APPENDICES B: Biographical Data

Please put a tick the appropriate information about you.

1. GENDER Male [], Female []
2. AGE GROUP: 21 –30 [] 31-40 [], 41-50 [], 51-60 [], +61 []
3. EDUCATIONAL STATUS: Diploma [], Degree [], Post Graduate []
Other (Please Indicate)
4. WHAT POSITION DO YOU HOLD? Director: Executive Manager [],
General Manager [] Lecturer [] Ass Lecturer [] tutorial
Assistant [] Other Official (specify
please).....
5. NUMBER OF YEARS IN THE SERVICE: 0 – 5 [], 6 – 10 [], 11-15[], 16- 20
[], 21 and above []

APPENDICES C: Employees Job Satisfaction Questionnaire

Please, respond to all items given below by putting a **tick (√)** in the appropriate space using the following scales: 5 = Strongly Disagree, 4 = Disagree, 3 = Neutral, 2 = Agree and 1 = Strongly Agree

s/n	Items	1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel happy with my present fringe benefits.					
2	I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job e.g. employment contract.					
3	Teaching is an interesting job to me.					
4	I feel satisfied with my professional ability for doing my job.					
5	I am happy with cooperation I receive from the management team.					
6	I am satisfied with autonomy I have in making decisions about my daily tasks.					
7	The monthly salary is sufficient to meet all important expenses.					
8	I am happy with the cooperation I receive from my workmates.					
9	I feel comfortable with my present level of responsibility in my job.					
10	I enjoy much freedom in my place of work.					
11	I feel satisfied with the recognition I have in the community.					
12	I am satisfied with opportunities for workshops organized within and outside the institution.					
13	I feel comfortable with my future incomes.					
14	I am comfortable with my future fringe benefits.					
16	I am satisfied with care I receive from my immediate supervisor(s).					
17	I feel comfortable with rewards I get for doing a good job in the school.					

APPENDIX D: Interview guide questions

1. Do you think managers play their role in ensuring safe and health working environment?
2. What do you consider to be a proper means of communication
3. Do you think job satisfaction can be achieved through compensation system?
4. Do you get support from managers in doing your job? If yes, what kind of support
5. Are you involved in setting goals/objectives of your institution?