

Social Work & Education

©SW&E. 2024

УДК 378

DOI: 10.25128/2520-6230.24.1.8

OMBENI W. MSUYA,
Dr. Ombeni W. Msuya (PhD),
Senior Lecturer,
Educational Management,
Administration and Leadership,
Department of Educational
Foundation and Continuing
Education,
P. O Box 523, College of
Education.
The University of Dodoma,
Dodoma, The Capital City,
Tanzania, East Africa.
ombeni.msuya2@udom.ac.tz

ORCID
ID://https://orcid.org/0000-0002-
7109-8362

Article history:*Received:* January 21, 2024*1st Revision:* February 18, 2024*Accepted:* March 30, 2024

Ombeni, W. Msuya, (2024). Exploring levels of job satisfaction among academic staff in higher learning education in tanzania: the experience of selected public universities. *Social Work and Education*, Vol. 10, No. 4. pp. 94-110.
DOI: 10.25128/2520-6230.24.1.8

EXPLORING LEVELS OF JOB SATISFACTION AMONG ACADEMIC STAFF IN HIGHER LEARNING EDUCATION IN TANZANIA: THE EXPERIENCE OF SELECTED PUBLIC UNIVERSITIES

Abstract. This study was conducted to investigate the experience of job satisfaction among academic staff in selected public universities in Tanzania. A cross-sectional survey design with mixed research approaches was employed. Probability and non-probability sampling techniques were used to get a total sample of 74 respondents from public universities in Tanzania. Data were collected by using a four-point scale questionnaires and semi-structured interview techniques. Study findings indicated varying job satisfaction levels among the academic staff in public universities in Tanzania. Despite the contextual differences experiences of academic staff working in public Universities were the same in the facets of work benefits, relationship with their leaders, opportunity for creativity, and communication feedback. On the other hand, the study revealed existing counterproductive behaviors that may impede the attainment of Universities' core functions of teaching, research, and consultancy. Despite of their severity, counterproductive behaviors ranging from absenteeism and divided loyalty are reported to be among the main threats to public Universities in Tanzania. This study suggests that University leadership needs to consider factors such as improving work benefits, and effective communications among others, to create a friendly organizational culture. It is also recommended that dialogue through regular academic staff meetings, effective communication, and academic freedom can foster a culture of curiosity, autonomy, and trust in public Universities in Tanzania.

Key Words: Job Satisfaction; Counter-Productive Behaviors; Academic Staff; Public Universities; Tanzania.

1.0. INTRODUCTION AND BACKGROUND

Higher education is an indispensable means towards individual and communities' socio-economic transformations. Universities around the world are perceived as homes for intellectuality and the only gastronomies for sharpening the minds of intellectuals readily to serve their communities and nations. In most developing countries, higher education is recognized as a key force for modernization and development (Bennell & Akyeamong, 2007). The importance attached to higher education has led to a rise in the demand for its access and utilization. For instance, the enrolment status of higher education in Tanzania from 2020/21 to 2022/23 is steadily growing (UNESCO, 2022). For instance, in the academic year 2020/21, higher education institutions (HEIs) and university institutions enrolled 159,714 as compared to 204,294 students admitted in 2022/23 (Tanzania Commission of Universities –TCU, 2021; 2023). In Tanzania, higher education institutions are entrusted with the responsibility of teaching, conducting research, and providing consultancy services to the community as among their core functions (URT, 2005). Thus, it has been maintained that the quality of any university depends to a large extent on the degree to which it attains these core functions URT, 2005).

Due to the greater importance attached to higher education around the world, Tanzania has been investing much in higher education (Nguni *et al.*, 2006). It is now obvious, higher education is the only gateway and ladder to community transformation in most developing countries. In the 21st Century, education is among the vital tools to sharpen the quality of human resources in Tanzania. The establishment of the Tanzania Commission for Universities (TCU) in 2005 opened a new chapter on effective management and improvement of the quality of higher education in Tanzania (TCU, 2005). The Global Sustainable Goals The Millennium Development Goals 2000-2015 and the Tanzania Development Vision 2025 both focused on achieving this goal so that the citizens can benefit from the importance of education in development. Consequently, from 2005, Tanzania has embarked on improving access and quality of higher education (URT, 2010).

In particular, permission for the establishment of private universities, building new universities, conversion of some former high schools and vocational training colleges to universities, and the establishment of new schools and colleges within public universities were observed in these efforts to expand higher education in Tanzania (URT, 2010). Before 2005 there were only twelve universities in Tanzania, (five public and seven private) while in 2023 there are thirty-two full-fledged universities, in Tanzania (Twelve public universities and twenty private) (TCU, 2023). Despite this such commitments and investment in education higher education in Tanzania, universities do face critical challenges related to the quality of education and staffing. Omari (2013) insisted that universities have the most sensitive role in developing human resources to serve all sectors national development. Similarly, Oshagbemi (2003) was in view that higher education institutions are dedicated to the development of human capital through teaching, building a knowledge base through research and knowledge development, and dissemination and use of knowledge through interaction with the knowledge.

Universities are considered to be hubs for hatching qualified, employable, and productive graduates. Earlier studies (Omari, 2013 & Magaiwa, 2023) observed that

most public universities regardless of their age and location have a shortage of qualified academic staff to carry out academic activities. Earlier studies (Jawabri, 2017 & Masanja, 2018) have linked the provision of quality education and staffing with employees' job satisfaction. Academic staff job dissatisfaction syndrome may potentially impact the realization of the core functions of most higher learning institutions around the world (William, 2013; Msuya, 2016); Job dissatisfaction may result in staff turnover, divided loyalty, conflicts, and increased demands for better pay: all of which may lead to poor outputs (Oshagbemi, 1997). Other studies have shown that some job-dissatisfied academic staff may be detrimental to the attainment of the mission and vision of their organizations (Robbins, 2001; Mateko and Nirmala, 2017).

All universities have some core functions to achieve in their existence in the academic arena. For instance, in Tanzania, most universities have three core functions: teaching, research, and consultancy (URT, 2005). In this light, universities would require satisfied and happy academic staff to accomplish these noble functions (Oshagbemi, 2000). Importantly is the fact that the take-off and achievement of strategic goals of any university would strongly depend on its capacity to attract, retain, and maintain competent and satisfied staff in its employment. The university must be capable of ensuring adequate manpower planning and development (Adenike, 2011). Qualified academic staff in various universities in Tanzania like other staff around the world, tend to move from public universities to other professions and responsibilities. As earlier observed by Peter (2011) and Msuya (2016), the value of salaries in public universities is considered unattractive than other sectors. As long as pay is associated with job satisfaction (Msuya, 2016), job exit among academic staff across public universities requires meticulous study.

Despite the massive efforts made to invest in higher education, the teaching profession in higher education is facing problems related to job satisfaction among academic staff in Tanzania. Although academic staff are perceived as the most satisfied cadre in the teaching profession, complaints on job distress have been documented (Ainer, 2018). Earlier studies (Mkumbo, 2014; Masanja, 2018) indicated that there is a high level of job dissatisfaction among academic staff of higher learning institutions in Tanzania. This study is highly urgent to explore the job satisfaction level among academic staff to improve and sustain the various government and individual universities' efforts to accomplish the provision of higher education in Tanzania. Moreover, the study was undertaken to unveil the multifaceted nature of job dissatisfaction behaviors of academic staff in public universities in Tanzania.

2.0 LITERATURE REVIEW

Job satisfaction is an important human factor in effective work performance. Scholars like George (2015) have various job satisfaction descriptions, such as the commitment that organizational employees have to their jobs, resulting in their job perceptions. Spector (1997) stated that job satisfaction notes how individuals' environment is regarding their work and various aspects of their jobs. Similarly, Locke (1975) asserted that job satisfaction is an excellent emotional condition that results in an appraisal of one's job experience. Generally, all the concepts reflect the realization of work fulfillment as an emotional proclivity for the part of the job.

On the other hand, the multifaceted impacts of job-dissatisfied academic staff are not new in contemporary global literature. For instance, Robbins (2001; 2005) propounded that dissatisfied academic staff may leave (exit) an organization, create conflicts in their organization, can complain, may be insubordinate, steal organizational property, absent themselves, shirk (dodge) part of their responsibilities, divide their loyalty, and neglect responsibilities. Job dissatisfaction occurs when people perceive that they are being treated unfairly in salaries, benefits, incentives, job security, supervision, and poor interpersonal relationships (Chung, 1997 & Marriner–Tomey, 1996). Earlier studies including Chung (1997) and Marriner–Tomey (1996) stressed that poor planning, poor communication, inadequate explanations of decisions affecting jobs, unclear rules and regulations, unreasonable pressures, excessive work, understaffing, uncooperative heads of departments/units, and non-academic duties are all sources of dissatisfaction within an organization. Chung (1997) classifies the factors leading to job dissatisfaction as external and internal barriers. In other words, job dissatisfaction may arise from the individual himself/herself or the organization or employers. Moreover, employees' job dissatisfaction has been associated with poor working conditions, low pay, and hostile relationships with the management and co-workers as well as leadership ineffectiveness (Akintoye, 2000).

Earlier studies (Amani & Komba, 2016; Fussy, 2017 & Mgaiwa, 2021) have revealed a high turnover of academic staff in the academic profession in Tanzania due to brain drain and other work-related issues. As cited by Nyahongo (2015) and Hokororo and Michael (2019) revealed that between 2009 and 2013, 102 of 840 academics employed at the University of Dodoma left their university appointments through either resignation or termination. Similarly, Mkumbo (2014) established that 44.5% and 34.4% of Tanzanian academics in public and private universities, respectively, were interested in an alternative career.

In many ways, the presence of an inadequate number of qualified academic staff may demise the effectiveness and efficiency of higher education to execute her core functions of teaching, research and consultancy. In whatever case, dissatisfied employees may never overcome being disappointed; rather they may “disengage” themselves from the job with their minds somewhere else (Altbach, 2006). Such work disengagement, reluctance and unhappier moments may obscure the provision of better services among the students and local communities (Khan, Nawazi, Aleem & Hamed, 2012). The academic staff may attend to work and continue with their activities or they can perform their duties with maximum errors and do other unethical practices (misconducts) (Judge & Watanabe, 1994).

3.0 THEORETICAL REVIEW

This study was guided by Herzberg's two-factor theory developed in 1959. The theory illuminated on the role of motivators and hygiene factors in explaining the employees' job satisfaction and dissatisfaction. In this theory, Herzberg propose a set of two different factors namely hygiene and intrinsic which are believed to contribute to employees' job satisfaction and dissatisfaction. The theory differentiates the factors between intrinsic (hygiene or job content) and extrinsic (contextual) or pull factors.

The extrinsic motivators, known as the job content factors, define things that people do in their work responsibilities and achievements. These factors are the ones

that can contribute a great deal to the level of job satisfaction an employee feels at work. Herzberg *et al.*, (1959) observed that such factors as company policy, supervision, interpersonal relations, working conditions, and salary are important in employees' job satisfaction. According to Herzberg *et al.*, (1959), these factors do not motivate employees. However, when they are missing or inadequate, hygiene factors can cause serious dissatisfaction. Hygiene factors are all about making an employee feel comfortable, secure, and happy. Also, few anecdotal examples of university management–staff conflict have so far centered on such job context aspects.

On the other hand, Motivating factors are those factors that deal with fulfilling employees' needs and personal growth such as achievement, recognition, responsibility, and advancement. These factors are commonly called satisfiers or motivators and were found from the study to be related to the nature of the work itself and the rewards that result from the performance of that work. The most significant of these involve characteristics that promote an individual's needs for self-actualization and self-realization in his work (Recall the Abraham concept of man). These factors are essentially linked to job content, which means they are intrinsic to the job itself. Herzberg analyzed and classified the job content factors or satisfying experiences as achievement, recognition, work itself, responsibility, advancement, and growth (Schermerhorn, 2003).

As earlier observed by Herzberg *et al.*, (1959), the potential relationship between motivation and hygiene, once the hygiene facets have been achieved, the motivators will promote satisfaction and enhance performance. Therefore, this study used this theory to illuminate its intuitive appeal on the job satisfaction level among academic staff in public universities in Tanzania. Academic staff job satisfaction is vital for the academic development of any university (Enders, 2000; Bas & Ardic, 2002 & William, 2013). Some individual universities have used a variety of incentives including free public transport, institutional supported loans, opportunities for further training and free housing to promote job satisfaction which is necessary tool for academic staff retention (UDSM, 2012; Nguni, 2006; William, 2013 & Msuya, 2016). Despite the various efforts to curb the challenges of job dissatisfaction, public universities in Tanzania continue to experience academic staff turnover, absenteeism and work stress (Amani & Komba, 2016; Fussy, 2017; Mgaiwa, 2021 & Nyahongo, 2015).

Therefore, this study intended to assess the experiences of job satisfaction among the academic staff in public universities in Tanzania. Specifically, the study explored the perceived job satisfaction levels among the academic staff in public universities and finally, the experienced nature of counterproductive behaviors syndrome among academic staff in public universities in Tanzania.

4.0 METHODOLOGICAL ISSUES

4.1 Research approach and design

This study employed a cross-section survey with a mixed research approach. Creswell (2003) argued that a mixed research method approach involves the use of both qualitative and quantitative approaches in a single study. Moreover, Mckim (2017) asserts that using a qualitative and quantitative approach, in a combination that provides balanced perspectives on the research problem and reduces the possibility of biases and weaknesses that may arise due to the use of a single approach. However, balancing the

two approaches has been a challenge for the mixed research approach. It is also time-consuming especially when one has many research objectives. It was, thus important to have limited objectives and to ensure that both quantitative and qualitative data were presented.

4.2 The study area

This study was carried out in Dodoma, Morogoro and Iringa regions in Tanzania. These regions were randomly selected among the 26 regions of Tanzania mainland. However, the study findings were homogeneous regardless of the contextual difference and working environment.

4.3 Population, Sampling, and sample size

A total population of 74 was drawn from public universities in three regions of Dodoma, Iringa and Morogoro. This study employed purposive, convenient and simple random sampling techniques. Purposive sampling was used to select one public university from each region, three (3) heads of human resource departments, and eight (8) heads of academic departments (HoDs) in three regions. Simple random and convenient sampling techniques were used to get 74 academic staff working in public universities in the selected universities who were also ready to participate in this study. Simple random sampling means that all population units have an equal chance of being involved in the sample. Simple random techniques can be used to sample participants/respondents with similar characteristics (Taherdoos, 2018). The total sample size of 74 was considered appropriate for this study. According to Creswell, (2009), a sample size of at least 50 participants is appropriate for analysis and reporting purposes. However, as observed by Creswell (2012), the larger the sample the more accurate the results.

4.4. Data Collection Methods

Data were collected through semi-structured questionnaires and semi-structured interviews.

4.4.1 Semi-Structured Questionnaires

Semi-structured questionnaires are said to be relevant when one wants to collect huge quantitative and qualitative data within a short time. Hargreaves and Seale (1981) argue that the use of semi-structured questionnaires enables a mix of qualitative and quantitative information to be gathered. Hence, it was possible to collect quantitative and qualitative data from various host institutions by using the Likert scale and open-ended questionnaires. Questionnaires, however, have the weakness of yielding a low rate of return especially when they are mailed. To overcome this problem, they were administered in person, and thus the return rate was 74 (92.5%) of the distributed 80 questionnaires.

According to Likert (1932), Likert scale is a psychometric response scale primarily used in questionnaires to obtain participants' preferences, attitudes, or degree of agreement with a statement or set of statements. This study used the four point Likert-type questionnaire designed as a four -point scale and the maximum score for each item is four. While Likert (1932) used a five-point scale, other variations of response alternatives are appropriate, including a four-point scale after the deletion of the neutral response to minimize undecided responses (Clason & Dormody, 1994).

Numerous studies have used four-point scale (4-point Likert alternatives) (Robinson & Shepard, 2011).

4.4.2 Semi-Structured Interview

The study also employed semi-structured interviews to capture the perceptions of the head of departments and head of human resource departments regarding their experience academic staff job satisfaction in public universities. A face-to-face interview was conducted with 8 heads of departments and 3 head of human resources from selected universities in three regions. The aim was to understand the extent to which each head of human resource have perceived the challenges of academic staff job dissatisfaction and job satisfaction in their respective universities. Interviews are time-consuming and sometimes the interviewees tend to go astray. It was important; therefore, to moderate the questions to ensure that the interviews were on the track and the clarity of the issue under investigation.

4.5 Data Analysis and Ethical Considerations

Data analysis was carried out by transcribing them first and coding the information from the questionnaires and interviews. It was important to identify the similarities and assemble ideas and associations by using thematic and content analysis as suggested by Onwuegbuzie & Leech, (2005). During data presentation, data from semi-structured questionnaires were presented first by using the Tables and supported by voices from likert-type questionnaires and interviews based on their relevance to the issue at hand. The study maintained anonymity by not using any personal identifiers or names to ensure that the host institutions and participants were free to give their frank views and opinions. Early familiarity with the participants was done to clarify the purpose of the study before the actual data collection as recommended by Shenton (2004). This was done to improve credibility. Open-ended questionnaires were labelled using the Roman numbers and universities were labelled using the counting numbers.

5.0 STUDY FINDINGS AND DISCUSSION

5.1 Perceived Job Satisfaction Level among Academic Staff in Public Universities in Tanzania

Findings regarding job satisfaction experiences among the academic staff in selected public universities in Tanzania indicated a varying job satisfaction and dissatisfaction levels. Both descriptive quantitative data and qualitative (narratives) data have indicated the heterogeneous levels of job satisfaction in different facets among academic staff working in public universities in Tanzania.

Table 1: Job Satisfaction Levels among the Academic Staff in Public Universities
N = 74

Job Facets	VD		D		S		VS		
	N	%	N	%	N	%	N	%	Mean Score
Satisfaction with salary	24	32.4	36	49	10	14	4	5.4	1.92
Satisfaction with Head of Department	40	54.1	20	27	9	12.2	5	6.8	1.72

relation with co-workers									
Freedom to utilize skills and talents (innovation)	20	27	28	37.8	16	21.6	5	6.8	1.95
Effective Communication and Feedbacks	27	36.5	24	32.4	18	24.3	15	20.3	2.6
University management support in Training and academic development	4	5.4	13	17.6	34	45.9	21	28.4	3.3

KEY: VD = Very Dissatisfied (1), D = Dissatisfied (2), S = Satisfied (3) and VS = Very Satisfied (4). Source: Field Data (2021)

5.1.1 Satisfaction with Salary

Quantitative data from Table 1 above revealed that the majority of the academic staff in public universities were generally very dissatisfied with their salary ($M = 1.92$) (32.4%). The quantitative data above is supported by a qualitative data obtained from in-depth interviews with academic staff. Academic staff revealed that salary was the specific work benefits which were not satisfied. One academic staff from University Y in the Morogoro region indicated that;

“For years, academic staff have been requesting the central government to increase salaries. The current harmonized scheme of service is not updated according to actual living costs. Unsatisfied salary is one of the monsters in most public universities. Currently, consultancy activities are very limited and competitive with private registered companies. Most academic staff have decided to embark on other entrepreneurship activities, looking for political positions and government appointments”

Arguably, academic staff in public universities are considered to have a sustainable source of salary from the central government like other public servants in Tanzania. However, the indicated dissatisfaction with salary in public universities may result from the higher expectations and life commitment among the young academicians who are the majority in public universities. As observed by Magawa (2023), young academic staff aged 31 to 40 were more dissatisfied with their salaries compared to those aged between 51 and 60 years as well as those with the age of 60 and above years in Tanzania. This study's findings tie the knot with the hygiene factors as postulated in the Two Factors Theory, that better work benefits may improve job satisfaction among employees (Msuya, 2016). On the same note, these findings are in line with earlier studies (Linh, 2018 & Msuya, 2016) which discovered that work benefits and salary not only allow employees to meet their fundamental needs but also provide job satisfaction at a higher level. Moreover, various researchers in

management and academic staff job satisfaction (Magawa, 2023; and Ahmad, & Riaz, 2011) have shown that salary is an important determinant of job satisfaction, especially when employees consider this payment to be fair and on-time.

5.1.2 Satisfaction with Leadership Support from Head of Department (HoDs’)

Data from Table 2 above indicated that academic staff in public universities were generally dissatisfied with the support they got from their heads of departments. Data from public universities showed that academic staff were very dissatisfied ($M= 1.72$) (54.1%) with the daily leadership support offered by the head of the department to the subordinates. The qualitative data obtained during the interview with academic staff indicated that academic staff were not happy with less sharing decisions and too many directives from their leaders. During the interview, one academic staff from university X in Iringa said;

I will never forget how my former head of department denied my rights. I was like a person with a bad luck. It was difficult for me to survive in a department where every time I receive blames and insults. I applied for a PhD scholarship three times but my head of department did not approve my study leave to join a PhD programme. In the beginning, I tolerated but later things were worse and I had to quit.

Moreover, academic staff were complaining about the existence of nepotism and favoritism among members of the department. The above findings mirror the previous studies (Cable and Judge (2003); Chen and Silverthorne (2005) who found a significant relationship between effective supervision and job satisfaction among staff in public educational organizations. Similarly, Robbins *et al.*, (2003) argued that supervision is pivotal towards creating effective job satisfaction when the leaders can provide emotional support and technical guidance with job-related tasks. On bureaucratic leadership, Mrope (2023) alerted on its predominant characteristics of following predetermined rules and policies of organization.

5.1.3 Freedom for Creativity and Innovation

Quantitative data from Table 1 above indicated that academic staff in public universities were dissatisfied with available freedom and support for creativity and innovation ($M = 1.95$) and dissatisfaction of 37.8. Similarly, the qualitative data obtained during in-depth interviews with academic staff from public universities revealed that recognition through prizes moral, and financial support influenced staff creativity and innovations. One academic staff was quoted commenting that:

“Last year I was the overall winner in the university innovation week and won 5,000 United States Dollars (USD). I had used that money for improving my digital community library which will soon become a commercial venture. University is providing free laboratory and grants”.

From the above verbatim quotes, one could argue that academic staff experience positive feelings and enthusiastic spirit once their work is valued and are given enough support from the university management. These findings reflect what Ngatuni (2020) observed that satisfied academic staff tend to be more creative and committed to working in the organizations. In this discussion, one could relate this scenario of an employee producing quality outputs after he or she has received rewards to the famous term “garbage in garbage out” in the field of Information Technology. Along the same line, Matoka (2020) observed that the coverage of employee job pleasure reflected the collective level of met workforce hope. Academic staff full of hope can produce new

knowledge through researches that produce elasticity choices for students and the community. Similarly, Hurley and Hult (1998) observed that employees' capacity to innovate is one of the most important aspects that persuade business performance in any organization. Generally, satisfied academic staff can create a good organizational climate that can foster the attainment of the core goals of any university; namely research, teaching, and consultancy. This was also endorsed in the recent study by Khalid *et al.*, (2012) who found that academicians have personal and professional interests about their universities, including pressure to pursue excellence and to make the right decisions regarding research agenda and course load. The attainment of the above goals needs a satisfied and job-committed academic staff.

5.1.4 Satisfaction with Effective Communication and Feedback

Data in Table 1 above have shown a dissatisfaction syndrome among the academic staff in public universities in Tanzania. The quantitative data obtained during the interview indicated a degree of dissatisfaction among the academic staff toward effective communication within university Z. During the interview one academic staff from University Z she said:

"In this university, it is very difficult to meet with top management officials without making a one month appointment. It is very difficult to meet the Vice Chancellor or the Deputies without making a month appointment"

Regarding effective communication and feedback mechanisms between academic staff and university management, it could be argued that academic staff need a quick feedback and effective communication to solve issues at hand. Very unfortunate, public universities in Tanzania follow the government systems and structures of leadership and management that have predetermined goals and chains of command. This leadership style commonly known as bureaucratic leadership style; is highly blamed for narrowing employees' rights and consequently negatively affecting job satisfaction.

In organizational management perspectives, effective communication and feedback mechanisms between academic staff and university management act as the bridge between employees and management for the effective attainment of organizational goals. Similarly, it can be argued that academic staff like other employees need quick feedback and effective communication to solve issues at hand. As earlier observed by Msuya (2016), public universities in Tanzania follow the government systems and structures of leadership and management that have predetermined goals and chains of command. This leadership style commonly known as the bureaucratic leadership style; is highly blamed for narrowing employees' rights and consequently negatively affecting job satisfaction (Loisulie, 2012). As earlier pointed out by Mrope (2023), bureaucratic leadership follows the predetermined rules and policies of the organization. This style molds rigid leaders who are not dynamic and they never change their behavior with the changing environment.

5.1.5 Satisfaction with Training Opportunities

Data from Table 1 above show that academic staff in public universities were satisfied with reliable opportunities for training and academic development ($M = 3.3$) (45.9%). During the documentary review, it was also revealed that public universities offer study sponsorships with affordable conditions for pursuing higher studies in

various higher institutions locally and abroad. In one session of an interview, a junior academic staff said that;

“My friend who joined this public university eight years back with an undergraduate degree has now earned a Ph.D. and joined other paying jobs outside teaching. His academic success was the motive for my transfer from the human resource office to public academic institutions. I need to study and earn professorial before age fifty”

The above verbatim quotes indicate that public universities can attract junior and energetic academic staff who have determination and plans to develop their careers. Also, it can be perceived as a growing tendency that public universities are responsible for the training and development of their academic staff who soon after completion of their studies join other profession and other occupations due to better pay and working environment. The earlier study by William, (2013) indicated that public universities produce at their own costs what they do not consume and embrace a neither synergetic nor economical practice for its growth. Most public universities have many junior academic staff who require higher training on the assumption that they will come back to work with their universities. This assumption sometimes does not reflect the reality and employees' needs. The above findings mirror the earlier study by Magaiwa (2021) which argued that training opportunities do not improve employee retention because employees regard them as hygiene factors that are necessary to be available but their availability does not necessarily lead to either job satisfaction or organizational commitment. Similarly, Maria, *et al.*, (2010) also found training to be negatively related to employees' retention.

5.2 Counterproductive Behavior Syndrome in Public Universities

The qualitative data obtained through interviews with academic staff in public universities revealed some behaviors as a result of work dissatisfaction. This was achieved when the researcher interviewed some academic staff themselves and the Human Resource Officers. Some counterproductive behavior patterns were observed among academic staff. Interestingly, some findings indicated different dissatisfied behaviors according to academic ranks and responsibilities among the respondents in public universities.

5.2.1 Job Dissatisfaction Based on Academic Seniority

As it was revealed, senior academic staff revealed more job dissatisfaction behaviors compared to junior academic staff. During an interview at one of the public universities, one assistant lecturer aged 37 she was unhappy. This academic staff said:

“I am disappointed with unsupportive leadership. I have not yet won any professional paid consultancy for six years now. Most paid government consultancies are offered to senior academic staff and not the lower cadre. Lower academic ranks in this university are trusted and given many students to teach and coordinate their studies and not consultancies and leadership posts”.

Similarly, during the interview, one tutorial assistant (junior academic staff) said: *“I am doing all activities that are supposed to be done by a Professor. The Professor is busy with the general election since he is contesting for a Parliamentary seat (MP). It is a month now and I am teaching, supervising seminars, and handling all students' problems”.*

The above verbatim quotes are in line with the study findings by Abdullah, *et al.*, (2009) who examined the role of academic ranks on job satisfaction among teachers

and found that the higher the ranking, the more satisfaction among teachers. Older teachers were more satisfied than their younger counterparts. This study specifically found some senior academic staff having indolent behavior compared to junior academic staff who were very busy accomplishing their duties and others assigned to them by their senior academic staff in public universities. Senior academic staff in most universities have a role to mentor and support the less experienced academic staff to fulfill their duties. The current findings reflect previous findings by Mrope (2023) who found that employees' lethargic behaviors were connected to burnout behavior and that these have very detrimental impacts on employee's job satisfaction. Moreover, the above study findings suggest ineffective accomplishment of academic staff job roles of teaching, research, and consultancies. As observed by Rocca and Soliman (2023) academic staff with a lot of burnout cannot find the peace they desire within the organization. The demotivated academic staff cannot be able to support students and junior academic staff effectively.

5.2.2 Absenteeism

Furthermore, findings in the present study reveal that most senior academic staff in public universities were absent at their respective offices. In some shared staff offices, senior academic staff were regularly unavailable during students' consultation hours and in the supervision of university examinations. During the interview with one head of the department, she had this to share;

"In most offices, junior academic staff are available and committed. Some tutorial assistants are busy solving students' problems and teaching large classes as directed by their course coordinators who are the senior academic staff. Junior academic staff are available in their respective offices during official hours. Most junior academic staff are committed to teaching, administering seminars, and helping students with different problems".

The above quotes indicate that senior staff who are more experienced in teaching and research have little time in the public office. It should be understood that the researcher is aware that senior academic staff may be away for consultancy activities or on official leave. However, during the interview with junior academic staff, it was revealed that most of the senior academic staff were away without formal permission. As an emphasis, junior academic staff were complaining about taking some responsibilities of senior staff while the latter was away for personal matters. At this point, it gives light to say that some public universities in Tanzania have many senior academic staff but in fact, they are not as committed to work as the junior staff (Peter, 2018).

In the discussion above, the important point to note is that absenteeism by itself is a problem but it is worse when senior academic staff at the rank of professors are not available for some months due to various reasons. There is a possibility that students and junior academic staff do not get support from senior and well-experienced academicians as part of mentorship to offer quality education, research, and consultancies. These findings are in line with the studies by Osifila (2020) which indicated that academic staff's absence negatively affects students' academic performance. Similarly, Tansel (2022) found absenteeism of academic staff in higher learning institutions as among employees' behaviors that hinder academic staff from attaining their factual roles; and is associated with less organizational and work commitment, hence leading to poor work productivity. Similarly, the study findings are in line with a previous study by

Clotfelter, *et al.*, (2007) which revealed that universities with higher staff absence rates had lower student test scores.

5.3. Divided Loyalty

Data on the facet of work commitment indicated the existence of divided loyalty among academic staff in public universities in Tanzania. During the interview with the researcher, one head of a department in a public university revealed that he was not aware of what was going on during official working hours in academic staff offices. He had this to say:

“It is not my duty to monitor what academic staff are doing in their offices. Academic staff are legally bound to attend work and perform their duties every day. As a department, we shall appraise each academic staff annually and make recommendations to the higher university management. The university management puts efforts to find those who are absent”.

From the above verbatim quote, it may be argued that the availability of academic staff in their respective offices does not necessarily mean that they are committed to the job in question. Therefore, the availability of academic staff in their offices is not the appropriate tool to measure the rate of work done and productivity. The study findings also show that academic staff who were at work were busy with other activities outside academics. During an interview, one Head of Department had this to share:

“It is very unfortunate that the human resource officers and other top university management officials are pleased to see academic staff available in their offices without paying attention to what they do. As you may observe, some academic staff are organizing informal meetings to promote their network marketing of selling food supplements and medicines online. No one cares what the academics do in their offices. What is considered important here is to sign in by using an electronic system at the main gate.”

The above quote indicates that some academic staff in public universities were using the time for work for other activities outside their job descriptions. Allocating time to tasks may have effects on the efficiency and quality output of the work that an academic staff is engaged in. It is disastrous when an academic staff is engaged in other activities like the said “networking market” which has nothing to contribute to the skills needed to remain working as academicians at the university. The above findings are supported by Mrope (2023) who found that most job-dissatisfied employees develop temporary withdrawal behaviors from their main jobs as manifestations of job adaptation. This scenario suggests the likelihood of academic staff to remain working at public universities figuratively (Moloantoa & Dorasamy, 2017). This may be interpreted that hitherto academic staff may be available in public universities’ payroll but working fully in favor of their institutions.

6.0 CONCLUSION AND RECOMMENDATIONS

Conclusion

The findings of this study have provided insight into job satisfaction levels and their associated counterproductive behaviors in higher education. Studies have identified critical job dissatisfaction syndrome among the academic staff in public universities. Similarly, it is now obvious that work benefits which is the central goal of the employees and among the basic human needs are among the major job distress in

public universities in Tanzania. It has also pointed out the impacts of counterproductive behaviours resulting from job dissatisfaction towards the attainment and accomplishment of the university's core functions. More importantly, the study suggests the vital measures which if undertaken, can help to eliminate or reduce the level of job dissatisfaction among academic staff in higher learning institutions.

Recommendations

This study recommends creating and maintaining effective communication between management and academic staff, fair distribution of work and fringe benefits, fair and timely promotion, and contingent rewards. Earnestly, public university management needs to use job satisfaction factors to create a cohesive community of academic staff, who will welcome the expertise and increase academic efficiency. The current skyrocketing tendencies of appointing and assigning administrative roles to most senior academic staff and guru researchers may jeopardize the future existence of many higher education institutions in Tanzania. Finally, the top university management must also evaluate and redesign the supervisory arrangement with principals and heads of departments, contingent rewards, and fringe benefit schemes to improve departmental performance

Acknowledgments

The author is very thankful to all of the individuals who made this study a success. Specifically, special thanks are directed to the heads of universities and head of human resources department and academic departments in the selected public universities. The author is also grateful to academic staff as the key participants for their cordial cooperation.

Disclosure statement

No potential conflict of interest was reported by the authors.

References

- Ainer, C. D., Subramaniam, C., & Arokiasamy, L. (2018). Determinants of Turnover Intention in the Private Universities in Malaysia: A Conceptual Paper. SHS Web of Conferences, 56, 03004. <https://doi.org/10.1051/shsconf/20185603004>
- Akintoye, I.R. (2000). *The place of financial management in personnel psychology: A Paper Presented as Part of Personnel Psychology Guest Lecture Series*. Department of Guidance and Counselling, University of Ibadan, Nigeria.
- Altbach, P. G., Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11 (2).
- Bennell, P., Akyeampong, K. (2007). *Teacher Motivation in Sub-Saharan Africa and South Asia*. Ghana: DFID.
- Chen, J. C. & Silverthorne, C. (2005). Leadership Effectiveness, Leadership Style and Employee Readiness. *Leadership & Organization Development Journal*, 26(4), 280-288.
- Creswell, J. W. (2009), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd ed.)*, Los Angeles, Sage Publications.
- Creswell, J. W. (2012), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey, Pearson Prentice Hall.

Creswell, J.W. (2003), *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (second edition)*. Thousand Oaks, CA: Sage.

Duflo, E., Hanna, R., Ryan, S. (2012). Incentives Work: Getting Teachers to Come to School. *American Economic Review vol. 102 (4)*, 1241-1278.

Imran, M., Ismail, F., & Hussain, K., (2021). Job Satisfaction and Organizational Performance: Empirical Evidence from Pakistan's banking sector. Proceedings of the International Conference on Industrial Engineering and Operations Management Sao Paulo, Brazil, April 5 - 8, 2021

Jawabri, A. (2017), Job Satisfaction of Academic Staff in the Higher Education: Evidence from Private Universities in UAE. *International Journal of Human Resource Studies vol. 7(4)*, 193-211.

Joanna Hughes (2005). Work-life balance as source of job dissatisfaction and withdrawal attitudes: An exploratory study on the views of male workers. *Personnel Review Vol. 36 No. 1, 2007 pp. 145-154*

Magaiwa, S. J. (2023). Job satisfaction among university academics: Do academic rank and age make a difference?, *Cogent Education*, 10:2, DOI: 10.1080/2331186X.2023.2230395

Masanja, N. M. (2018). The Determinants of Job Satisfaction among Lecturers of Private Universities in Arusha Tanzania. *Journal of Educational Research vol. 3(11)*, 1-13.

Masanja, N. M. (2018). The Determinants of Job Satisfaction among Lecturers of Private Universities in Arusha Tanzania. *Journal of Educational Research*, 3 (11), pp. 1- 13.

Mateko, E. M., Nirmala, D. (2017). Job Satisfaction among Academic Employees in Institutions of Higher Learning. *Problems and Perspectives in Management vol. 15(3)*, 193-200.

Mgaiwa, S. J. (2021). Academics' job satisfaction in Tanzania's higher education: The role of perceived work environment. *Social Sciences & Humanities Open*, 4 (1), pp. 100143.

Miller, C. I. (2007). Compassionate Communication in the Work Place: Exploring Processes of Noticing, Connecting and Responding. *Journal of Applied Communication Research vol. 35(3)*, 223-245.

Mkumbo, K. A. (2014). Prevalence of and Factors Associated with Work Stress in Academia in Tanzania. *International Journal of Higher Education vol. 3(1)*, 1-11.

Moloantoa, M. E., & Dorasamy, N. (2017). Job satisfaction among academic employees in institutions of higher learning. *Problems and Perspectives in Management*, 15 (3), pp. 193–200. [https://doi.org/10.21511/ppm.15\(3-1\).2017.03](https://doi.org/10.21511/ppm.15(3-1).2017.03).

Mrope, G. (2023). Turnover Intention among Lecturers in Private Universities Tanzania: Is the Question of Job Satisfaction?. *AJASSS Volume 5, Issue No. 1*. <https://dx.doi.org/10.4314/ajasss.v5i1.12>

Msuya, O. (2024). Exploring Sustainable Public Transport System for the Provision of Quality Education Services in Public Universities: A Situational Analysis. *African Journal of Empirical Research*, 5(1), 13–23. <https://doi.org/10.51867/ajernet.5.1.2>.

Msuya, O. W. (2016). Exploring Levels of Job Satisfaction among Teachers in Public Secondary Schools in Tanzania. *International Journal of Educational Administration and Policy Studies vol. 8(2)*, 9-16.

Nguni, S. (2006). Transformational and Transactional Leadership Effects on Teachers' Job Satisfaction, Organizational Commitment and Organizational Citizenship Behaviour in Primary Schools: The Tanzania Case. *An International Journal of Research, Policy and Practice vol. 17(2)*, 145-177.

Onwuegbuzie, A. J. & Leech, N. L. (2005). On becoming a pragmatic researcher: The importance of combining quantitative and qualitative research methodologies. *International Journal of Social Research Methodology 8(5)*: 357-87.

Oshagbemi, T. (1997), Job Satisfaction and Dissatisfaction in Higher Education. *Education and Training*. 39, 354-359.

Oshagibemi, T. (2003). Personal Correlates of Job Satisfaction: Empirical Evidence from UK Universities. *International Journal of Social Economics* vol. 30, 1210-1232.

Osifila, G. I., & Titilayo Abimbola, A. (2020). Workload and lecturers' job satisfaction in Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria. *Journal of Education and Learning (EduLearn)*, 14(3), 416–423. <https://doi.org/10.11591/edulearn.v14i3.16140>.

Peter, S. (2018). Academic staff capacity in private uni-versities in Tanzania. *Papers in Education and Development*, 32(1), 1–14. <https://journals.ud>

Robbins, S. P., (2001). *Organizational Behaviour: Concept, Controversies, Applications*. Prentice-Hall: New Jersey.

Robbins, S.P. (2005). *Essentials of organizational behaviour* (8th ed.). New Jersey : Prentice Hall.

Soliman, S. G., Anwar Elsaed, A., & Emam, A. M. (2023). The Impact of Working Environment in Resorts on Job Satisfaction and Employee Turnover Intention: A Case of Egypt. *Journal of the Faculty of Tourism and Hotels-University of Sadat City*, 7(June), pp. 54–66.

Tansel, A. (2022). Job Satisfaction, Structure of Working Environment and Firm Size. *SSRN Electronic Journal*, 1–27. <https://doi.org/10.2139/ssrn.4151276>.

Tanzania Commission for Universities. (2023). *Vital Statistics on University Education in Tanzania*. Dodoma: Tanzania Commission for Universities.

Tu, L. Plaisent, M. Bernard, P. and Maguiraga, L. (2005). Comparative age differences of job satisfaction on faculty at higher education level. *International Journal of Educational Management*. Vol. 19, No.3, pp. 259-267.

UNESCO (2022). *Tanzania Higher Education Report: Dar es Salaam*. Tanzania.

URT (2005). *Tanzania Commission for Universities; Strategic Plan for 2005/2006-2009/2010*. Dar es Salaam

URT (2019). *Tanzania Commission for Universities; State of University Education in Tanzania 2018*. Dar es Salaam

URT. (2005). *Education Sector Situational Analysis*. Dar es Salaam: Tanzania.

URT. (2010). *Country Report on the Millennium Development Goals*. Dar es Salaam: URT.

Whelan, R. (2008). Effective Analysis of Reaction Time Data. *The Psychological record* vol. 58(3), 475-482.

Wiliam, D. (2013). *Assessment: The Bridge between Teaching and learning*. *Voices from the Middle* vol. 21 (2), 15-20.

William, O. (2013). *Perceptions of Academic Staff Towards Job Satisfaction in Public Universities in Tanzania*. Unpublished Master's Dissertation. The University of Dodoma.

ДОСЛІДЖЕННЯ РІВНЯ ЗАДОВОЛЕНОСТІ РОБОТОЮ СЕРЕД ВИКЛАДАЧІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ В ТАНЗАНІЇ: ДОСВІД ОКРЕМИХ ДЕРЖАВНИХ УНІВЕРСИТЕТІВ

ОМБЕНІ В. МСУЯ, доктор філософії, кафедра освітології та неперервної освіти, Університет Додоми, Танзанія; owmsuya@hotmail.com

***Анотація.** Це дослідження було проведено з метою вивчення досвіду задоволеності роботою серед викладачів у вибраних державних університетах Танзанії. Було застосовано перехресне дослідження зі змішаними підходами до дослідження. Загальну вибірку склали 74 респонденти із числа викладачів державних університетів Танзанії. Дані збиралися за допомогою опитувальників, що передбачали відповіді, які оцінювалися за чотирибальною шкалою та методу напівструктурованого інтерв'ю. Результати дослідження показали різний рівень задоволеності роботою серед викладачів державних університетів Танзанії. Незважаючи на контекстуальні відмінності, досвід академічного персоналу, що працює в університетах, був однаковим щодо аспектів: переваг роботи, відносин із керівниками, можливостей для творчості та зворотного зв'язку. З іншого боку, дослідження виявило демонстрування науково-педагогічним персоналом контрпродуктивної поведінки, яка може перешкоджати виконанню університетами основних функцій, таких як навчання, дослідження та консультування. Незважаючи на важливість виділених функцій, контрпродуктивна поведінка, що проявляється у прогулах і розділеній лояльності, є однією з головних загроз повноцінного функціонування державних університетів Танзанії. Це дослідження засвідчує той факт, що керівництво університетів має враховувати такі фактори як покращення умов праці та ефективної комунікації з метою створення доброзичливої організаційної культури у закладах вищої освіти. Рекомендується також, щоб вівся діалог шляхом організації регулярних зустрічей викладачів, ефективного спілкування та академічної свободи, що могли б посприяти розвитку культури зацікавленості, автономії та довіри в державних університетах Танзанії.*

***Ключові слова:** задоволеність роботою; контрпродуктивна поведінка; викладачі; державні університети; Танзанія.*

Статус статті:

Отримано: січень 21, 2024

1-ше рецензування: лютий 18, 2024

Прийнято: березень 30, 2024