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Job satisfaction among non-PhD academic staff in Tanzania's private and public universities

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Abstract:

This study was conducted to apprehend the overall job satisfaction of non-PhD academic staff in universities in Tanzania. The study was based on Herzberg's Two-Factor (motivators and hygiene) theory. As organizations undertake measures to ensure employee retention, employee job satisfaction to the organization has now become more critical than ever due to the fact it is an essential determinant of employee job performance which ultimately translated into realization of organizational core functions. The study is motivated by the situation of Tanzanian universities, whereby universities as critical institutions which were tasked to prepare corps of educated elite to serve the community and entire nation.

Over the last three decades, for instance, public universities have been facing numerous challenges which have affected their ability to motivate and retain their academic staff. This has been as a result of the economic crisis the country has been experiencing since late 1970's. Consequently, physical facilities are run down, student riots are on increase while academic staff are dissatisfied due to variety of factors including inadequate and non-competitive salaries and non-monetary factors led into high turnover of academic staff in many universities to other seemingly promising economic sectors while those who remained are actively seeking alternative activities to supplement their income.

Crumbling situations in public universities is further characterized by limited capacity to absorb all the qualifying applicants, and has necessitated the increase number of private universities. Although rapid increase of private universities within a short period of time, stiff competition among major religious denominations to establish private universities amid acute shortage of highly qualified, international-

acclaimed and well-experienced academic staff, hence, old and new universities resort to recruit junior academic staff, the majority with Master or Bachelor degrees, some are fresh graduates. The study employed cross-sectional survey design in collecting data from non-PhD academic staff in both public and private universities in Tanzania. The data for this study was collected using questionnaire which were distributed to 150 non-PhD academic staff from two universities (one private and one public university). In addition, semi-structured interviews were conducted to Deputy Vice Chancellors with the aim of validating the data collected from the questionnaires.

Keywords: Job satisfaction, hygiene, motivators, non-PhD academic staff, universities

1. Introduction

Organizations that have goals to achieve would require satisfied and happy staff/workforce (Oshagbemi, 2000). First and foremost is the fact that for any university to achieve its strategic goals would strongly depend on its capacity to attract, retain and maintain competent and satisfied staff into its employment. The university being an institution of higher learning that provides corps of educated elite to serve the community and entire nation through both the public and private sector must itself be capable of ensuring adequate manpower planning and development. It could therefore not afford to neglect need and essentials of workforce satisfaction. The Tanzanian universities could be classified according to their years of establishment thus first, second and third generation universities. The first generation universities were established in the country in 1960's to 1980's. The second generation universities are those universities established in early 1990's to late 1990's. The third generation universities were established in 2000's and ahead. Universities whether private or public are training grounds for students doing the comprehensive courses in order to translate theory into practice. They conduct training of all kinds of programs/disciplines. As supported by Nyerere (1966) who outlines major functions of university; these are to

transmit knowledge from one generation to the next so that it can serve either as a basis of action, or a springboard to further research, to provide through teaching for high level manpower needs of society. Further, Nyerere (1999) also challenged universities to discover and advance indigenous knowledge and blend it with modern sciences and technologies hence to Tanzania and Africa in general to the world development.

Additionally, Materu (2007) argued that a university is only as good as quality of its academic staff because they are the heart of the university who produce its graduates. Such that, graduates after completion of their studies at universities, return back to society to transmit the knowledge and skills for the society's development, hence academic staff in universities are a critical element as they act as an engine to produce graduates as well as conduct research and consultancy which eventually benefit the communities. With application of academic staff findings communities produce goods and services which the society requires to satisfy its day-to-day needs. Abagi (1996) adds that in order for the universities to perform their tasks, they need appropriate categories of academic staff to handle academic matters. The smooth running of these academic faculties depends among other things, on the composition of the academic staff which they are supposed to put into maximum use in order to meet their mission of teaching and research effectively.

2. Growth and development of university education in Tanzania

University education in Tanzania can be traced back to 1961 when Tanzania, the then Tanganyika attain its independence whereby a university college was established in 1961 as a constituent college of the University of London which subsequently became the University of East Africa in 1963 to cater for East African countries. In 1970, the University College of East Africa was transformed into three independent national universities namely; the University of Dar es Salaam, the University of Nairobi and Makerere University respectively. Consequently, the University of Dar es Salaam (UDSM) became Tanzania's first fully-fledged university through an Act of Parliament and was charged with

the responsibility of training graduates to meet manpower requirements of the government institutions; this was necessary because the demand for higher education in various fields was very high. Sokoine University of Agriculture (SUA) established in 1984 started way back in 1965 as an agricultural College offering Diploma training in the discipline of agriculture then transformed into a Faculty of Agriculture of UDSM. The UDSM has since grown to be the largest university in Tanzania.

From 1990s, there has been a remarkable expansion of public universities. To date, 11 public universities have been established, each by an Act of Parliament. SUA was established in 1984- the university best known to its degree programs in agriculture although it now offers a variety of other programs in business and education, it has one constituent college, Moshi University College of Co-operative and Business Studies. Open University of Tanzania was established in 1992, and it has been offering its courses purely by distance learning mode, with a total number of stand at 61,860 (Ministry of Education and Vocational Training, 2013), OUT conducts its operations through regional and study centers, currently with 29 regional centers and 69 study centers and one overseas regional center in Rwanda coordination centre in Nairobi (at the Egerton Centre, Nairobi) for students based in Kenya.

In addition to the public universities, private universities have also been on the rise in the last two decades. There are presently 19 private universities, out of which 14 are fully-chartered universities and 5 operating with letters of interim authority or certificate of registration from the Tanzania Commission for Universities (TCU, 2013). Such expansion of private universities has been attributed to the government efforts to establish private universities through liberalization of higher education in Tanzania by amending the Education Act No. 10 of 1978, which was replaced with Education Act No. 10 of 1995 and later University Act No. 7 of 2005. These acts have provisions for the establishment of private higher education institutions. The recent years have seen a rapid increase in the number of universities both public and private, as indicated in Table 1.

Table 1: Current Universities in Tanzania

S/N	Public Universities	Year	Private Universities	Year
1	University of Dar es Salaam	1961	University of Iringa	1996
2	Sokoine University of Agriculture	1984	International Medical & Technological University	1996
3	Open University of Tanzania	1992	Hubert Kairuki Memorial University	1996
4	Mzumbe University	2003	Tumaini University Makumira	1996
5	State University of Zanzibar	2002	Aga Khan University	1996
6	University of Dodoma	2006	Zanzibar University	1998
7	Ardhi University	2007	St. Augustine University of Tanzania	1998
8	Muhimbili University of Health & Allied Sciences	2007	Mt. Meru University of Tanzania	2002
9	Nelson Mandela Institute of Science & Technology	2010	Catholic University of Health & Allied Sciences	2002
10	Mbeya University of Science & Technology	2013	University of Arusha	2003
11	Katavi University of Agriculture	2013	Teofilo Kisanji University	2004
			Muslim University of Morogoro	2005
			St. Johns University in Tanzania	2007
			Sebastian Kolowa Memorial University	2007
			University of Bagamoyo	2010
			Eckenforde Tanga University	2010
			Tanzania International University	2010

Source: Tanzania Commission for Universities, 2013

As indicated in Table 1, public universities in Tanzania monopolized the provision of higher education since independence to mid-1990s when witnessed unprecedented growth of private universities. This growth was necessitated by a number of policies instituted by the World Bank in 1991; by cutback on government expenditure to the public sector aimed at reducing fiscal deficit affected the ability of public universities to offer quality education. This resulted into loss of the monopoly that was once a reserve of public universities, hence emergence of private universities to the territory which was once dominated by public universities.

The establishment of private universities began in 1996 with the founding of the then Iringa University College (current University of Iringa, UoI). UoI was issued a charter in 2013 after fulfilling all the requirements stated by Tanzania Commission for Universities. The rapid growth of private universities occurred from early 2000's and at present Tanzania has 19 private universities as follows; 14 chartered universities (that is, fully accredited by TCU); five operating with Certificate of Registration and Letter of Interim Authority (TCU, 2013).

3. Statement of the problem

While on one hand there has been a rapid increase of universities, on the other hand there is constant mobility of academic staff from one university to another: movement from old public universities to new ones, from public universities to private ones. However, the critical fact that had been established is that some of these academic staff hardly stay for long in such university before moving again (Ishengoma, 2007). These dissatisfied further have led to brain drain in many universities losing its labor force to other seemingly promising economic sectors such as politics, donor-funded projects and consultancies, leaving a major gap in the academic ranks that cannot be filled in the short term. Furthermore, academic staff who have remained in their universities have opted to seek alternative means of supplementing their income thus compromising their loyalty to their universities. Consequently, Tanzania universities have ranked poorly among top world universities with University of Dar es Salaam being only Tanzania university to appear among the top 5,000 universities at position 2284 (Webometrics, 2014).

Since the majority of studies on job satisfaction of academic staff had been conducted in the developed countries, the extent to which research findings in these countries can be applied to Tanzania universities remained un-established. The reflected gap of such studies necessitated the need for research-based information in order to fill the information gap on the job satisfaction of academic staff in universities in Tanzania.

4. Purpose of the Study

The purpose of this study is to identify the impact of motivator, hygiene and demographic factors on overall job satisfaction of faculty members of the universities. The study utilizes the Herzberg's two factor theory in university setting. In Tanzania the studies on job satisfaction mostly concentrated on job in general and there is significant research on job satisfaction of PhD faculty. The present study will comprehend the clear understanding of the factor that play major role in the job satisfaction of non-PhD academic staff.

5. Objectives of the study

The study has the following specific objectives:

- (a) To determine the relationship of age, gender, qualification and number of years of non-PhD academic staff on compensation, interpersonal relation, policies, recognition and advancement.
- (c) To find out relationships of selected job satisfier factors, compensation, interpersonal relation, policies, recognition and advancement with job satisfaction of non-PhD academic staff

6. Theoretical Framework

Herzberg's Two-Factor theory was used as a framework for this study. Herzberg's Two-factor theory focuses on those sources of motivation that are essential for an individual to achieve and accomplish goals in the workplace. His two-factor theory was derived from Abraham Maslow's hierarchy of needs. He conducted a widely reported motivational study following Maslow's model using 203 Accountants and Engineers employed by firms in and around Pittsburgh, Pennsylvania, USA. The theory is outlined in two separate parts, several factors led persistently to employee satisfaction, while some others led persistently to dissatisfaction. The satisfiers were called 'motivators' and the dissatisfiers 'hygiene factors'. Motivators appeared to be closely connected to the job, while hygiene factors were connected with environment. Motivators appeared to produce motivated behavior. However, hygiene factors produced either dissatisfaction or a nil

response. In other words, Herzberg described motivators as those aspects of the job that give individuals the desire to perform and provide them with satisfaction, examples of motivators are achievement, recognition, the work itself, responsibility, growth and advancement while hygiene factors are described by Herzberg as those factors that can only bring an employee's job satisfaction level to neutral, such as company policy, supervision, working conditions, interpersonal relations, salary, status, job security and personal life. This means if attention is paid to the motivators, by improving them, then there will be improvement in organizational efficiency such as higher productivity. On other hand, if attention is paid to hygiene factors then there will be no improvement in job performance.

However, evidence of the application of Herzberg Two-Factor theory to evaluate academic staff job satisfaction in an academic setting particularly in Tanzania is to the best of my knowledge, lacking. Hence, this study adopted same theory (Herzberg's two-factor theory) to measure academic staff level of satisfaction at work. The study went a step further to adopt Herzberg's hygiene factors and motivators in universities.

7. Literature Review

7.1. Job Satisfaction

Job satisfaction can be described as one's feelings or state of mind regarding the nature of the work. Job satisfaction can be influenced by a variety of factors such as the quality of the academics' relationships with their supervisors, the quality of the physical environment in which they work and the degree of fulfillment in their work (Lambert, et al., 2008). Job satisfaction is a key factor in productivity (Oshagbemi, 2000). However, job satisfaction is certainly not the only factor that causes people to produce at different rates (Daniels, 2001). One major reason for the continuing interest in job satisfaction, as Wilson and Rosenfeld (1990) pointed out is that, positive and negative attitudes towards work may exert powerful effects on many forms of organizational behavior. Various research data have demonstrated the importance of job satisfaction in an organization, particularly, in terms of its efficiency,

productivity, employee relations, absenteeism and turnover (Baron, 1996; Maghradi, 1999; Fajana, 2001). In addition to being influenced by the level of satisfaction, performance is affected by a worker's ability as well as a number of situational and environmental factors such as mechanical breakdowns, low quality materials, inadequate supply of materials, availability of stocks and market forces (Boro, Thopeson & Patton, 2001). Nevertheless, in the case of lower-level jobs where little ability is required, job satisfaction seems to be one of the key determinants of performance (Cockburn & Perry, 2004; Boro, Thopeson & Paton, 2001).

Therefore, job satisfaction is very important in an organization because if employees are not satisfied, their work performance, productivity, commitment as well as the interpersonal relationships among the management and their subordinates tend to be lowered (Fajana, 1996). For instance, in an organization where work performance is not recognized through promotion and salary increases, productivity of employees tends to be lowered. The study will determine if this happens in Tanzanian universities among academic staff.

In an effort to satisfy the needs of employees, many managers make use of incentive programs, despite the fact that research has consistently confirmed that no amount of money will translate into sustainable levels of job satisfaction or motivation (Joyce & Slocum, 2004). Fajana (2002) in his work identified a long range of factors combined to affect individual's level of satisfaction. These include, supervision or leadership (concern for people, task, participation), job design (scope, depth, interest, perceived value), working conditions, social relationships, perceived long range opportunities, perceived opportunities elsewhere, levels of aspiration and need achievement.

7.2. Academic staff and job satisfaction in Tanzania

One of the results of a study conducted by Ishengoma (2007) showed that one of the dissatisfaction of the academics in Tanzania's public universities - as in other African countries – is low remuneration and to some extent poor working conditions as manifested by inadequate teaching/learning facilities; large classes; inadequate office space; among

others. All these relatively poor working conditions in Tanzania's public institutions can be attributed to funding cuts by the government. Compared to what is paid to similar professionals with the same or at times less academic qualifications and experiences in the non-academic private sector and in politics; academics in the majority of Tanzania's public higher education institutions receive meager pay despite their stressful job characterized by long working hours. Also, Sawyerr (2004) argued that conditions for research in universities have been severely compromised as manifest by the generally poor remuneration, heavy teaching loads, inability to mentor young academic staff and inadequate infrastructure hence poor research performance among university lecturers.

Therefore, one of the reasons that informed this study has to do with the unique importance of job satisfaction among academic staff in universities which affect realization of these universities core functions of teaching, research and community services. In so far as satisfied academic staff are necessary for academic performances, there is the need therefore to find out and examine the relationship between job satisfaction and job performance among academic staff. This is necessary to identify how best to satisfy academic staff in the university and prevent constant brain drain.

Since the majority of researches on job satisfaction had been undertaken in the developed countries, the extent to which research findings in those countries can be applied to Tanzania universities (both public and private universities) remained un-established.

8. Methodology

8.1. Data collection

The response population for this study was non-PhD faculty members of public and private universities of Tanzania. A convenient sampling method was applied for obtaining the data. A total of 150 non-PhD academic staff: 100 from public and 50 from private universities of

Tanzania were contacted for participation in the survey; 125 faculty members responded positively at response rate of (83%).

8.2. Instrument and Analysis Techniques

The survey was conducted by using job satisfaction index (Castillo & Cano, 2004). The data was utilized to obtain descriptive statistics. Exploratory factor analysis using Principal component analysis with varimax rotation applied for the analysis.

9. Analysis and Findings

The reliability of the data was checked before the analysis. Cronbach's Alfa results show that 81 percent data was reliable for statistical analysis.

Table 2: Characteristics of respondents

Demographics	Description	Number	Percentage
Gender	Male	102	82
	Female	23	18
Age	Below 30 years	95	76
	Above 30 years	30	24
Highest Academic Qualification	Postgraduate	110	88
	Undergraduate	15	12
Working Experience	0 - 5 years	59	47
	Above 5 years	66	53
Marital Status	Married	66	53
	Unmarried	59	47

9.1. Motivator and Hygiene Factors

The correlations were calculated among the demographic and job satisfaction variables of non-PhD faculty members of universities. The results show that there was highly significant correlation among the job satisfaction variable. The factors of motivator and hygiene were significantly correlated at (.01) level and (.05) level. The job promotion

was moderately but significantly related to job advancement at (.54). Professional development was highly correlated at (.60) with job promotion and at (.64) with job advancement, so it can be concluded that non PhD faculty members relate their job satisfaction with job promotion, job advancement and professional development. The hygiene factor interpersonal relation was significantly related with job promotion at (.57), job advancement at (.44) and professional development at (.46). So it can be concluded that the non-PhD faculty members relate their motivator factor with interpersonal relations. The correlation results also show that relationship with the administration were significantly related with job promotion at (.62), at (.58) with job advancement and highly and significantly correlation with professional development at (.72). These results confirm that non PhD faculty members highly relate their career development with interpersonal and administration relationship. It is also observed that performance based relations with supervision/administration were negatively/weakly but significantly correlated at (-.28) with administration relation at (-.22) with interpersonal relation at (-.18). There was negative/weak correlation between the understanding of policies and reward for efficient work at (-.28). The policy hindrances in job were significantly but weakly correlated with interest of administration in performance at (.25). The fair amount payment was highly significant but negatively correlated with job promotion at (-.69) at (-.66) with job advancement at (-.74) with professional development at (.24) with work appreciation at (-.58) with interpersonal relation at (-.75) with unfair administration role at (.30) with interest of administration in performance weak correlation with policy hindrances at (.19) and highly negative correlation with unclear policies of universities at (-.74). So it can be concluded that the fair payments significantly affect the job satisfaction of non-PhD faculty members of the universities. The variable increase in salary was negatively but significantly correlated with job promotion at (-.68), job advancement at (-.58), professional development at (-.55), interpersonal relationship at (-.45), unfair administration at (-.62) with role in preparing policies at (-.62) and it has highly positive correlation with the amount paid for fair work at (.71). The hygiene factor competitive package was

found to have negative but significant correlation with job promotion at (-.64), job advancement at(-.58), professional development at(-.64) and it was also negatively but significantly correlated with hygiene factors, interpersonal relations at(-.50) administrations interest in performance at (-.67) and with role in policy making at (-.63), however, there is positive and significant correlation among the competitive package and reward on efficient work at(.24), administrations interest in performance at(.24) fair amount at (.84), increase in salary at (.64).

9.2. Demographic Factors

The demographic characteristics of the non-PhD faculty members were also significantly correlated with motivator and hygiene factor of job satisfaction. The results show that gender has weak but was significant correlation with job promotion at (.45), interpersonal relations at (.20), however, gender has weak and negatively but significant correlation with desired future at (-.21) and also weak but significant correlation with competitive package at(-.22). Age was moderately but significantly correlated with job advancement at (.46). Academic qualification was weakly but significantly correlated at (.34). Experience was found to have weak and negative but significant correlation with salary increase at (-.17). Marital status had negatively moderate but significant correlation with job promotion at (-.44), job advancement at (-.39), professional development at (-.45) interpersonal relation at (-.37) unfair administration at (-.51) and role in preparing policies at (-.43), whereas marital status was positively and significantly correlated with fair amount paid at (.46) and salary increase at (.48).

9.3. Response regarding Job Satisfaction

The statistical results show that 94% of the non PhD faculty members of the universities are not satisfied from the promotion chances at the universities they are working. 92% are of the view that the universities do not provide adequate facilities for job advancement, and 95% responded that there are not sufficient opportunities for the professional development in the universities. So far as work appreciation is concerned the opinion of non-PhD faculty is mixed: 27% think that they cannot

decide, whereas 43% agree, 18% strongly agree and 11% disagree that the work they do is appreciated. Regarding the rewards for efficient work, 80% faculty disagree that they are being rewarded for efficient work. More than 77% of non-PhD faculty members responded that, while working for the respective universities, they will not achieve the desired future; 22% of the faculty members have mixed opinion. 68% faculty members dislike the peoples they work with; 19% are neutral and 12% like to work with colleagues.

The opinion of non-PhD faculty regarding immediate administration was unenthusiastic: 62% of the faculty thought that their immediate boss is unfair to them and 34% had mixed opinion. More than 80% of the faculty expressed that the administration does not take interest in the performance of the subordinates and 17% were undecided. At least 78% of the respondents described that many of the rules and policies of the universities hinder their job, 21% responded neutrally. Almost 70% of the faculty members expressed that the policies of the universities are not clear to them; however, 29% could not decide about the clarity of the policies. 73% of the faculty members responded that they do not have any role in preparing policies of the universities; 24% were not clear about the opinion. 89% responded that they are being paid fair amount as compensation for the work they do while 17% remained undecided. As for as the chances of salary increase was concerned, more than 63% of the faculty members were not satisfied were as, 33% were neutral. 75% of the non-PhD faculty was of the view that the benefits they receive are not competitive; 18% were undecided and only 3.2% were satisfied from the benefit package.

9.4. Factor Analysis

The results of factor analysis of job satisfaction of non-PhD faculty members of the universities show that KMO test confirm 66% of the sample adequacy. Bartlett's test of sphericity was also significant. So it can be concluded that the data was suitable for the factor analysis. The factor analysis has extracted five factors. The factor extracted through varimax rotation included both motivator and hygiene factor of job

satisfaction of non-PhD faculty members of the universities. Factor one mainly shows the variable belonging to motivator component and one hygiene variable, the new factor was named as growth. Factor two included hygiene components policies, fair payment and benefit package and new factor was created as compensation procedures. Factor three includes motivator component, reward for efficient work and hygiene components policy hindrances in job so new factor recognition was created. Factor four includes motivator component, desired future and hygiene component unfair administration and new factor prospect was created. Factor five has included hygiene component, administration interest in performance of subordinates and role in preparing policies.

10. Conclusion

The study was conducted in the public and private universities. The results of the investigation depicts terrible picture of overall job satisfaction among non-PhD faculty of the universities. The non-PhD faculty has shown dissatisfaction with the job motivator and hygiene factors of satisfaction. Their opinion for the promotion, administration, policies and compensation was significantly dissatisfactory. The study reveals that demographic characteristics of the respondents have significant impact on the job satisfaction of the non-PhD faculty.

The response of the male and female faculty was more or less similar for the professional progress, relationship, policies and compensation. A considerable number of female faculty members have remained undecided regarding various factors of job satisfaction and understandably so that in our society the female faculty does not always show their true opinion about the level of job satisfaction. The male faculty was more concerned about the professional development, policies and compensation. It was also observed that the non-PhD faculty was very susceptible about the role in preparing policies regarding job. They should be given significant role in various academic forums as they can play their part in altering and formulating policies of the institutions.

The level of job satisfaction of non-PhD faculty can be improved by preparing flexible promotion policies and initiating advanced training

facilities for the job and professional development. The improvement of relationship with the administration will have positive impact on the job satisfaction of non-PhD faculty. The recognition and appreciation for the job done well may significantly improve the job satisfaction of non-PhD faculty. From the above description, it can be concluded that non PhD faculty members mainly focus on hygiene factor for the job satisfaction in the universities. The study has explored some new components of job satisfaction, so researchers and scholars may conduct the studies to confirm these components.

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