

**FACTORS INFLUENCING ACADEMIC STAFF JOB
SATISFACTION IN PUBLIC HIGHER LEARNING
INSTITUTIONS: A CASE OF MKWAWA UNIVERSITY
COLLEGE OF EDUCATION**

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COLLEGE OF EDUCATION**

BY

PENDO DIANA MAKAFU

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Award of Masters Degree of Science in Human Resource Management (MSc.
HRM) of Mzumbe University**

2017

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a thesis entitled: *Factors Influencing Academic Staff Job Satisfaction in Public Higher Learning Institutions in Tanzania: A Case of Mkwawa University College of Education*, in partial fulfillment of the requirement for award of Master degree of Science in Human Resources Management.

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DECLARATION

I, **Pendo Diana Makafu**, declare that this thesis is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature.....

Date.....

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DEDICATION

This thesis is dedicated to the memory of my beloved Father Mr. Martin Makafu who was the source of my academic inspiration. He was eager to see me successful in all that I could do and this has been possible through his unconditional love, support and courage during his life. Thank you for your never-ending Love that no word could explain.

ABSTRACT

This study presents factors influencing academic staff job satisfaction in higher learning institutions. More specifically, the study sought to ; understand the intrinsic and extrinsic factors influencing job satisfaction to academic staff in higher learning institutions; to determine the status of academic staff organization commitment in relation to job satisfaction; and, the level of job satisfaction among the diversified academic staff in higher learning institutions. The study employed mixed research approach for which both qualitative and quantitative methods were used and used Mkwawa University College of Education (MUCE) found in Iringa region as a case study. The data were obtained through documentary review, questionnaires filled by 83 MUCE academic staff and 17 interviews with key informants. Obtained data were analyzed through statistical package for social sciences (SPSS), factual and logical interpretation. The study found that higher learning academic staff job satisfaction is influenced by both intrinsic and extrinsic factors. Academic staff are satisfied by intrinsic factors and less by the extrinsic factors such as working conditions, infrastructure, policies and remuneration, despite such weakness they are generally satisfied by the job and committed to the organization. Based on the findings of this study MUCE is recommended to work on staff incentives and improve the infrastructures in the College including Offices, lecture rooms and laboratories. Moreover, MUCE Management team needs to ensure positive industrial relation and quick feedback to staff queries.

LIST OF ABBREVIATIONS

MUCE	Mkwawa University College of Education
No.	Number
NUL	National University of Lesotho
SPSS	Statistical Package for Social Science
UDASA	University of Dar es Salaam Academic Staff Association

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employees are always an asset to any organization and organizations have increasingly recognized the potential for their people to be a source of competitive advantage. According to Ominde (1964) and Macgregor (2011), human resource is the backbone and the most important asset of an organization because it manipulates all other resources to function according to the plans of the organization in order to achieve organizational goals.

Job satisfaction among workers is a historically concrete phenomenon and can be traced as far as the industrial revolution period, which began in England in the 18th century and spread to other European countries and North America (Luthans, 1977). Literature defines job satisfaction of academic staff as a state of mind determined by the extent to which the individual perceives his/her job related needs being met (Evans, 1997).

Tanzania regard education as a key component of the Government's development agenda and higher learning institutions are given the responsibility to impart knowledge through teaching and/or training, research and consultancy to improve the quality of life (Buberwa, 2015). Academic staff in higher learning institutions play a prime role to fulfill their role. Since, they are the highest source of knowledge and awareness production and responsible to train the specialist manpower in different fields of life, a high quality academic staff is the cornerstone of successful educational system. Therefore, it is important to pay attention on job satisfaction of the teaching staff (Khalid and Irshad, 2012).

It is the function of the government then to provide all that are needed for higher learning institutions to perform to their best. The higher learning institutions should warrant being the focus of preserving efficient, effective and committed workforce to promote quality teaching and learning.

The government needs to ensure that the academic staff are satisfied by their job through motivational factors such as competitive remuneration and benefits while recognizing their achievements. This commitment not only boosts academics' morale, but also enhances

their functioning, an important factor in itself, for academic quality improvement (Moloantoa, 2015).

In Tanzania, teachers have experienced low and uneven salary payments, improper housing, inadequate teaching facilities, low status accorded to them and limited opportunities for professional development. A series of intentions for teachers strikes over the issue to pay arrears, increase salary and promotion existed in 2008, 2010 and 2012 (Mlinga, 2011). The situation is the same in higher learning institutions as Buberwa (2015) acknowledges that higher learning institutions have several motivational packages to enhance the performance but the practice is opposite leading to low morale in fulfilling the core activities of the institutions.

1.2 Statement of the Problem

Job satisfaction is what employees want from the job (Siyoi, 2015). Job satisfaction involves job security, recognition, advancement, good working conditions, and healthy relationship between employees with their supervisors and the management. They moreover want to be given responsibility, autonomy to demonstrate their skills and to be guided by clear policies. Job satisfaction once well managed and provided then better performance of academic staff is guaranteed. Literature suggests that academic staffs are satisfied by factors which include recognition, advancement, responsibility and achievement (Wu and Shot, 1996). Furthermore, it is also shown that remuneration; opportunities for promotion, work environment, organization policies, job security, respect and organization vision are the factors that satisfy the academic staff (Khalid and Irshad, 2012).

In the absence of job satisfaction, it is argued that organizations would face increasing number of resignations, changing profession, absenteeism from the job, poor productivity, employee's strikes, theft, misuse of organization resources, high turnover and frustrations among individuals (Nadinloyi *et.al*, 2013).

There are existing issues regarding academic staff job satisfaction in Tanzania. The 2016 University of Dodoma academic staff strike can be regarded as a sign of job dissatisfaction. It is moreover explained in the study done by Buberwa (2015) that low monthly salaries is

a major factor that dissatisfies academic staff and reduce performance of public universities in Tanzania. We have so many examples of academicians in Tanzania who quit the job for the sake of attaining high salaries, attaining governmental positions with influence to politics, academicians to quit the public to private institutions, to nomination and presidential appointment and other personal attributes that leads to job quitting. Amani and Komba (2016) explain the academic staff turnover as 30 academic staff left University of Dar es salaam and 8 left Mkwawa University and 34 left Dar es Salaam University College of Education (DUCE). Difficulties in hiring academic staff was experienced at MUCE after being granted permits by the President's Office to hire 78 academic staff and could only hire 27 due to in availability of qualified applicants especially in posts like professors, senior lecturers and lecturers (MUCE HRP, 2014/2015). Therefore, retaining academic staff employed in public higher learning institutions should be a cause for concern because such qualified staff are not readily available in the market. This can be done by making sure that efforts are taken to ensure the staff are relatively satisfied with their jobs.

Job satisfaction has frequently been studied both in primary and secondary education level. However, empirical evidence regarding job satisfaction of higher education teachers is scarce in the Tanzania. This is why this study raised the concern of job satisfaction of academic staff in public higher learning institutions.

1.3 Objectives of the Study

1.3.1 Main Objective

The aim of this study was to determine factors influencing academic staff job satisfaction in public higher learning institutions.

1.3.2 Specific Objectives

- i. To identify and describe the intrinsic factors influencing job satisfaction to academic staff
- ii. To identify and describe the extrinsic factors influencing job satisfaction to academic staff

- iii. To determine organization commitment level of academic staff in relation to job satisfaction.
- iv. To capture the difference in job satisfaction level among diversified academic staff

1.4 Research Questions

- i. What are the intrinsic factors that influence job satisfaction to academic staff?
- ii What are the extrinsic factors that influence job satisfaction to academic staff?
- iii What is the status of organization commitment among academic staff in relation to job satisfaction?
- iv How do academic staff differ in job satisfaction level in relation to their personal diversity?

1.5 Significance of the Study

This study was anticipated to sensitize human resource managers and policy makers on how to formulate favorable policies on motivational issues leading to job satisfaction of academic staff so as to improve academic performance and attract well-qualified academicians into the institutions. The study also remind the human recourse managers of the need for improvement in the use of human resources for its own benefit and for the benefit of organizations. This study moreover, focused to stimulate Higher Learning Institutions into ensuring their staff satisfaction since job satisfaction is evident to have a immense relationship with employees work performance and organizational productivity. Organizations are also reminded that It is also important to ensure that employees are not only attracted and retained, but also deliver quality services in core functions. This study will therefore add value of the academic staff in addressing the factors that cause job dissatisfaction in Higher Learning Institutions. This study will Moreover, pave a way for other researchers to conduct more studies on the subject matter.

1.6 Limitation of the study

The study was faced by the problem of accessibility of key informants since they had a lot of responsibilities, resulted to delay in the completion of the study since it was conducted

under the limited time. However, this was possible after repeated follow up pending serious intension to undertake the study as required.

1.7 Scope of the Study

The study was limited at Mkwawa University College of Education located in Iringa region Tanzania despite existence of similar problems in other universities. This study covered the intrinsic and extrinsic factors that influence job satisfaction, Staff organization commitment status and the level of job satisfaction in relation to academic staff diversity between the years 2012 and 2016. The study focused on Mkwawa University College of Education to make generalization in other public institutions found in different areas. The study excluded the administrative staff and therefore based on the Academic staff meaning Professors, Associate professors, Senior Lecturers, Lecturers, Assistant Lecturers and Tutorial Assistants.

1.8 Organization of the dissertation

This report is organized in six chapters. Chapter one introduces the study and why it was important for the study to be conducted despite other researches done before on the matter by focusing on the background information, statement of the problem, research objectives (general and specific), research questions and the significance of the study. Chapter two is based on literature reviews addressing the concept of job satisfaction and its importance, intrinsic and extrinsic factors of job satisfaction, theoretical and empirical review on job satisfaction and lastly the conceptual framework. Chapter three, centers on the methodology employed in achieving the objectives of the study. Specifically, the chapter covers research design, area of the study, population of the study, sample size and the sampling techniques, types of data and data collection techniques and finally the data analysis methods. Chapter four presents the findings, chapter five centers on the discussion of the findings and the last chapter presents the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of, literature review and conceptual framework. Literature review includes review on the concept of job satisfaction, intrinsic and extrinsic factors, organization commitment and the theories guiding employee's job satisfaction which are Maslow hierarchy of needs theory, Herzberg two-factor theory and Vroom Expectancy theory. Empirical literature review deals with different prior studies on academic staff job satisfaction. Conceptual framework explains the existing link between variables.

2.2 Job Satisfaction

This is the extent to which employees like their jobs, some employees enjoy their jobs and find it the vital part of their lives (Spector, 2007). It is therefore how people feel about their job if people are happy or like their job then it is satisfaction if they are not happy or dislike job then it is dissatisfaction. Employees who are satisfied go to work because they are happy and they enjoy the work but dissatisfied employees go to work only because it is the means of earning.

According to Armstrong (2014), job satisfaction refers to the attitudes and feelings staff have about their job. Constructive and favorable feelings towards the job results to job satisfaction therefore commitment. Destructive and unfavorable feelings towards the job indicate job dissatisfaction and therefore low commitment. There are several reasons why employees can be dissatisfied with their jobs , such reasons include high stress, lack of communication within the company, lack of recognition, or limited opportunity for growth. The existence of these factors entirely leads to poor performance in the organization.

The important prerequisites for job satisfaction are relatively higher salary, equitable payment system, available equal chances for promotion and advancement, thoughtful and cooperative management, a reasonable degree of health working relationship ,challenging tasks with enough autonomy to handle given responsibilities, control over work pace and

work methods. The degree of satisfaction obtained by individuals, however, depends largely upon their own needs and expectations, and the working environment.

2.2.1 Indicators of Job Satisfaction

i Low Turnover

Turnover can be one of the highest costs attributed to the HR department. Employees bonded with the organization have little reason to want to leave. If a person likes his or her job, there is less of a reason to quit as compared to when the person dislikes the job. Job satisfaction creates a better environment for quality and talented employees and therefore makes them typically much less likely to leave (Gregory, 2016).

ii Higher Productivity

Happiness in the workplace leads to much higher levels of productivity. It increases employee morale; therefore, employees are more willing to work harder to improve the company and its goals (Gregory, 2016). Irrespective of job title and pay grade, employees who report high job satisfaction tend to achieve higher productivity. When employees feel the company has their best interests at heart, they often support its mission and work hard to help achieve its objectives. Their performance determines the level of customer satisfaction and influences achievement of organizational goals (Al-hinai, 2013)

iii High Organizational Commitment

This is the bond between the worker and the organization. Employees who are satisfied will have high commitment with the organization and therefore be loyal to the organization, share its values, and identify with the goals of the organization (Mowday *et al*, 1982). Dissatisfied employees will be less attached to the organization and therefore take care of personal matters while at work, playing games, engaging in non-work related talk and spending time on social networks.

iv. Positive organization behavior

Job dissatisfaction leads to a lot of unpleasant behaviors in the organization including, tardiness, negligence, material mishandling, dishonesty and undue

socializing. Literature argues that these behaviors are indicators that employees do not like their work. When employees are dissatisfied by the work they respond negatively at the expense of the organization. It is not always easy to forecast exactly how they will respond since human beings are different in nature others may decide to quit while others may take working time to do personal things (Robbins 2001).

v. Reduced Absenteeism

When there is job satisfaction, absenteeism tends to be low; when satisfaction is low, absenteeism tends to be high, it is important to remember that while high job satisfaction will not necessarily result in low absenteeism, low job satisfaction is likely to bring about high absenteeism (Aziri, 2011). Employee absenteeism causes serious additional costs for companies, therefore managers are in permanent pursue of ways how to decrease and reduce it to its minimum. Probably, the best way reduce employee absenteeism would be through an increase in the level of employee satisfaction. The main idea behind this approach is that the higher the degree of job satisfaction is the lower employee absenteeism.

2.2.2 Factors Affecting Job Satisfaction

The level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with the work group and the degree to which individuals succeed or fail in their work. Purcell *et al* (2003) believe that discretionary behavior which helps the firm to be successful is most likely to happen when employees are well motivated and feel committed to the organization and when the job gives them high levels of satisfaction.

2.3 Intrinsic Factors for Job Satisfaction

These are the self-generated factors that influence people to behave in particular way or to move in a particular direction. These factors include responsibility (feeling that the work is important and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities

for advancement. These factors are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside (Armstrong, 2007).

Intrinsic factors, therefore, refer to behavior that is driven by internal rewards, that is a person's inner calling to perform a specific task. It is when one does something without expectation of any tangible return; something is performed for inherent satisfaction or pleasure (Brown, 2007). When doing something rewarding, interesting, and challenging, one is likely to come up with productive ideas and creative solutions. The factors that lie in the category of intrinsic factors include recognition, advancement, responsibility, achievement and work.

2.3.1 Recognition

Recognition refers to the approval or appreciation an employee wishes to obtain from the employer, other superiors and personalities in the organization, supervisors, peers, the society in common, or from the general public(Moloantoa,2015). People enjoy having their accomplishment recognized by others, which also increases internal motivation. This happens when a staff puts extra efforts and achieves the best. The value of such performance increases when it is recognized and appreciated by the supervisor (Burton, 2012). This is applied through letter of appreciation to the staff, acknowledgment in a meeting, a personal call or shake hands to express admiration to the employee.

This will motivate the particular staff and others will put more efforts to be recognized. The staff will be satisfied on his or her achievement and a catalyst for other staff. When the staff is recognized it gives the employee reassurance that they are doing what their managers are looking for and that they are paying attention to the work being done.

2.3.2 Advancement

This is referred to the opportunity to grow by developing abilities and careers (Armstrong, 2014). This is an intrinsic factor since it is job content. Advancement is made possible in the organization if facilities and opportunities for learning are provided. These must involve personal development planning processes as well as formal training. Organizations must prepare succession plan so as to prepare for advancement of the staff. More training

schedule must be in place to ensure there are equal chances for training to the staff. Moreover, the staff need to be given more tasks in order to advance themselves in the career and quick feedback to be given so as to show area of improvement.

2.3.3 Responsibility

This involves removing some controls while retaining accountability. The staff are given chances to exercise responsibility while given full accountability such individuals own work. This may entail giving a person a complete natural unit of work (module, division, area, and so on to handle and granting him or her additional authority to employees in their activity (Haines, 2012). The responsible staff is given job freedom decision-making responsibility. The staff is satisfied when there is delegation in the organization when he or she is given chances to work as a boss and direct others, use personal judgment and involved in decision making.

2.3.4 Achievement

The desire to get things done well and the ability to set and meet challenging goals, create own measures of excellence and constantly seek ways of improving performance (Armstrong, 2014). This involves introducing new and more difficult tasks not previously handled, assigning individuals specific or specialized tasks, enabling them to become experts. This involves giving people resources and support to ensure they achieve the set objectives. Develop talent management processes to provide people with opportunities to achieve.

2.3.5 Work itself

Work content is one of the intrinsic factors for job satisfaction. For the staff to be motivated by work content he or she must have a regular work load and systematic job design (Macey et al, 2009). The work must align with the qualifications of the staff; the work should be challenging so as the staff will not be bored in fulfilling his or her objectives. However too complex and too much challenging duties discourage the staff since he or she does not achieve the set objectives. Job rotation is another motivator it gives the room for the staff to be competent in different work spheres. A meaningful work will need to provide people

with the means to achieve their goals. It involves giving a reasonable degree of autonomy, and scope for the use of skills and competences. In this study the intrinsic factors which were covered were recognition, advancement, responsibility, achievement and work.

2.4 Extrinsic Factors for Job Satisfaction

This is what is done to or for people to be motivated . This includes rewards, such as increased pay, praise, or promotion, and punishments, such as disciplinary action, withholding pay, or criticism. Extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last longer (Armstrong, 2006).

Extrinsic factors involve engaging in a behavior in order to earn external rewards or avoid punishments. Productivity can be increased by using extrinsic rewards such as bonuses. Extrinsic motivation refers to our tendency to perform activities for known external rewards, whether they be tangible such as money (Brown, 2007). Example of extrinsic factors include the organizational policies, administration, salary, status, job security, working conditions, personal life, and interpersonal relations

2.4.1 Remuneration

This means financial motivators, it can be in form of salary, bonus, allowances means that the employer spending money to motivate the staff. Financial rewards are short-term motivators to employees and are forgotten about later in the employee's careers. This method may not take long for management, but it also does not have as long as a lasting effect on employees. Money seems to provide the carrot that most people want. People will be much more motivated by money than others. (Armstrong, 2014).

2.4.2 Job Security

This is another motivator that can be used in the workplace. This security is used in all senses. Employees want to feel that their job is secure and will be there in years to come. This allows them to freely work and have not to worry about what will happen if they lose their job. It motivates the employees to work their hardest because they are sure their work is benefiting the company. Security is also used in the physical sense. Employees do not want to feel as if they are in danger while they are at work (Burton, 2012). This is

explained in Maslow's hierarchy of needs as a necessary motivator and it can be in form of a formal employment contract and safety policies in place.

2.4.3 Promotion

Promotion means growth and rise up the professional ladder. It involves one moving from a lower post to a higher post. Promotion is done on merit, after better achievement in the specific period. This satisfies employees when it is done in accordance to the set criteria without favoritism and timely. Promotion is an indicator to recognition after better performance. Employees are satisfied by promotion because it involves increase in salary, responsibility and is regarded as a sign of recognition (Mustapha and Zakaria, 2013).

2.4.4 Organization Policies

This means the policies that guide the organization undertakings; these include promotion policies, incentive policies, training policies, recruitment policies. The organization management and policy makers have the task to formulate and put in place favorable policies for employees to achieve the set objectives. Organization policies must be well communicated to all the staff and feedback in case of amendment communicated to the users. Managers have to ensure that the practices in the organization are done in accordance to the policies to avoid double standards.

2.4.5 Relationship

This refers to healthy industrial relations which imply good and positive relations between the employees and employers (Okumbe, 1993). The good relationship help run an industry effectively and successfully. This enables growth in productivity since there is team work, easy communication of the objectives and feedback. The positive link between the subordinate and the supervisor also lead to a peaceful organization free of strikes since all the rising complaints are resolved amicably. The staffs are motivated by a peaceful organization where flow of tasks is clear and well communicated.

2.4.6 Working conditions

These arise from values that the company views as important to its mission, such as ensuring a manageable workload, and promoting two-way communication through open office spaces and regular team meetings. Workers are also entitled to a safe, hazard-free environment (Raziq, 2014). Favorable working conditions satisfy the employees; this involves availability of resources such as offices and computers, the staff need to have all the necessary resources required to perform his or her tasks. The staff should be able to get assistance from the organization where he or she works. In this study extrinsic factors studied were remuneration, job security, relationship, work environment, promotion and organizational policies.

2.5 Organization Commitment

As defined by Porter *et al* (1974), commitment refers to attachment and loyalty. It is the relative strength of the individual's identification with, and involvement in, a particular organization. Committed employees are the ones who stay with the organization through thick and thin, attends work regularly puts in a full day and maybe more protects company assets, shares company goals and so on. Viewed from an organizational perspective, having a committed workforce would clearly appear to be an advantage (Meyer and Allen, 1977). Therefore, commitment reflects loyalty and willingness to work forward organizational objectives.

Allen and Meyer (1990) identified three distinct components of organization commitment which are affective commitment, meaning the employee's emotional attachment to, identification with, involvement in, and enjoyment of membership of the organization. Continuance commitment which is based on the cost associated with leaving and benefit associated with continued participation, while normative commitment is related to the employee's feelings of obligation to remain with organization.

2.5.1 Organizational Commitment and Job Satisfaction

The major factor that influences organization commitment is job satisfaction. The term job satisfaction refers 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). When an employee is satisfied, he or she can easily be committed to the organization unlike when she or he is not satisfied. Employees are satisfied when their expectations become reality; this is when they experience a positive working environment, good working condition, proper compensation management, promotion opportunity, recognition, autonomous, job security, good relationship with manager and co-workers (Saha, 2016). The following are the factors leading to organizational commitment:

i Business strategy

It is explained that supportive business strategies are important factors that affect organization commitment. Clear and well communicated mission and vision of the organization, the objectives and, top management value commitment and effective voice for HR in strategy making and governance. The best business strategy communicates the values and aims of management and the achievements of the organization, so that employees are more likely to identify with it as one they are proud to work. To align business strategy with the mission and vision, the organization must establish performance management processes that provide for the alignment of organizational and individual objectives (Armstrong, 2009).

ii. Organization policies

The organization policies should be based on making staff employment stable, The policies should insist on investment in training and development of their staff, by having and contingent compensation that reinforces cooperation, participation and contribution. The policies in question are the employment policies such as nature of the employment and official contracts provided to the staff to make sure there is job security for the staff. The policies must demonstrate to employees that management is committed to them by recognizing their contribution as stakeholders and by striving to maximize job security; Training policies should be put in place and well communicated, staff being sent for training should be selected in accordance to the training plan to avoid double standards and therefore create a positive psychological contract by treating people as stakeholders, relying on consensus and cooperation

rather than control and coercion and focusing on the provision of opportunities for learning, development and career progression. Recruitment policies should be based on high standards so that the hired staff will possess competencies that lead to reaching the organization goals. The policies must help to increase employee identification with the organization through rewards related to organizational performance (profit sharing or gain sharing) or employee share ownership schemes.

iii. Industrial relation

This is the positive relationship of the employees in the organization. Top level management and managers are the responsible persons for maintaining and monitoring industrial relation. Favorable organizational climate can achieve job satisfaction and organizational commitment. It involves good relationship among workers, between subordinates and supervisor and between employees and employer in general. Proper relationship lead to health communication where as this enables flow of information during giving assignments and providing feedback. Communication enables employees' involvement and the feeling of being part of the organization. There must be proper work design in the organization where the staff will find the work challenging but interesting. Good industrial relation leads to team work, whereas the employees can share ideas and cooperation to ensure the organization goals are reached ensuring climate of cooperation and trust. To ensure positive industrial relation the organization must develop a climate of trust by creating the management team that is loyal to employees and therefore, treats them fairly, justly and consistently, keeps its word and shows willingness to listen to the comments and suggestions made by employees during processes decision making. The overall aim of the positive industrial relation is establish and maintain a working environment that makes the organization an employer of choice because it is a great place to work (McLeod, 2016)

2.6 Theories of Job Satisfaction

2.6.1 Maslow's Hierarchy of Needs

Maslow (1954) suggested that there are five major need categories which apply to people in general. Maslow has categorized the needs in order of priority. When one need is satisfied then the other becomes the motivator. All the needs are interdependent. It is not necessary that only one need is satisfied at one time. Armstrong (2007) is of the opinion that a person tries to achieve first category first and then moves on to the next and so on.

Figure 2.1 Maslow Hierarchy of Needs Pyramid



Physiological Needs

These needs are most essential for the survival and maintenance of body. These include food, clothing, drinking, shelter, rest, exercise, etc. A man will try to satisfy these needs first. Unless physiological needs are satisfied no other needs will motivate him.

Safety Needs

Once physiological needs are satisfied then safety needs take the precedence. These are the needs to be free from physical danger and the fear of loss of job, property, shelter, etc. One would like to be free from economic worries like loss of job, sickness, old age pension, etc. The physical safety against murder, accident, fire, etc. is also essential.

Social Needs

Since people are human beings, they need to belong, to be accepted by others. When social needs become dominant, human being will strike to have meaningful association with others. In an organization workers may form informal groups for exchange of ideas.

Esteem or Ego Needs

The needs are concerned with self-respect, self-confidence, feeling of being unique, recognition, etc. The satisfaction of these needs brings confidence, power, control and prestige. Some of the social problems have their roots in the un-fulfillment of these needs.

Self Fulfillment or Actualization Needs

Self-fulfillment is the highest need in Maslow's hierarchy. This refers to the needs which help an individual to develop his potentialities. He or she tries to do whatever he or she can and has a sort of self- development. A person tries to do whatever he or she is capable of doing. He or she tries to bring out something hidden in him or her (Venkatesh, 2016).

2.6.2 Herzberg's Motivation-Hygiene Theory

The satisfaction of some needs may not have positive effect on motivation but their non-satisfaction may act as a negative factor. Frederick Herzberg and his associates conducted a study of need satisfaction of 200 engineers and accountants employed by firms in and around Pittsburgh and concluded that there were two sets of conditions which are motivation and hygiene factors.

This theory is directly related to the study since it explains on the hygiene factors and motivation factors which are the key objectives of the study as in intrinsic factors (motivation factors) and extrinsic factors (hygiene factors) (Schwartz, 2006).

It is explained by literature that First type of conditions, are maintenance or hygiene factors, do not motivate employees by their presence but their absence dissatisfies them. Company policy and administration, technical supervision, inter- personal relations with supervisor, inter-personal relations with peers, inter-personal relations with subordinates, salary, job security, personal life, work relations with subordinates, status. These factors relate to conditions under which the job is performed.

The other conditions, called motivational factors are achievement, recognition, advancement; work itself, possibilities of personal growth, responsibility. Most of these factors relate to job contents and operate to build strong motivation and high job satisfaction, but their absence hardly proves strongly dissatisfying (Venkatesh, 2016).

2.6.3 Vroom's Expectancy Theory

This model is based on the belief that motivation is determined by the nature of the reward people expect to get as a result of their job performance. Because man is a rational human being he will try to maximize the perceived value of such rewards. Vroom is therefore suggesting that people need both ability and motivation to perform well and that if either ability or motivation is zero there will be no effective performance (Armstrong, 2009).

People will be highly motivated if they are made to believe that if they behave in a particular way, they will receive a certain type of outcome according to their personal preference. There are three variables in Vroom's model given in the form of an equation.

Motivation = Valence X Expectancy X Instrumentality

Whereas: Valence means the attraction (repulsion) of an outcome to the individual. Expectancy is referred to as the Effort-Performance Probability. It refers to the extent to which the person believes his efforts will lead to the first level outcome i.e., completion of the task. Instrumentality (Performance-Reward Probability) refers to the belief and

expectation of a person that his performance will lead to a particular desired reward (Venkatesh, 2016).

2.7 Empirical Studies on Job Satisfaction

The study on job satisfaction was done by Al-hanai (2013) with the purpose to explore the factors affecting teaching faculties' job satisfaction in higher learning education institutions in Sultanate of Oman. The researcher found that the staffs are motivated by tangible and intangible factors where he explained the tangible factors as remuneration aspects such as, pay, salary, benefits, research funds, family support and attending conferences whereas the intangible factors as all items related to management, students, colleagues, workload and the status of the job.

Moloantoa (2015) did the research on factors affecting job satisfaction of academic employees in the National University of Lesotho and concluded that key aspects which affect employee satisfaction at the NUL are related to factors such as salaries, benefits, allowances and working conditions. This shows that academic employees at the NUL are mostly affected by the extrinsic factors on job satisfaction and are therefore, not motivated to do their work. The study also revealed that a lack of top management skills affected the operation of the entire institution. Similarly, there is no cooperation among the entire staff and management thus the academic staff are not satisfied at all to work for NUL.

Osakwe (2014) researched factors affecting motivation and job Satisfaction of academic Staff of Universities in South-South Geopolitical Zone of Nigeria and found that such factors are good salary and conditions of service, prompt and regular promotion, recognition and feedback, increased job security/enrichment, professional development programmes, empowerment and authority, good working environment, challenging and varied work, participation in decision making, and research grants.

Moreover, academic staff motivation of Tanzania public higher learning institutions was studied by Buberwa (2015). The study found that low monthly salaries were the major factor that dissatisfied academic staff and reduced motivation for high performance at the University. The author concluded and recommended that motivational aspects like salary,

allowances, working conditions, recognition and career advancement once well managed and provided then better performance of academic staff is guaranteed.

2.8 Research Gap

Different studies have been done on different aspects relating to job satisfaction as explained. As far as the reviewed literature is concerned, there is limited focus on intrinsic and extrinsic factors that influence job satisfaction in newly established Tanzania higher learning institutions. Therefore, this study sought to fill the literature gap that exists on job satisfaction in constituent universities in public higher learning institutions as a result of intrinsic and extrinsic factors.

2.9 Conceptual Framework

Conceptual framework shown in figure one clarifies that job satisfaction is influenced by different reasons which are the independent variables such as, staff diversity, intrinsic and extrinsic factors. The three factors lead to satisfaction as in reduced turnover and absenteeism also increased productivity and loyalty in the organization.

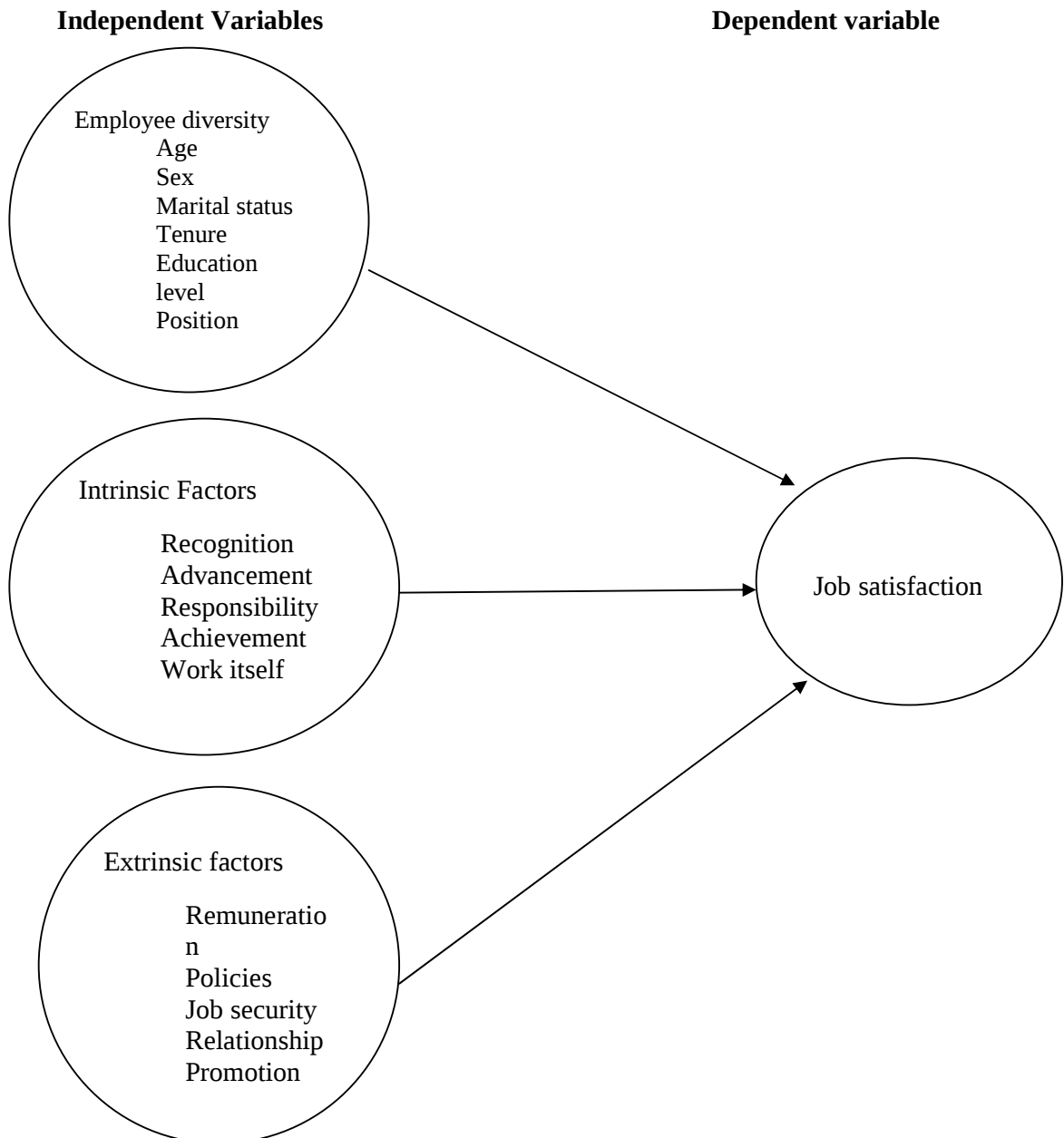
Employee diversity has an impact on how people are satisfied by the job (Shamel and Jalees, 2004). The factors determining employee diversify include age, sex, tenure, education level of the staff and the position one holds in the organization. Literature explain that such factors play role in job satisfaction, explained by Heltel (2014), age and tenure are directly related to job satisfaction as the older the employee the higher the satisfaction and this is due to increased responsibility, autonomy, higher pay and level of education. Young employees tend to have higher expectations and hence dissatisfied easily.

Intrinsic factors motivate the academic staff as they directly relate to the job which matters first in most academic staff as explained by Moloantoa (2015). Such aspects like recognition create an appreciation of the staff to the management, supervisor and the core worker which plays a great role in job satisfaction. A recognized staff will be given responsibilities which gives him/her a room to grow and exercise advancement as well as autonomy to carry his or her duties which all together lead to job satisfaction.

Extrinsic factors play a role in academic staff job satisfaction in such conditions as working conditions, relationship, pay, promotion and job security. Good work conditions such as a comfortable office, working hours and the healthy relationship with supervisor, co workers and the management at large motivates staff.

A motivated staff will have a chance to grow and hence promoted which will include added responsibility, high pay as well as advanced standard of living (Siyoi, 2015).

Figure 2.2: Conceptual Framework



2.10 Chapter Summary

This chapter has explained different theories that guide academic staff job satisfaction and these are Maslow Hierarchy of Needs, Herzberg Two Factors Theory and Vroom Expectancy Theory. Literature review was done in both dependent and independent variables. Different research works in relation to job satisfaction were studied. The reviewed empirical studies lead to discovery of the gap that exist on intrinsic and extrinsic factors of job satisfaction. Moreover, the relationship of the variables was done in the conceptual framework whereas personal diversity was explained to have an impact on job satisfaction as well as intrinsic and extrinsic factors for job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides details on how the study was conducted. Methodology describes in detail on how the research was conducted and what methods were used so as to achieve the research objectives (Burns and Burch, 1995). The researcher discusses on how the research was carried out. It covers the research design, area of study, population of study, sample size and sampling technique and tools/methods of data collection and data analysis. It is important to have a well-designed research methodology since it directly affects the degree of accuracy and usefulness of a research.

3.2 Research Design

According to Leedy and Ormrod (2010: 22), research design is a set of guidelines and instructions to be followed in addressing the research problem. Research design's main function is to allow the researcher to foresee appropriate research decisions, in order to maximize the eventual results' validity. However; the overall decision entails a specific design, strategies and methods of data collection, analysis and understanding. Therefore, a mixed-method approach both quantitative and qualitative approaches were employed, focusing on case study.

3.3 Area of the Study

The study was conducted at Mkwawa University College of Education, located in the Southern Highlands of Tanzania in Iringa Municipality. MUCE was established as a Constituent College of the University of Dar es Salaam (UDSM) on the 1st of September 2005 by upgrading the former Mkwawa High School, in response to the growing demand for teachers. MUCE consists of three Faculties i.e., Faculty of Education (FoED), Faculty of Humanities and Social Sciences (FoHSS) and the Faculty of Science (FoSC). It has the vision of becoming a centre of excellence in producing innovative and inspired teachers and leaders by providing integrated quality education and the mission to deliver quality teaching, research and public services in education geared at transforming society.

A decision to choose MUCE was based on the fact that the college is newly established and faced with the problem of job satisfaction specifically resulting to difficulties in retention and recruitment of the academic staff. Moreover, the small number of staff at MUCE guaranteed adequate representation of the required sample for the study and was of advantage to a researcher in saving time and costs during data collection. The selection of MUCE was also useful to make generalization in other young public higher learning institution.

3.4 Target Population

Population refers to the aggregate group of people or things on which the researcher makes generalization of the study (Polit & Beck, 2008). In this study, the targeted population was the academic staff, referring to Professors, Associate Professors, Senior Lecturers, Lecturers, Assistant Lecturers and Tutorial Assistants from Mkwawa University College of Education.

3.5 Sample and Sampling Procedures

3.5.1 Sample Size

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representatives of the characteristics found in the entire group (Orodho and Kombo, 2002). Sample size is finite part of statistical population whose properties are studied to gain information about the whole (Webster, 2005).

In this study, the sample unit were the academic staff in MUCE, where there were total of 184 Academic staff in 3 faculties comprised of 11 Departments. All the three faculties were sampled, Faculty of Education, Faculty of Science and Faculty of Humanities and Social Science. As shown in table 3.1, the departments from each faculty were also sampled and given equal chance to participate in the study by taking 50% of the members in each department as sample.

There existed employees from different cadres in the departments who were the professors, senior lecturers, lecturers, assistant lecturers and tutorial assistants. Respondents from each

cadre in the department were sampled by 50% for equal representation resulting to 83 respondents. Moreover, the study also enquired the opinions of available 17 key informants. These included the Principal, Deputy Principal Academics, Faculty Deans, Head of Departments and Trade union leader (UDASA) who was available during data collection period. Therefore, a total of 100 respondents were sampled.

3.5.2 Sampling Procedures

The study employed both probability and non-probability sampling. All Faculties and departments were used as sample. Respondents within the departments were selected under systematic technique before randomly picked for the study.

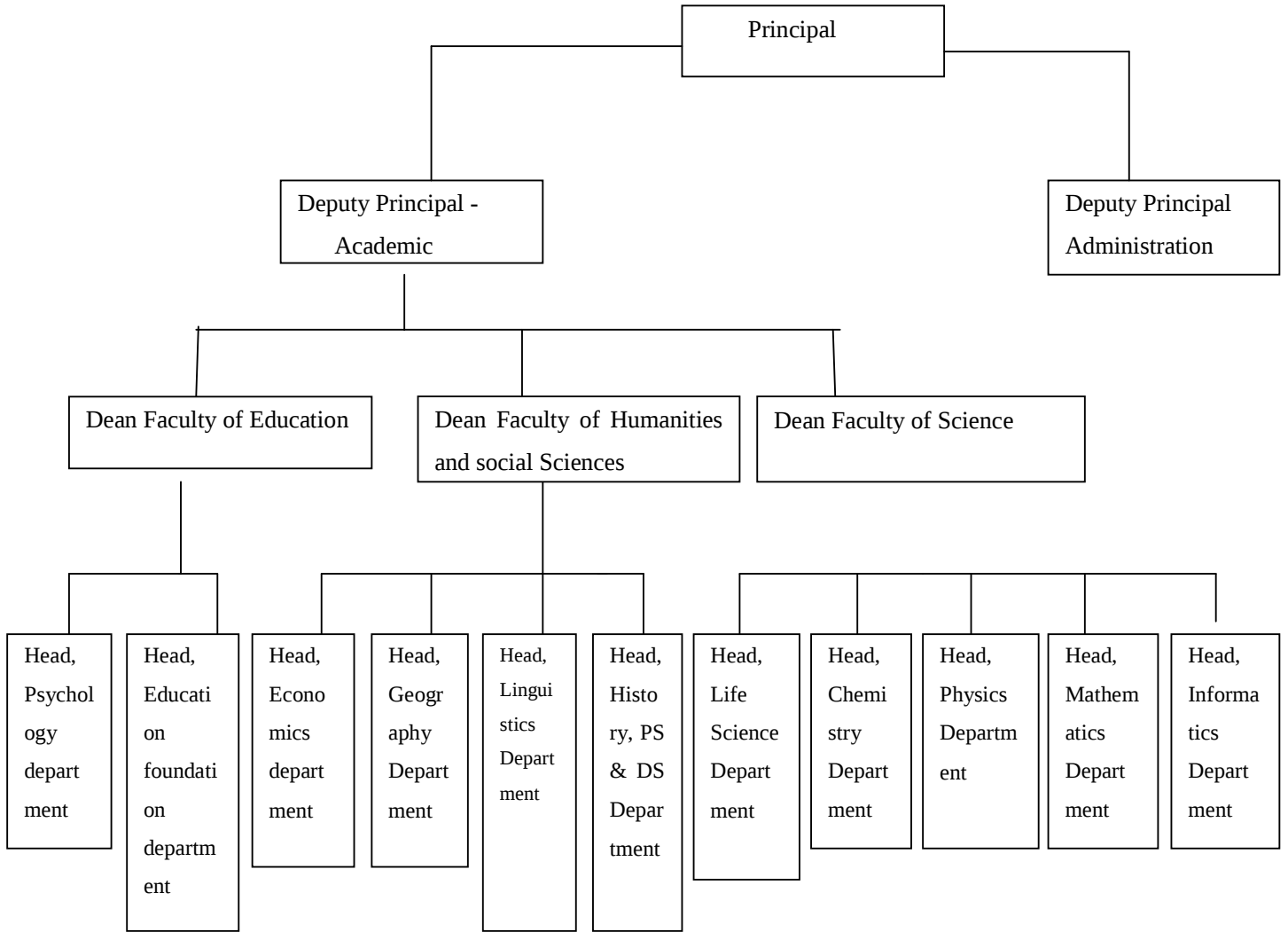
Respondents were sampled randomly using stratified random sampling method. Staffs from each department were grouped per cadre such as tutorial assistants, assistant lecturers and lecturers respectively. To obtain the sample, simple random sampling method was used whereby each staff from the stratum was assigned a number in front of his or her name. These numbers were put in the box and the researcher picked (50%) of the numbers from each cadre in the department making a total of 83 respondents who responded to the questionnaire. Moreover, the key respondents were purposively sampled.

Table 3.1 Summary of the randomly selected respondents

Faculty	Department	Position	Total NO	Sampled	Percentage (%)	
Education	Educational Psychology	Lecturer	4	2	50	
		Assistant lecturer	16	8	50	
		Tutorial Assistant	6	3	50	
	Educational Foundation and Management	Lecturer	4	2	50	
		Assistant Lecturer	14	7	50	
		Tutorial Assistant	4	2	50	
Science	Chemistry	Senior Lecturer	2	1	50	
		Lecturer	4	2	50	
		Assistant Lecturer	6	3	50	
		Tutorial Assistant	8	4	50	
	Physics	Lecturer	2	1	50	
		Assistant Lecturer	10	5	50	
		Tutorial Assistant	2	1	50	
	Mathematics	Lecturer	2	1	50	
		Assistant Lecturer	4	2	50	
		Tutorial Assistant	4	2	50	
	Informatics	Lecturer	2	1	50	
		Assistant Lecturer	4	2	50	
		Tutorial Assistant	2	1	50	
	Humanities and Social Science	Linguistics	Lecturer	2	1	50
			Assistant Lecturer	12	6	50
Tutorial Assistant			2	1	50	
Geography		Lecturer	4	2	50	
		Assistant Lecturer	8	4	50	
		Tutorial Assistant	2	1	50	
History, Political Science ,Development Studies		Lecturer	2	1	50	
		Assistant Lecturer	14	7	50	
		Tutorial Assistant	4	2	50	
Economics		Lecturer	4	2	50	
		Assistant Lecturer	10	5	50	
		Tutorial Assistant	2	1	50	
TOTAL			167	83		

Source: Researcher's field data, 2017

Figure 3.1 Academic staff Management Team(purposively selected respondents)



Source: Researcher constructs.

3.6 Data Collection Methods

Both primary and secondary data collection methods were used where both qualitative and quantitative data were collected. Primary data were collected using interview and structured questionnaire while secondary data were collected through documentary review.

3.6.1 In-depth Interview

The interview was conducted to get information from key respondents namely Principal, Deputy Principal Academic, Deputy Principal Administration, Deans of the faculties, heads of departments and Leader of the University of Dar es Salaam academic staff association (UDASA). The interview was used to enable face-to-face meeting in which the interviewer asked the interviewee questions and recorded the responses. The key informants were interviewed for the sake of obtaining managerial information about the level of employee's commitment, intrinsic and extrinsic factors that lead to job satisfaction and dissatisfaction, existing challenges on job satisfaction and how the institutional practices and policies affect academic staff job satisfaction.

3.6.2 Questionnaire

Structured questionnaires were used as a technique of data collection from respondents to generate information needed in the study. The questionnaires were given to the academic staffs who are non management team members. This aimed to obtain information on how intrinsic and extrinsic factors influence job satisfaction among the academic staff in relation to their diversity. Information on the status of organization commitment was also obtained through questionnaire.

3.6.3 Documentary Review

Documentary review was also employed to obtain secondary data. It involved going through various materials available at MUCE on job satisfaction. The reviewed materials included academic staff appraisal forms, students' evaluation forms for course instructors, staff establishment, incentive and promotion policies which provided relevant information on the subject matter.

3.7 Measurement of Variables

3.7.1 Dependent Variables

3.7.1.1 Job satisfaction

The academic staffs were asked regarding job satisfaction and their responses measured through 5 points Likert scale very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied to very dissatisfied. The respondents were asked to rank how generally they were satisfied by their job and the results were calculated by percentage.

3.7.2 Independent Variables

3.7.2.1 Employees diversity

The employees diversity measured in the study included gender, age, education level, marital status, monthly salary, occupation and tenure and were measured as follows, Gender as male or female, Age was measured in years, Education level as in Bachelor's Degree, Master's Degree and PhD, Marital status as married, single, widowed or divorced, Occupation as tutorial assistant, assistant lecturer, lecturer, senior lecturer, associate professor and professor, Tenure was measured in years of service within the institution, monthly salary was measured by salary scales.

3.7.2.2 Intrinsic factors

The respondents were asked to rank the level of satisfaction on issues such as recognition, advancement, responsibility and achievement. The measurement on their level responses were in 5 points Likert scale as very satisfied, satisfied, neutral (neither satisfied nor dissatisfied) dissatisfied to very dissatisfied. The responses were then analyzed in percentage to determine the findings.

3.7.2.3 Extrinsic factors

The respondents were asked questions regarding extrinsic factors for job satisfaction based on factors such as policies, job security, relationship between co worker and supervisors and working condition which were measured through a 5-points Likert scale, very satisfied,

satisfied, neutral (neither satisfied nor dissatisfied) dissatisfied to very dissatisfied. The staff responses were then calculated in percentage.

3.7.2.4 Organization Commitment

The level of Organizational commitment among the academic staff was measured in percentage after the respondents replied to questions through likert scale of agreement, where the responses were to be either strongly agree, agree, disagree or strongly disagree. Respondents were asked about their level of commitment to their employment at MUCE.

3.8 Data Analysis Method

This study employed both qualitative and quantitative data analysis methods.

All quantitative data were analyzed by using Statistical Package for Social Science SPSS version 20 computer software. Descriptive analysis was used to analyze demographic Information of the respondent such as age, sex, marital status, education level, salary, tenure and position. Intrinsic and extrinsic factors for job satisfaction, job satisfaction level and organization commitment were also analyzed using this method. The results were obtained and presented in percentage form.

i. Reliability

The measurement of internal consistence of the data was done using Cronbach's alpha coefficient. Where values greater than 0.5 were regarded consistent, since the more the data get close to 1 the more the consistence. In this case the consistency was realized since all values were 0.7 and above as indicated in table 3.2.

Table 3.2 Consistency Analysis

Variables	No of Items	Cronbach's Alpha
Intrinsic factors	10	.753
Extrinsic factors	10	.771
Overall	20	.853

Source: Researcher's field data, 2017

All qualitative responses were analyzed using content analysis by highlighting points from key respondents. This is a qualitative data reduction and sense making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings (Zhang and Wildemuth, 2017). Key respondents were asked to offer their opinion about the challenges, policies, incentives and general employee satisfaction.

3.9 Ethical Consideration

Ethical consideration is part of a research work, and cannot be avoided (Bryman, 2004). The major aspects to consider ensuring adherence to ethical rules include; voluntary participation, the right to privacy, Freedom and Anonymity and Confidentiality (Bless and Smith 2000). Observation of research ethics helps to protect the rights of the research participants, develop a sense of trust with them, and promote the integrity of research (Israel & Hay, 2006). According to Creswell, (2009) and (Kombo and Tromp 2006), It is mandatory that research participants get informed before they are approached for data collection. To comply with this, the respondents were informed before data collection through consent letter from the Mkwawa University College Management which contained important information about this particular research, and the importance of their participation in the study.

The aim was to seek their consent, ensure voluntary participation and provision of information, as well as giving them free room to withdraw from the research participation any time they wished to. Further observation was on anonymity and confidentiality: In this study, the names of the respondents in the entire study were kept anonymous so as to reduce the possibility of the participants being recognized.

3.10 Chapter Summary

The study employed both quantitative and qualitative approaches. Both primary and secondary data were collected using questionnaire, interview and documentary review. The study was done at Mkwawa University College of Education in Iringa Tanzania and the targeted population were the academic staff from MUCE.

The total of 100 respondents were sampled using random and purposive sampling techniques. Quantitative data were analyzed through descriptive statistics presented in percentage and qualitative data were analyzed using content analysis. Measurement of independent and dependent variables were discussed. The study observed confidentiality, privacy, freedom of the respondents for ethical consideration.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the research objectives which is mainly to study the factors influencing job satisfaction of the academic staff in public higher learning institutions. This chapter will therefore present the findings on intrinsic and extrinsic factors for job satisfaction, job satisfaction level according to staff dynamics as well as the status of organizational commitment among academic staff. This study had 100 respondents of whom 83 were presented through descriptive frequencies and 17 through logical explanations.

4.2 Respondents personal backgrounds

The first category in reaching the aim of the study was to study personal background of the respondents to be able to find out how such characteristics affect staff job satisfaction and organization commitment. The items discussed included respondents position, faculty to which they belong, age, sex, marital status, education level, monthly salary and years of service with MUCE, the details are as follows

4.2.1 Respondent's position

The respondent's position was presented as shown in table 4.1. Assistant lecturers constituted of 52 (62.6%) respondents, 16 (19.3%) were the tutorial assistants, 14 (16.9%) lecturers and the least was 1(1.2%) Senior Lecturer. Since the sampling criteria was based on random technique this implies that the number of staff is low in senior posts than lower posts. This is supported by literature explaining that in all categories of universities in Kenya, there were very few faculty staff at senior lecturer or professor levels; the bulk of staff were at lecturer and lower levels (Ominde, 1964).

Table 4.1 Position of Respondents

Title	Frequency	Percent
Tutorial Assistant	16	19.3
Assistant lecturer	52	62.7
Lecturer	14	16.9
Senior Lecturer	1	1.2

Source: Researcher's field data analysis, 2017

4.2.2 Respondent's Faculty

There are three faculties at MUCE as presented in table 4.2. Most of the respondents 34(41%) belong to the Faculty of Humanities and Social Sciences, 25(30.1%) were from Faculty of Education and the least were 24(28.9%) represented from Faculty of Science. This shows that majority of the respondents are from the Faculty of Humanities and Social Science.

Table 4.2 Faculty Respondents

Faculty name	Frequency	Percent
Faculty of Science	24	28.9
Faculty of Education	25	30.1
Faculty of Humanities and Social Science	34	41.0
Total	83	100.0

Source: Researcher's field data analysis, 2017

4.2.3 Age of the Respondent

A total of 100% respondents are presented in table 4.3. Most of the respondents 45 (54.2%) belong to the 25-34 age group, 28(33.7%) to 35-44 years, 9(10.8%) to 45-54 years and 1(1.2%) to 55 years and above. This shows that the middle aged group has more employees in MUCE compared to older employees.

Table 4.3 Age of Respondents

Age (Years)	Frequency	Percent
25 -34	45	54.2
35 - 44	28	33.7
45 - 54	9	10.8
55 and above	1	1.2
Total	83	100.0

Source: Researcher's field data analysis, 2017

4.2.4 Sex of the Respondents

Table 4.4 presents the sex of the respondents where 48(57.8%) were male and 35(42.2%) female respondents. The results suggest that male staff are more than female staff at MUCE.

Table 4.4 Sex of Respondents

Sex	Frequency	Percent
Male	48	57.8
Female	35	42.2
Total	83	100.0

Source: Researcher's field data analysis, 2017

4.2.5 Marital Status

Marital status of the respondents is presented in table 4.5 where married respondents were 54(65.1%) and single respondents were 29(34.9%). This implies that there are more married staff than single at MUCE.

Table 4.5 Marital Status of Respondents

Status	Frequency	Percent
Single	29	34.9
Married	54	65.1
Total	83	100.0

Source: Researcher's field data analysis, 2017

4.2.6 Education level

Table 4.6 presents the findings of respondent's education level of whom 50 (60.2%) of the respondents had Master's degree, 13(15.7%) had Bachelors degree and 20(24.1%) were

PhD holders. These findings imply that there are more staff with Master's degree compared to PhD.

Table 4.6 Education level of Respondents

Education level	Frequency	Percent
Bachelor degree	13	15.7
Masters degree	50	60.2
PhD	20	24.1
Total	83	100.0

Source: Researcher's field data analysis, 2017

4.2.7 Monthly Salary of the Respondents

The respondents' monthly salary is explained in table 4.7 where 52(62.7%) of the respondents earned salary in Tshs 2,545,000 – 3,265,000, 17(20.5%) respondents earn Tshs 3,609,000 – 4,449,000 and 14(16.9%) earned Tshs 1,672,000 – 2,266,000, this entail that most of academic staff at MUCE earn Tshs 2,545,000 – 3,265,000 than other salary scales.

Table 4.7 Monthly Salary of Respondents

Salary scale (Tshs)	Frequency	Percent
1,672,000 – 2,266,000	14	16.9
2,545,000 – 3,265,000	52	62.7
3,609,000 – 4,449,000	17	20.5
Total	83	100.0

Source: Researcher's field data analysis, 2017

4.2.8 Tenure of the respondents

The number of years the respondents have worked with Mkwawa University College of Education are shown in table 4.8 where 41(49.4%) of the respondents had worked for 6-10 years, 33(39.8%) had worked for 0-5 years, 9(10.8%) had worked for 11years and above, this implies that most staff at MUCE have worked for 6 to 10 years.

Table 4.8 Tenure of Respondents

Years of experience	Frequency	Percent
0 - 5	33	39.8
6 - 10	41	49.4
11 and above	9	10.8
Total	83	100.0

Source: Researcher's field data analysis, 2017

4.3 Level of Job Satisfaction

Level of job satisfaction among academic staff in MUCE was measured whereas 50(60.2%) respondents were satisfied, 22(26.5%) were neither satisfied nor dissatisfied, 6(7.2%) were dissatisfied and 5(6%) were very satisfied. This implies that most of the academic staff at MUCE are satisfied and few are very dissatisfied with their job. The findings related to the study done by Moloantoa (2015) explaining that the staff of National University of Lesotho were satisfied despite existence of many factors that dissatisfied them. These findings were different from the study done on teachers job satisfaction explaining that majority of the teachers in public primary schools in Kayole Division were not satisfied with their job (Nyagaya, 2015).

4.4 Intrinsic factors influencing job satisfaction

This section provides intrinsic factors that influence job satisfaction. Table 4.9 presents the findings of intrinsic factors for job satisfaction analyzed in descriptive statistics. The intrinsic factors included in this section were responsibility, achievement, recognition, work content, advancement and autonomous.

Table 4.9 Intrinsic Factors for Job Satisfaction

Intrinsic factors	Very satisfied %	Satisfied %	Neither satisfied nor dissatisfied %	Dissatisfied %	Very Dissatisfied %
Freedom to exercise responsibilities	19.3	63.9	7.2	3.6	6.0
Chance to be creative and use abilities	19.3	63.9	8.4	1.2	7.2
Work content	20.5	60.2	10.8	7.2	1.2
Opportunities for training and advancement	32.5	30.1	18.1	19.3	
Freedom to use personal judgment	16.9	66.3	13.3	3.6	
Praise for doing good job	2.4	36.1	21.7	33.7	6.0
Chances to direct others	6.0	56.6	25.3	12.0	
Feelings of accomplishment	2.4	65.1	24.1	8.4	
Chances to get ahead after achievements	7.2	66.3	15.7	9.6	1.2
Relation between job, skills and experience	34.9	57.8	6.0		1.2

Source: Researcher's field data analysis, 2017

It was found that 53(63.9%) of the respondents were satisfied by the freedom to exercise their responsibilities, 16(19.3%) were very satisfied while (5)6% were very dissatisfied and 3(3.6%) were dissatisfied. Moreover 53(63%) of the respondents were satisfied by the chances they had to be creative and use their abilities to perform their duties, 16(19.3%) were very satisfied unlike 6(7.2%) respondents who were very dissatisfied. The work itself was satisfactory to 50(60.2%) satisfactory to the respondents where 1(1.2%) were very dissatisfied by the work. Job satisfaction factor of getting praise after doing a good job had different findings where by 30(36.1%) were satisfied and 28(33.7) dissatisfied where 2(2.4%) were very satisfied while 5(6%) were very dissatisfied and 18(21.7%) neither satisfied nor dissatisfied. Moreover 55(66.3%) of the respondents were satisfied by the chances they have to go ahead in their carrier while 1(1.2%) were very dissatisfied. Moreover, 48 (57.8%) of the respondents were satisfied on how their job matches with skills and experience where 1(1.2%) was very dissatisfied, 29(34.9%) were very satisfied and 5(6%) were neither satisfied nor dissatisfied.

Regarding qualitative interviews, it was found that staff were satisfied by the work load as explained by one head of the department that,

“We have a satisfactory work load enabling us to timely achieve all the set objectives regarding our core duties which are teaching, research and consultancy.”

Staff were satisfied on how their job matches with the skills and education. This was explained by one of the college top leaders that,

“We make sure the staff teaches the subject he/she has academic background with and capability”.

Regarding chances to direct others, MUCE academic staff are satisfied as explained by one of the head of the department.

“Taking me as an example I am the assistant lecturer but I am also the head of the department. It gives me a chance to direct others and as well grow in the leadership arena. This has motivated me a lot and am very grateful to the management for this chance”.

Moreover, another head of the department explained that,

Being the leader and part being a teacher, is an opportunity for me to exercise my judgment in solving the matters of concern brought to my office. Regarding this position, I have decided to register in the online program on management studies.

There are also opportunities for staff to be creative and use their abilities. One of the interviewed head of department had the following to say about this,

“I initiated department seminars and tea break so as to be meeting regularly, to generate team work and be able to exchange constructive ideas in the department”

4.5 Extrinsic Factors Influencing Job Satisfaction

This section provides extrinsic factors which job satisfaction. Table 4.10 presents the findings on extrinsic factors for job satisfaction analyzed in descriptive statistics. The

extrinsic factors considered were salary, working condition, job security, promotion, organization policies and relationship.

Table 4.10 Extrinsic Factors for Job Satisfaction

Variable	Very satisfied %	Satisfied %	Neither satisfied nor dissatisfied %	Dissatisfied %	Very dissatisfied %
Supervisor	14.5	3.6	18.1	56.6	7.2
Organization policies	4.8	6	14.5	73.5	1.2
Pay in relation to education and work	9.6	8.4	18.1	49.4	14.5
Chance for promotion	7.2	20.5	22.9	39.8	9.6
Team work	6.0	30.1	22.9	32.5	8.4
Working condition	4.8	13.3	34.9	47.0	
relationship with others	25.3	66.3	7.2	1.2	
Job security	30.1	60.2	7.2	2.4	
Availability of resources	1.2	32.5	36.1	26.5	3.6
Office and accommodation	2.4	4.9	12.0	62.7	18.0

Source: Researcher's field data analysis, 2017

The findings on academic staff rate their supervisors regarding job satisfaction show that 47(56.6%) were dissatisfied, 3(3.6%) satisfied, 6(7.2%) Very dissatisfied, 15(18.1%) were neither satisfied nor dissatisfied and 12(14.5%) were very satisfied. Regarding organization policies 61(73.5%) were dissatisfied, 12(14.5%) were neither satisfied nor dissatisfied, 5(6%) were satisfied, 4(4.8%) were very satisfied and 1(1.2%) was very dissatisfied. However, the respondents were asked if there was a relation between pay, education level and the work they performed, 41(49.4%) were dissatisfied, 15(18.1%) were neither satisfied nor dissatisfied, 12(14.5%) were very dissatisfied and 7(8.4%) were satisfied. Respondents were also asked on chances for promotion and 33(39.8%) were dissatisfied, 19(22.9%) were neither satisfied nor dissatisfied, 17(20.5%) were satisfied, 8(9.6%) were very dissatisfied and 6(7.2%) were very satisfied. It was found that 27(32.5%) of the respondents were dissatisfied by their perception on team work at MUCE, 25(30.1%) were dissatisfied, 19(22.9%) were neither satisfied nor dissatisfied, 7(8.4%) were very dissatisfied and 5(6%) were very satisfied. Regarding working conditions 39 (47%) of the respondents were dissatisfied, 29(34.9%) were neither satisfied nor dissatisfied, 11(13.3%) were satisfied and 4(4.8%) were very dissatisfied. The relationship among the workers was

satisfactory by 55(66.3%) of the respondents where 1(1.2%) was dissatisfied. The respondents who were satisfied by job security were 50(60.2%) where 2(2.4%) were dissatisfied, 25(30.1%) were very satisfied, 6(7.2%) were neither satisfied nor dissatisfied. The respondents were asked to rate their satisfaction rate regarding availability of resources in performing their duties, 30(36.1%) of the staff were neither satisfied nor dissatisfied while 1(1.2%) was very satisfied, 27(32.5%) were satisfied, 22(26.5%) were dissatisfied and 3(3.6%) were very dissatisfied. Lastly, the respondents were asked on the availability of offices and accommodation 52(62.7%), 15(18%) were very dissatisfied, 10(12%) were neither satisfied nor dissatisfied, 4(4.9%) were satisfied and (2)2.4% were very satisfied.

The interviewed respondents regarding remuneration were dissatisfied by the delay in payment of allowances on which they were entitled to. One head of the department complained that:

“I have been the head of the department for the past two years, that makes me entitled to housing and responsibility allowances which were to be paid monthly but for all this period I have never received that payment. This is really discouraging me because I am performing this leadership role including my profession duties”.

Moreover, the respondents were not satisfied by the amount paid as a token for marking of extra booklets because they considered it to be meagre relative to the weight of the activity itself. One interviewed leader of UDASA had the following to say:

“I receive 500 Tshs per extra script as a marking allowance during university exams. This is a very small amount compared to the seriousness and risk carried with the job considering that this is the only allowance an academic staff is entitled to”.

Respondents were very dissatisfied with the infrastructures mainly offices. Some of the heads of the departments shared the office with their subordinates. I could see the problem where I found 5 lecturers sharing one office. This creates problems in doing consultations with students as one of core duties of the academic staff. Some of the interviewed department management staff were spot on about this:

"I am the head of the department but I do not have an office and this is the reason we had to move around and look for a place to conduct this interview. This is giving me a lot of problem during consultation since it is not proper to do it in front of some staff in case of consulting a student or a fellow staff"

Moreover, another interviewed head of the department explained the similar dissatisfaction regarding infrastructures.

"My department does a lot of activities in the laboratories and we face great challenges because the laboratories are few and therefore accommodate small number of students leading to splitting the classes thus create more classes and extra load to the facilitator".

Regarding the availability of required resources to perform the duties, one head of the department had the following to say:

"I personally was not given a computer by the college, but I use my own for the college activities"

Another interviewed head of the department explained,

"I am the head of the department but as you see my office there is no printer, no scanner, no secretary or attendant to assist"

Organization policies such as promotion were unsatisfactory to the respondents due to the delays that prevail during promotion, one head of the department said:

"I graduated and fulfilled the prerequisites for promotion in April 2016, but until now I have not been promoted, and this is real demoralizing me. I am not sure if the problem is the College Policies or the link between the College and the Ministry but this is the situation and I complain to the college since this is where I am employed".

The issue of promotion was also discussed during the interview when one Faculty Dean said:

“There are policies on promotion where as one cannot be promoted until he or she is approved by the meetings. Well this is unfair since one will have to wait upon graduating till the sitting unlike before where we could submit the academic qualifications and get promotion”.

4.6 Organization Commitment Level in relation to job satisfaction among Academic Staff

This section provides the results regarding organizational commitment. Table 4.11 presents the findings of organization commitment status of the academic staff

Table 4.11 Organization Commitment in relation to job satisfaction among Academic Staff

Variable	Strongly agree %	Agree %	Neither agree nor disagree %	Disagree %	Strongly disagree %
Feeling to spend the rest of life in the job	9.6	51.8	27.7	6.0	4.8
Perception to leave the organization	1.2	18.1	49.4	21.7	9.6
Selection for the carrier	3.6	6.0	9.6	24.1	56.6
Change of the carrier	15.7	24.1	36.1	14.5	9.6
Extra efforts	6	14.5	10.8	54.2	14.5
Gain from organization	10.8	54.2	15.7	13.3	6
Pride to work with the organization	13.2	25.3	44.6	14.5	2.4
View on the organization	3.6	6	15.7	18.1	56.6
Spread good news about the organization	9.6	61.4	14.5	10.8	3.6
Loyalty to the organization	14.5	53.8	20.3	11.5	

Source: Researcher’s field data analysis, 2017

Organization commitment level among the academic staff was found as shown in table 4.17 above, where 43(51.8%) of the respondents agreed to spend the rest of their lives as academic staff, 23(27.7%) neither agreed nor disagreed, 8(9.6)% strongly agreed, 5(6%)

disagreed and 4(4.8%) strongly disagreed. The respondents were asked if they would work at MUCE for the rest of their lives, 41(49.4%) of the respondents neither agreed nor disagreed, 18(21.7%) disagreed to work at MUCE for the rest of their lives, 15(18.1%) agreed, 8(9.6%) strongly disagreed and 1(1.2%) strongly agreed. Respondents were also asked if they were happy choosing their job and 47(56.6%) of the respondents strongly disagreed, 20(24.1%) Disagreed, 8(9.6%) neither agreed nor disagreed, 5(6.0%) disagreed and 3(3.6%) strongly disagreed.

Moreover, respondents were asked if they could easily change their career if they find an alternative and 30(36.1%) of the respondents neither agreed nor disagreed, 20(24.1%) Disagreed, 13(15.7%) strongly agreed, 12(14.5%) disagreed and 8(9.6%) strongly disagreed. Respondents were asked if they were happy to make extra efforts for the good of the organization and 5(6%) strongly agreed 12(14.5%) agreed, 9(10.8%) neither agreed nor disagreed, 45(54.2%) disagreed and 12(14.5%) strongly disagreed. Respondents were asked if they gained a lot from the organization 9(10.8%) strongly agreed that they gain a lot from MUCE 45(54.2%) agreed, 13(15.7%) neither agreed nor disagreed 11(13.3%) disagreed and 5(6%) strongly disagreed that they had a lot of gain by working with MUCE. It was also found that 3(3.6%) of the respondents strongly agreed that MUCE was the worst organization they ever worked for, 5(6%) agreed 13(15.7%) neither agreed nor disagreed, 15(18.1%) disagreed and 47(56.6%) strongly disagreed that MUCE was the worst organization they ever worked for. Respondents were asked if they could spread good news about MUCE, the responses were as follows, 8(9.6%) strongly agreed, 51(61.4%) agreed, 12(14.5%) neither agreed nor disagreed, 9(10.8%) disagreed and 3(3.6%) strongly disagreed. Moreover, the respondents were asked if they were loyal to the organization and 12(14.5%) strongly agreed, 45(53.8%) agreed 17(20.3%) neither agreed nor disagreed and 9(11.5%) disagreed.

The interviewed respondents agreed that they are loyal to Mkwawa University College of Education and the teaching carrier, as explained by one top management staff:

“I perform extra load at extra time; most of the time I come to the office at 6:30 and leave at around 7:00 what I receive can never be compared to the time and energy I

invest in this job. So, it's not about what I get, it's all about doing what I have passion for."

Regarding the selection of the carrier most of the interviewed respondents did neither regret to choose teaching career nor to work with MUCE as said by one Head of the Department

"I love this job, teaching has always been my favorite, I love serving people and being a leader in MUCE is real making me live my dream".

Regarding spending the rest of their career life at MUCE one interviewed Faculty Dean explained:

"Mkwawa is the perfect place for me, I like the weather in Iringa, the environment, transport, accessibility from home to the office and to the consultation areas which makes it easy for me to perform other publication and research activities"

One Head of the Department neither agreed nor disagreed to easily change the career if he finds an alternative and said the following regarding changing the career.

"I am not sure, if I can ignore an alternative to this career, I like being an academic staff but getting a chance to experience something different can also be fine"

Respondents were asked if they were proud to work with MUCE and one interviewed top leader said:

"Yes I am very proud to be part of MUCE and the practices here make me feel that I have a part to play in fulfilling the core factions of MUCE. As a leader I coordinate my people towards one goal which is to drive MUCE performance to the top".

Regarding general organization commitment of academic staff, one of the top leaders in the college explained.

"Our staff are real committed to work first of all at MUCE and then as academic staff, they cooperate well only to see MUCE move grow to an excellent academic center"

4.10 Difference in job satisfaction level among diversified academic staff

This section provides the findings of the investigation made by the researcher regarding how the diversified academic staff affect the level of job satisfaction in the organization.

Table 4.12 Job Satisfaction level in relation to diversified Academic Staff

Employee diversity		Job Satisfaction level			
		Very satisfied%	Satisfied%	Neither satisfied nor dissatisfied%	Dissatisfied%
Tenure (years)	0 - 5	6	66	18.2	9
	6 - 10	4.9	58.5	29.3	7.32
	11 and above	11.1	44.4	44.4	
Sex	Male	4.17	58.3	25	12.5
	Female	8.6	62.9	28.6	
Marital Status	Single		65.5	27.1	10.3
	Married	9.3	57.4	27.8	5.6
Education level	Bachelor degree	15.4	84.6		
	Master's degree	4	66	18	12
	PhD	5	30		65
Position	Tutorial Assistant	14.3	78.6	7.1	
	Assistant lecturer	3.9	69.2	15.4	11.5
	Lecturer	6.2	18.8		75
	Senior Lecturer			100	
Age (Years)	25 -34	4.4	62.2	26.6	6.7
	35 - 44	3.6	64.3	21.4	10.7
	45 - 54	22.2	44.4	33.3	
	55 and above			100	
Faculty	Faculty of Science	4.2	66.7	29.2	
	Faculty of Education	12	56	24	8
	Faculty of Humanities and Social Science	3.2	3.2	64.5	29.1
Monthly salary (Tsh)	1,672,000-2,266,000	14.3	78.6	7.1	
	2,545,000-3,265,000	3.8	69.2	15.4	11.5
	3,609,000-4,449,000	5.8	17.6	76.5	

Source: Researcher's Field data analysis,(2017)

Findings on difference in job satisfaction level in relation to academic staff diversity show that respondent's working experience in MUCE had different levels of satisfaction where as those who had worked for between 0 – 5 years responses were, 2(6%) were very

satisfied, 22(66%) were satisfied, 6(18.2%) were neither satisfied nor dissatisfied and 3(9%) were dissatisfied.

Those who worked between 6 – 10 years, 2 (4.9%) were very satisfied, 24 (58.5%) were satisfied, 12 (29.3%) were neither satisfied nor dissatisfied and 3 (7.32%) were dissatisfied. Job satisfaction in relation to tenure was also responded by the employees who worked at MUCE for 11 years and above where 1(11.1%) was very satisfied, 4(44.4%) were satisfied and 4(44.4%) were neither dissatisfied nor satisfied.

Staff were asked of their level of job satisfaction in relation to sex group they belong where 2(4.17%) male respondents were very satisfied by the job, 28(58.3%) were satisfied, 12 (25%) were neither satisfied nor dissatisfied and 6 (12.5%) were dissatisfied. Female respondents also ranked their job satisfaction level where 3(8.6%) were very satisfied, 22(62.9%) were satisfied, and 10(28.6%) were neither satisfied nor dissatisfied.

Regarding Marital status, 19(65.5%) of single respondents were satisfied, 7(27.1%) were neither satisfied nor dissatisfied, 3(10.3%) were dissatisfied. Married respondents also ranked their job satisfaction level where 5(9.3%) were very satisfied, 31(57.4%) were satisfied, 15(27.8%) were neither satisfied nor dissatisfied and 3(5.6%) were dissatisfied.

Respondents of different education level were asked on how satisfied they were by the job where by 2(15.4%) Bachelor Degree holders were very satisfied by the job and 11(84.6%) of the respondents with Bachelor Degree were satisfied. Respondents with Masters Degree findings were: 2(4%) were very satisfied, 33(66%) were satisfied, 9(18%) were neither satisfied nor dissatisfied and 6(12%) were dissatisfied. PhD holders also ranked their job satisfaction level where 1(5%) was very satisfied, 6(30%) were satisfied and 13(65%) were dissatisfied.

Furthermore, Respondents of different position were asked to rank their job satisfaction and found that 2(14.3%) tutorial assistants were very satisfied by the job, 11(78.6%) of the tutorial assistants were satisfied and 1(7.1%) was neither satisfied nor dissatisfied. Assistant lecturers were also involved and 2(3.9%) were very satisfied, 36(69.2%) were satisfied 8(15.4%) were neither satisfied nor dissatisfied and 6(11.5%) were dissatisfied. Lecturer's job satisfaction level was found, 1(6.2%) lecturer was very satisfied, 3(18.8%)

were satisfied and 12(75%) were dissatisfied. Senior lecturers were represented by 1(100%) who was dissatisfied by the job.

Regarding different age groups of the respondents in relation to job satisfaction level, the respondents under the age between 25 to 34 years, had the following job satisfaction level; 2(4.4%) were very satisfied, 28(62.2%) were satisfied 12(26.6%) were neither satisfied nor dissatisfied, 3(6.7%) were dissatisfied. The respondents with the age between, 35 – 44 years findings on job satisfaction were 1(3.6%) was very satisfied, 18(64.3%) were satisfied, 6(21.4%) were neither satisfied nor dissatisfied, 3(10.7%) were dissatisfied. Respondents from the age group 45 - 54 years responses were 2(22.2%) were very satisfied 4(44.4%) were dissatisfied and 3(33.3%) neither satisfied nor dissatisfied and Respondents with 55 years and above were 1(100%) dissatisfied by the job.

Respondents from three faculties at MUCE ranked their job satisfaction level where 1(4.2%) of the respondents from Faculty of Science was very satisfied, 16(66.7%) were satisfied and 7(29.2%) were neither satisfied nor dissatisfied. The findings of the respondents from Faculty of Education were 3(12%) were very satisfied, 14(56%) were satisfied, 6(24%) were neither satisfied nor dissatisfied and 2(8%) were dissatisfied, Moreover, the findings from Faculty of Humanities and Social Science respondents were 1(3.2%) were very satisfied, 1(3.2%) were satisfied, 20(64.5%) were neither dissatisfied nor satisfied and 9(29.1%) were dissatisfied.

The responses regarding job satisfaction was also ranked by the respondents with different salary scales were as 2(14.3%) of the respondents with salary between Tsh 1,672,000 to 2,266,000 were very satisfied by the job, 11(78.6%) of the same category were satisfied and 1(7.1%) was neither satisfied nor dissatisfied.

The responses of the respondents with salary between Tsh 2,545,000 to 3,265,000 were 2(3.8%) very satisfied, 36(69.2%) satisfied, 8(15.4%) neither satisfied nor dissatisfied and 6(11.5%) dissatisfied. Respondents with salary between Tshs 3,609,000 to 4,449,000 also ranked their job satisfaction level where 1(5.8%) was very satisfied, 3(17.6%) were satisfied and 13(76.5%) were neither satisfied nor dissatisfied.

4.11 Chapter Summary

In this chapter, findings of the research objectives were presented whereas it was found that MUCE academic staffs are satisfied by the intrinsic factors for job satisfaction but dissatisfied by extrinsic factors. It was also found that the academic staff are generally satisfied by their job and committed to the organization. It was found that Academic staff diversity resulted into difference in levels of Job satisfaction.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

Member of academic staff in higher learning institutions are key actors in realising the goals of the institutional core activities such as teaching, research and public services. This category of staff is basically responsible for teaching, research and offering public service/consultancy. These three core functions are the key for any higher learning institution that must thrive. Education is one of the key development areas in Tanzania that members of academic staff ought to be regarded as necessary resources. They need to be motivated to make sure they play their part in fulfilling the set objectives. Job satisfaction plays a great role in the human resource performance because when a staff is not satisfied by the job then there are chances for absenteeism, turnover, dishonesty which may guarantee poor performance. This study was conducted to generate more knowledge on academic staff job satisfaction. The findings of this study were discussed based on the objectives of the study.

5.2 Intrinsic factors that influence job satisfaction

The findings of the current study show that most of the factors that satisfy the academic staff at MUCE are in the category of intrinsic factors. However, there are also those who were not satisfied by those factors. Since this objective was based on identifying and describing the intrinsic factors that influence job satisfaction for academic staff, the researcher identified responsibility, recognition, advancement, achievement and work content as factors that influence job satisfaction for the academic staff at MUCE. Intrinsic factors are explained broadly by Herzberg who concluded that these are job satisfiers and they are related to job content. Herzberg labeled the satisfier motivators which are achievement, autonomous, recognition, advancement and work itself (Luthans, 2010).

5.2.1 Responsibility

This was found to be among the most predominant intrinsic factors for job satisfaction at MUCE. The study shows that employees were satisfied by being given certain

responsibilities to handle and execute. The management team including top management members, Faculty Deans and Heads of Departments at MUCE enjoyed the opportunity delegate their power to others. Moreover, these members of staff were satisfied when given a chance to be involved in the decision making in the organization as this created a sense of belonging. This implies that responsibility has a relationship with job satisfaction as employees seek to develop in their career when given responsibilities. Availability of such opportunities implies that not only management team members are satisfied by their job, but also the subordinates are encouraged to perform in order to get chances of being given further responsibilities in the organization.

5.2.2 Recognition

The respondents were satisfied by recognition factor of job satisfaction at MUCE. At MUCE a staff who emerges as the best overall worker is usually not only recognized in the staff group mail and meetings but also awarded. Members of staff on merit are appointed into leadership positions to encourage others to add more efforts in realizing organizational objectives. This implies that recognition has a relationship with job satisfaction since employees feel considered and valued by the organisational management, but the opposite to such practice will demoralize the employees.

5.2.3 Advancement

This was another intrinsic factor for MUCE staff job satisfaction where respondents were satisfied by the chances they had to advance in their career. These members of staff were well informed about the scholarship opportunities that were available. With this sustained communication, members of staff who wanted to advance his/or her career would apply and further for further studies. Members of academic staff were also informed of training policies and the criteria used for selection. Employees wish to see their careers advance and this really motivated them. Proper training policies give the room for the employees to plan for their advancement to be able to leave in their dreams. Failure to put in place proper career development plans for the employees guarantees a barrier in advancing ones' studies. Advancement in the organization gives a clear picture of employee's job satisfaction since they are sure of meeting their career objectives.

5.2.4 Work

Work itself was satisfactory to the respondents who explained that they had a regular workload which they effectively and efficiently executed. There were leadership roles which gave a chance to junior staff to exercise to become competent. In this way, the work had relationship with the skills and experience; though challenging but interesting especially in publications. Moreover, the set objectives were well communicated and aligned to the mission and vision of the organization. Work was the major purpose of engaging employees in the organizations. Employees were; therefore, satisfied to see accomplishment in the work they perform. It was also noted that well communicated objectives of a particular duty motivates the employee to perform in order to accomplish the mission and vision of the organization. Challenging work could satisfy employees and encourage them to struggle and perform the duty for both their own advancement and the organization at large.

In this regard, Literature show in support of the findings that higher learning institution academic staff are satisfied by intangible motivators such as work content and responsibility as explained in the study done by Al-hanai (2013) in higher learning institutions of Oman sultanate. Moreover, a research done by Osakwe (2014) reports that factors such as recognition and feedback, professional development programmes, empowerment and authority, were challenging and varied at work.

5.3 Extrinsic factors influencing job satisfaction

Extrinsic factors were also studied and these factors were named, *hygiene factors* (Luthans, 2010). Herzberg's Theory of the Hygiene Factors are those that prevent dissatisfaction and are allied to job content. The findings of this study show that MUCE academic staff are influenced by extrinsic factors for job satisfaction and such factors include, remuneration, relationship, organization policies, job security and working condition such as offices. Shortcomings were realized in extrinsic factors at MUCE . The weakness in these factors allowed dissatisfaction of employees. MUCE staff may experience absenteeism, turnover, and poor performance due to absence of such factors.

5.3.1 Remuneration

Remuneration is a financial factor for job satisfaction. Most of the respondents said were dissatisfied by the financial motivators and complained of the delays in the payment of the entitlements such as responsibility allowance and housing allowance. Moreover, staff had neither transport nor meals allowance which could motivate them to like their job even more. Work is a major activity used by people to earn their living. And this can be the main reason why people work. Besides, people work to be paid and settle their needs. Well paid employees are less stressed as they are sure of the fulfillment of their basic needs requirements for living. It is easy for the employee who is not well paid, that is, either one whose pay is delayed or receives less pay to leave the organization to seek for greener pasture. Remuneration promotes employee's morale and can lead the organization into the best performing one as its employees are satisfied with the job. Pay is a great motivator for employee's job satisfaction, as reported in the study by Al – hanai (2013) members of academic staff are satisfied by tangible motivators such as pay and research fund.

5.3.2 Relationship

There existed dissatisfaction on the relationship between the subordinates and the supervisors. Some members of staff were not satisfied by the delays in feedback of their enquiries; hence, creating dissatisfaction between the subordinates and the supervisors. Attributes of good relationship; therefore, included proper communication, team work, and leadership style. Relationship within the organization play great role in satisfying employees. In the organization where people communicate openly, share experiences and receive feedback from the work done, members get motivated to work hard. It is difficult for the employee to stay in the organization where there is no peace, no proper communication, no chances to advise and receive feedback. This environment does not favor the work and the employees in general. The organization with good relationship makes the work place a better place to live. In such favourable environment, even in case of problems, an employee would receive assistance to resolve and reach consensus amicably. All the employees are satisfied to work in peaceful and happy environment where they can confidently utilize potentials.

5.3.3 Organization policies

The respondents were not satisfied by the supervisors mainly because of the delays in feedback giving, incentive and staff promotions policies. Promotion was noted as an important aspect of job satisfaction. Supervisors were among the policy makers in the organization. Employees need the promotion policies that are just and well communicated. They love to see development in their career in increasing skills and experience. The employees are satisfied to be involved in policy making and implementation. Employees are important in their organizations and that is demonstrated when they are involved in decision making. The employees are therefore satisfied by the organization policy which keeps them informed and involved.

5.3.4 Working conditions

Most of the academic staff at MUCE were dissatisfied by working conditions which included poor infrastructures such as offices and laboratories and unavailability of the needed resources such as laptops to perform their duties. This situation demoralized the academic staff at MUCE and may lead to turnover and absenteeism. This is also supported by Olando (2003) who suggest that diminishing working conditions is the major source for job dissatisfaction. Favorable working conditions motivates employees and eventually satisfies them. This is vital for organization development since efficiency in work is realized in the favorable working conditions (Williams, 2004).

5.3.5 Job security

Job security was satisfactory for 60.2%. This plays a great role in job satisfaction since the employee does not have the tension of the assurance of the job. Most of MUCE staff were permanent and pensionable employees. Job insecurity is reported to be responsible for job related stress which leads to job dissatisfaction. Job insecurity not only affects employee's quality of life but also the growth of the organization. Overall, Job security prevents job dissatisfaction, physical health problem, psychological distress, reduced job performance, lower job involvement and reduced organizational commitment (Saha, 2016).

Literature also explain similar findings as studied by Moloantoa (2015) on factors affecting job satisfaction of academic employees in the National University of Lesotho and concluded that key aspects which affect employee satisfaction at the NUL are related to factors such as salaries, benefits, allowances and working conditions.

This shows that academic employees at the NUL are mostly affected by the extrinsic factors on job satisfaction. It is also explained in the study done by Al-hanai (2013) in higher learning institutions of Oman sultanate that academic staff are satisfied by tangible motivators such as pay and research funds.

Moreover, the research done by Osakwe (2014) studying the factors affecting motivation and job satisfaction of academic Staff of Universities in South-South Geopolitical Zone of Nigeria found that among others such factors are good salary and conditions of service, prompt and regular promotion, increased job security/enrichment, good working environment, and research grants.

Extrinsic factors were also found as factors for job satisfaction by the study done on staff motivation of Tanzania Public Higher Learning Institutions by Buberwa (2015) who found that low monthly salaries were the major factor that dissatisfied academic staff and reduced motivation for high performance at the university and that motivational aspects like salary, allowances, working conditions, once well managed and provided then better performance of academic staff is guaranteed.

5.4 Organization commitment in relation to job satisfaction at MUCE

The findings show that most of the staff at MUCE were not sure if they would spend all their lives in the job and at MUCE in general and this suggests that if they had better chances they would leave the job for an alternative. Committed members of staff possess the characteristic of continuity and that they can spend their life time in the organization. This implies that some members of staff are not satisfied and could leave the organization.

Most of the respondents neither agreed nor disagreed to leave MUCE. This means there are chances to stay and to join other organizations. Moreover, the staff did not regret to choose the job as shown in the responses. The staff like the job and the organization at large.

The respondents were not sure if they could ignore an alternative chance to teaching carrier. This shows that the respondents can leave the career if they find better opportunities. Most of the respondents disagreed to make extra efforts for the organization while they agreed to gain a lot by working with MUCE. Respondents were neither proud nor not proud to be part of MUCE. Moreover, Most of respondents agreed to be loyal and spread good news about MUCE. This implies that despite the dissatisfaction the staff are still committed to the organization.

Organization commitment status in relation to job satisfaction however varied based on different groups of the academic staff, where as the new staff were committed compared to the old ones. The fact that most of the staff were not very committed implies that it is very easy for the staff to leave the organization or to change the career, entirely committed staff will be loyal to the organization that they work for and never will they leave or change their career.

5.5 Job satisfaction in relation to academic staff diversity

The findings show that diversity among the staff play a great role in job satisfaction, people were satisfied according to the group they belong different from the findings of the research done by Ismail (2012) which revealed that personal variables seemed to have very little linkage with the levels of job satisfaction.

Age, tenure, title and education level were great factors in job satisfaction at MUCE as the staff aged between 24 – 34 years were highly satisfied. This group comprised of tutorial assistants and assist lecturers who were also the majority in the college. The higher you go the lower the number of the staff. This group also had fewer years of experience with MUCE and in the teaching career, they all had the experience of between 0 to 5 years.

This shows that members of staff with bachelors and masters degree with a few years of experience were more satisfied than the experienced staff such as doctors and professors. This implies that the more one spends time at the organization the less he or she gets satisfied. MUCE had no problem with excess academic staff, as it was in need of them and so always wanted to retain its staff .

Members of staff who had higher education level in MUCE at least PhD degree were generally dissatisfied. The findings show that staff with working experience 6 years and above could feel leaving MUCE as the more one could stay the more he or she could get dissatisfied. This group also had a small number of staff. Most of the staff leaving the organization were from this group mainly because of their potentiality.

Most of the management team members were dissatisfied, and this is mainly due to added responsibility making high work load, and due to delays in payment of some entitlements like responsibility and housing allowances. Some complained that they are not entitled to housing allowance, complained on the infrastructures that they do not have comfortable offices like the head of the department who shared the office with the subordinates hence difficulties in fulfilling his duties especially consultancy. This shows that MUCE members of staff differed at level of job satisfaction in relation to their diverse characteristics. It shows that the more the staff spend time in the college the more he/she gets dissatisfied. Moreover, a staff with added responsibilities was less dissatisfied.

5.6 Chapter summary

This chapter has shown that academic members of staff in higher learning institutions are influenced by four prominent intrinsic factors for job satisfaction which are recognition, advancement, work content and responsibility and they are satisfied by such factors. It is also found that four extrinsic factors that influence job satisfaction in higher learning institutions are supervisors, remuneration, relationship and job security; however, most of the staff members were not satisfied by such factors. Academic staff are generally satisfied by their job and committed despite presence of the factors that dissatisfy them. The chapter also discussed how job satisfaction level varied among diversified academic staff.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter gives the summary of the study in relation to the objectives, conclusion and recommendation for further studies.

6.2 Summary

The study had the general objective to investigate the factors that influence academic staff job satisfaction. Basing on the objectives of the study, it was found that there are different factors that influence job satisfaction of academic staff in Higher Learning Institutions, which include intrinsic and extrinsic factors. The intrinsic factors found to influence academics staff job satisfaction are advancement, responsibility, recognition and work content where extrinsic factors in that case were remuneration, job security, relationship and supervisors. Academic staff are satisfied by the intrinsic factors but they are dissatisfied by the extrinsic factors including delays in payments and promotion and poor infrastructures. However, the study has found that MUCE academic staff are commitment to the organization despite presence of the factors that dissatisfy them. Job satisfaction level differs in relation to employee's diversity for example lecturers and some management team members at MUCE are less satisfied compared to non management team members, tutorial assistants and assistant lecturers.

6.3 Conclusion

The study concluded that academic staff at Mkwawa University College of Education are influenced by both intrinsic and extrinsic factors for job satisfaction. The study conclude that intrinsic factors play a great role in job satisfaction as proposed by Herzberg Two Factor Theory who referred intrinsic factors as motivation factors and extrinsic factors as hygiene factors. The academic staff are generally satisfied by the job due to presence of the intrinsic factors despite shortcomings in the extrinsic factors for job satisfaction.

6.4 Recommendations

Based on the findings that the staff lack some of the important needs that could satisfy them such as transport allowance, air time, housing and meals allowances, it is recommended that MUCE should work on the incentives scheme, and incorporate the needs of the users who are the staff. Incentive scheme should cover staff allowances so as to satisfy them.

It was found that 62.7% of the academic staff do not have working facilities, it is therefore recommended that MUCE should work on improving available infrastructures such as offices, expanding the laboratories and ensure availability of resources such as computers, scanners and printers for smooth running of the duties.

It was found that most of the delays especially relating to remuneration and promotions are caused by the delays in provision of funds from the ministry therefore; MUCE should ensure a positive and quick link between the organization and the Government especially basing on the entitlements that are directly paid from the treasury. Communication should also be based on the promotion policies since the approvals are done from the ministry and the feedback should be given to the staff.

It was further found that 56.6% of the employees are dissatisfied by their supervisors on improper communication therefore it is recommended that MUCE should ensure positive communication on the value for the academic staff and their importance so as the staff feel being part of College and develop the sense of ownership to the fulfilling of the mission and vision of the College. The supervisors should therefore be given induction on leadership skills and managerial skills to enable them possess the leadership qualities which will lead to smooth relationship in the organization.

The study found that the organization policies at MUCE do not satisfy the academic staff, staffs are not nor promoted on time. It is recommended that MUCE management and the policy makers should consider including issues that satisfy staff during formulation and implementation of the policies.

Based on the findings that most of the factors that dissatisfy academic staff are due to shortage of finances in the organization it is recommended that MUCE should develop income generating sources to be able to fund some of the activities such purchasing of the resources as computers, printers and scanners.

6.5 Recommendations for further studies

Basing on the findings further studies are recommended to be done on factors that influence job satisfaction in public or private higher learning institutions since this study focused on young public higher learning institutions.

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APPENDICES

APPENDIX I- QUESTIONNAIRE

Questionnaire for Mkwawa University College of Education Staff

Instructions

Please tick the correct answer in the brackets provided to the questions below

PART A: Staff personal Background

1. Position of the respondent
2. Name of the College/institution.....
3. Department of the respondent
4. Salary of the respondent.....
5. Age of the respondent
 - a) 25 – 34 years ()
 - b) 35 – 44 years ()
 - c) 45 – 54 years ()
 - d) 55years and above ()
6. Tenure of the respondent with the College
 - a) 0 – 5 years ()
 - b) 6 – 10 years ()
 - c) 11 – 15 years ()
 - d) 16 – 20 years ()
 - e) 20 years and above ()
7. Sex of respondent
 - a) Male ()
 - b) Female ()

8. Marital status of the respondent

- a) Single ()
- b) Married ()
- c) Divorced ()
- d) Widowed ()

9. Education level of the respondent

- a) Bachelor Degree ()
- b) Masters Degree ()
- c) PhD ()

PART B: 10. How satisfied are you with your job in general?

- a) Very satisfied ()
- b) Satisfied ()
- c) Neither satisfied nor dissatisfied ()
- d) Dissatisfied ()
- e) Very dissatisfied ()

PART C: INTRINSIC FACTORS INFLUENCING JOB SATISFACTION

11. There are various intrinsic factors that influence academic staff job satisfaction. To what extent does each satisfy/dissatisfy you? Please, put tick () where applicable, whereby

1. = Very satisfied

2. = Satisfied

3. = Neither satisfied nor dissatisfied

4. = Dissatisfied

5. = Very dissatisfied

ITEMS	1	2	3	4	5
Freedom do exercise my responsibilities					
Chances to be creative and use my abilities					
The work itself					
The Opportunities for training and advancement in this job					
The freedom to use my own judgment					
Praise after doing a good job					
Chances to direct others					
The feeling of accomplishment I get from the job					
Chance to get ahead after better achievement					
The way the job match with skills and experience					

PART D: EXTRNSIC FACTORS INFLUENCING JOB SATISFACTION

12. There are various extrinsic factors that influence academic staff job satisfaction. To what extent do you agree/disagree? Please, put tick () where applicable, whereby

1. = Very satisfied

2. = Satisfied

3. = Neither satisfied nor dissatisfied

4. = Dissatisfied

5. = Very dissatisfied

ITEMS	1	2	3	4	5
My supervisor					
Organization policies					
My Pay in relation to my education level and the amount of work I do					
Chances for promotion					
Team work					
Working conditions					
Relationship with others					
Job security					
Necessary resources to do job					
Comfortable office and accommodation to effectively perform my duties					

PART E: ORGANIZATION COMMITMENT LEVEL AMONG ACADEMIC STAFF

13. Please rank the level of organization commitment by putting a tick () where applicable.

1. = Strongly agree

2. = Agree

3. = Neither agree nor disagree

4. = Disagree

5. = Strongly disagree

ITEMS	1	2	3	4	5
I will be happy to spend the rest of my life in this job					
It will be very difficult for me to leave this institution					
I feel happy to make extra effort for this organization					
I spread good news about this organization					
I have great loyalty to this organization					
This is the worst organization I have ever worked for					
I am proud to be part of this organization					
I gain a lot by working with this organization					
Choosing this carrier was a mistake					
I can easily change my job if a find an alternative					

APPENDIX II- INTERVIEW GUIDE FOR KEY INFORMANTS

Are you satisfied being a part of management team?

What are factors that satisfy your staff?

What are issues that dissatisfy your staff?

What challenges do your staff face?

How is your staff performance trend in the current 5 years?

What can you comment on your staff commitment?

What are the challenges hindering job satisfaction in your staff?

What do you think should be improvement regarding job satisfaction?

What are the benefits entitled to your staff?

How do you regard the following organization policies in relation to job satisfaction?

Training

Promotion

Work load

Incentives

What leadership challenges do you face in relation to job satisfaction of your staff?

What do you think are the solutions for the challenges?