



**FACTORS AFFECTING JOB SATISFACTION OF  
ACADEMIC EMPLOYEES: A CASE STUDY OF THE  
NATIONAL UNIVERSITY OF LESOTHO**

**BY**

**MATEKO EDITH MOLOANTOA**

**STUDENT NO: 20803717**

Dissertation submitted in fulfilment of the requirements for a Masters  
Degree in Technology in Public Management at the Durban  
University of Technology

Supervisor: Prof N. Dorasamy: PhD Pub Admin, Masters Pub Admin,  
HonHist, Hon Ed, Adv Dip Pub Admin, B Paed Ed

Signature: .....

Date: .....

Co-Supervisor: Dr I Govender: PhD Pub Admin, Masters Business  
Admin, BCom, BSc, LLB, CFP

Signature: .....

Date: .....

**SEPTEMBER 2015**

## **DECLARATION**

I, Mateko Edith Moloantoa, declare that, to the best of my knowledge and belief, this is my own work, and all the sources used in this thesis have been properly acknowledged and accurately reported.

---

Mateko E. Moloantoa

## ACKNOWLEDGEMENTS

I hereby wish to express my gratitude to the following people for the support, input, and motivation that enabled this work to be successfully completed:

- First and foremost, God Almighty for making it possible for me to reach this far.
- My Supervisors, Prof N Dorasamy and Dr I Govender, for their willingness to help me, even through difficult situations.
- Special thanks to my family, especially my husband, mom, brother and sister, for their encouragement and having faith in me.
- Durban University of Technology for the financial support.
- Others who helped me in numerous ways in completing this research and compiling the dissertation.
- Helen Richter, Dr Lawrence Mpele Lekhanya, Mr Deepak and my friends.
- My sincere appreciation goes to all those who have assisted me whom I have not mentioned. I thank you.

## **DEDICATION**

I dedicate this research to my beloved husband, Ntsane Matalasi and my adorable son, Tshepo Matalasi, who have always been my inspiration and always motivated me to keep on studying. It was not very easy to leave them at home and spend months away from them. I really thank my husband for his understanding and faith in me.

## **ABSTRACT**

While research has been conducted, with regard to job satisfaction all over the world, no research has been done on the various factors affecting job satisfaction of academic employees, with specific reference to the National University of Lesotho (NUL). Therefore, the understanding of these factors are clearly defined and explained, in order to help university administrators to improve academic performance and attract well-qualified academics into the university. Factors affecting job satisfaction of academic employees at the NUL include, working conditions, relationship with colleagues, and access to resources, job security, recognition and advancement.

The sample consisted of 156 respondents, who were selected using the Supercool Random Generator Software and were required to complete a questionnaire, with an interviewer present to assist. Respondents were asked to complete a 5-point Likert scale questionnaire. A mixed approach of both quantitative and qualitative techniques was used, while the analysis of primary data was done using SPSS, version 21.0. The results were presented by figures from Microsoft Excel and gross tabulation tables.

The findings of the study indicated that there was a positive significance to the NUL academic staff regarding salaries, as a factor influencing their job satisfaction. The results also indicated that there are insufficient financial resources to support teaching, learning and research at the NUL. However, the results further revealed that, besides all the dissatisfaction shown by academics, in terms of aspects, such as benefits, allowances, lack of equipment, as well as poor institutional management, there were good relations between departments, and they work as a team. Therefore, the findings from this study can assist university administrators and academics to increase the job satisfaction levels of employees.

## **TABLE OF CONTENTS**

|                        |      |
|------------------------|------|
| Declaration .....      | i    |
| Acknowledgements ..... | ii   |
| Dedication .....       | iii  |
| Abstract .....         | iv   |
| List of tables .....   | x    |
| List of figures .....  | xi   |
| Appendices .....       | xii  |
| List of acronyms.....  | xiii |

### **CHAPTER ONE**

#### **INTRODUCTION AND BACKGROUND OF THE STUDY**

|                                                |    |
|------------------------------------------------|----|
| 1.1 Introduction .....                         | 1  |
| 1.2 Background and reasons for the study ..... | 2  |
| 1.3 Research problem statement .....           | 3  |
| 1.4 Aim of the study .....                     | 4  |
| 1.5 Research objectives .....                  | 4  |
| 1.6 Rationale for the study .....              | 4  |
| 1.7 Scope of the study .....                   | 5  |
| 1.8 Limitations .....                          | 5  |
| 1.9 Delimitations .....                        | 6  |
| 1.10 Literature review .....                   | 6  |
| 1.11 Research methodology .....                | 6  |
| 1.11.1 Research design.....                    | 6  |
| 1.11.2 Research instrument (MSQ).....          | 7  |
| 1.11.3 Target population .....                 | 7  |
| 1.11.4 Sample method.....                      | 7  |
| 1.11.5 Sample size .....                       | 8  |
| 1.12 Definition of terms.....                  | 8  |
| 1.13 General outline of the study .....        | 9  |
| 1.14 Conclusion.....                           | 10 |

## **CHAPTER TWO**

### **LITERATURE REVIEW**

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| 2.1 Introduction.....                                                   | 11 |
| 2.2 Higher education (HE) within public management .....                | 12 |
| 2.2.1 Concept of public management in Higher Education .....            | 14 |
| 2.2.2 Administration and challenges facing Higher Education.....        | 15 |
| 2.3 Definition of job satisfaction.....                                 | 16 |
| 2.4 Importance of job satisfaction to academic employees.....           | 17 |
| 2.5 Motivation and job satisfaction.....                                | 18 |
| 2.5.1 Definition of motivation.....                                     | 18 |
| 2.5.2 Motivation on job satisfaction.....                               | 19 |
| 2.6 Theories of motivation .....                                        | 20 |
| 2.6.1 Herzberg’s Two factor Theory .....                                | 20 |
| 2.6.2 Maslow’s Hierarchy of Needs.....                                  | 22 |
| 2.6.3 Vroom’s Expectancy theory .....                                   | 25 |
| 2.7 Hagedorn’s Conceptual Framework for academic job satisfaction ..... | 26 |
| 2.8 Minnesota Satisfaction Questionnaire (MSQ) .....                    | 27 |
| 2.9 Factors influencing job satisfaction .....                          | 28 |
| 2.9.1 Extrinsic factors influencing job satisfaction .....              | 28 |
| 2.9.2 Intrinsic factors influencing job satisfaction .....              | 30 |
| 2.10 Factors affecting job satisfaction outside the institution.....    | 31 |
| 2.11 Challenges associated with job satisfaction .....                  | 33 |
| 2.12 Interventions responding to job satisfaction .....                 | 35 |
| 2.13 The influence of job satisfaction on employee performance .....    | 38 |
| 2.14 Benefits of job satisfaction.....                                  | 40 |
| 2.15 Conclusion .....                                                   | 43 |

## **CHAPTER THREE**

### **HIGHER EDUCATION IN LESOTHO**

|                                                           |    |
|-----------------------------------------------------------|----|
| 3.1 Introduction.....                                     | 44 |
| 3.2 Purpose of Higher Education .....                     | 45 |
| 3.3 The structure of the education system in Lesotho..... | 46 |

|                                                              |    |
|--------------------------------------------------------------|----|
| 3.3.1 Pre-school education .....                             | 47 |
| 3.3.2 Primary education.....                                 | 48 |
| 3.3.3 Secondary education.....                               | 48 |
| 3.3.4 Higher Education.....                                  | 48 |
| 3.4 Polices of Higher Education in Lesotho.....              | 50 |
| 3.5 Discussion of Higher Education strategic plan .....      | 51 |
| 3.6 Challenges in Higher Education .....                     | 52 |
| 3.6.1 Funding of Higher Education Institutions (HEIs) .....  | 52 |
| 3.6.2 Corporate governance.....                              | 53 |
| 3.6.3 Impact of HIV/AIDS .....                               | 54 |
| 3.6.4 Access to Higher Education .....                       | 55 |
| 3.7 History of the National University of Lesotho (NUL)..... | 56 |
| 3.7.1 Faculties and facilities at the NUL .....              | 56 |
| 3.7.2 Vision .....                                           | 56 |
| 3.7.3 Mission .....                                          | 57 |
| 3.7.4 Strategic plan of the NUL 2007-2012 .....              | 57 |
| 3.8 Teaching and learning strategies.....                    | 59 |
| 3.9 Conclusion .....                                         | 60 |

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

|                                                            |    |
|------------------------------------------------------------|----|
| 4.1 Introduction .....                                     | 62 |
| 4.2 The research design.....                               | 62 |
| 4.3 Research objectives.....                               | 62 |
| 4.4 Qualitative and Quantitative research design.....      | 63 |
| 4.5 Survey method .....                                    | 63 |
| 4.6 Case study approach.....                               | 64 |
| 4.7 Target population .....                                | 64 |
| 4.8 Sampling procedure and description of the sample ..... | 64 |
| 4.9 Data collection .....                                  | 66 |
| 4.9.1 Data analysis.....                                   | 67 |
| 4.9.2 Instrument of research .....                         | 67 |



|                                                            |    |
|------------------------------------------------------------|----|
| 4.10 The Minnesota Satisfaction Questionnaire (MSQ) .....  | 67 |
| 4.11 Description and development of the questionnaire..... | 68 |
| 4.12 Pre-testing .....                                     | 69 |
| 4.13 Validity and reliability .....                        | 69 |
| 4.14 Anonymity and confidentiality .....                   | 70 |
| 4.15 Ethical considerations .....                          | 70 |
| 4.16 Limitations to the study.....                         | 70 |
| 4.17 Conclusion .....                                      | 71 |

## **CHAPTER FIVE**

### **DATA ANALYSIS**

|                                                                     |    |
|---------------------------------------------------------------------|----|
| 5.1 Introduction .....                                              | 72 |
| 5.2 Presentation of results .....                                   | 72 |
| 5.2.1 Faculty respondents at the university .....                   | 72 |
| 5.2.2 Gender of respondents.....                                    | 73 |
| 5.2.3 Age of respondents .....                                      | 74 |
| 5.2.4 Total years of service of respondents at the university ..... | 75 |
| 5.2.5 Employment levels of respondents at the university .....      | 76 |
| 5.2.6 Race of academics at the university .....                     | 77 |
| 5.2.7 Qualification of respondents .....                            | 78 |
| 5.3 Academic working conditions .....                               | 80 |
| 5.4 Relationship with colleagues .....                              | 83 |
| 5.5 Access to resources .....                                       | 85 |
| 5.6 Job security .....                                              | 88 |
| 5.7 Recognition .....                                               | 91 |
| 5.8 Advancement .....                                               | 93 |
| 5.9 Qualitative analysis .....                                      | 96 |
| 5.10 Conclusion .....                                               | 99 |

## **CHAPTER SIX**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

|                                                                                                                        |     |
|------------------------------------------------------------------------------------------------------------------------|-----|
| 6.1 Introduction.....                                                                                                  | 100 |
| 6.2 Summary of key findings.....                                                                                       | 100 |
| 6.3 Findings related to literature review.....                                                                         | 101 |
| 6.4 Conclusions.....                                                                                                   | 102 |
| 6.4.1 Conclusions drawn based on intrinsic factors that affected job<br>Satisfaction of academic employees at NUL..... | 102 |
| 6.4.2 Conclusions drawn based on extrinsic factors that affected job<br>Satisfaction of academic employees at NUL..... | 103 |
| 6.5 Implications of the study.....                                                                                     | 104 |
| 6.6 Recommendations.....                                                                                               | 104 |
| 6.7 Recommendations for further study.....                                                                             | 105 |
| 6.8 Conclusion.....                                                                                                    | 105 |

## LIST OF TABLES

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| Table 2.1 Interventions responding to job satisfaction .....            | 36 |
| Table 5.2.1 Faculty of respondents at the university .....              | 72 |
| Table 5.2.2 Gender of the respondents.....                              | 73 |
| Table 5.2.3 Age of the respondents.....                                 | 74 |
| Table 5.2.4 Total years of service of the respondents.....              | 75 |
| Table 5.2.5 Employment levels of the respondents at the university..... | 76 |
| Table 5.2.6 Race of the respondents .....                               | 77 |
| Table 5.2.7 Qualification of the respondents .....                      | 80 |
| Table 5.3 Academic working conditions .....                             | 81 |
| Table 5.4 Relationship with colleagues .....                            | 84 |
| Table 5.5 Access to resources .....                                     | 87 |
| Table 5.6 Job security .....                                            | 90 |
| Table 5.7 Recognition .....                                             | 93 |
| Table 5.8 Advancement .....                                             | 96 |

## LIST OF FIGURES

|                                                                           |    |
|---------------------------------------------------------------------------|----|
| Figure 2.1 Maslow's Hierarchy of Needs .....                              | 23 |
| Figure 3.1 Structure of the education system in Lesotho.....              | 47 |
| Figure 5.2.1 Faculty of respondents at the university .....               | 73 |
| Figure 5.2.2 Gender of the respondents .....                              | 74 |
| Figure 5.2.3 Age of the respondents .....                                 | 75 |
| Figure 5.2.4 Total years of service of the respondents .....              | 76 |
| Figure 5.2.5 Employment levels of the respondents at the university ..... | 77 |
| Figure 5.2.6 Race of the respondents .....                                | 78 |
| Figure 5.2.7 Qualification of the respondents .....                       | 79 |
| Figure 5.3 Academic working conditions .....                              | 80 |
| Figure 5.4 Relationship with colleagues .....                             | 83 |
| Figure 5.5 Access to resources.....                                       | 85 |
| Figure 5.6 Job security .....                                             | 88 |
| Figure 5.7 Recognition.....                                               | 91 |
| Figure 5.8 Advancement .....                                              | 94 |

## **LIST OF APPENDICES**

|                                           |     |
|-------------------------------------------|-----|
| Appendix A: Letter of Consent.....        | 120 |
| Appendix B: Questionnaire.....            | 122 |
| Appendix C: Interview Questions.....      | 128 |
| Appendix D: IREC letter.....              | 131 |
| Appendix D1: Cross-tabulations.....       | 132 |
| Appendix D2: Bi-variate correlations..... | 133 |
| Appendix D3: Chi-square tests.....        | 135 |
| Appendix D4 Frequency.....                | 136 |
| Appendix D5 Turnitin-report.....          | 139 |
| Appendix D6 Gate-keepers letter.....      | 140 |

## LIST OF ACRONYMS

|             |                                                                 |
|-------------|-----------------------------------------------------------------|
| CHE.....    | Council of Higher Education                                     |
| COSC .....  | Cambridge Overseas School Certificate                           |
| HE .....    | Higher Education                                                |
| HESA .....  | Higher Education Statistics Agency                              |
| HEFCE ..... | Higher Education Funding Council for England                    |
| HEIs .....  | Higher Education Institutions                                   |
| HF.....     | Human Factor                                                    |
| HoD.....    | Head of Department                                              |
| HRM.....    | Human Resources Management                                      |
| IE.....     | Institute of Education                                          |
| IEMS .....  | Institute of Extra Mural Studies                                |
| ISCED ..... | International Standard Classification of Education              |
| JC .....    | Junior Certificate                                              |
| MOET .....  | Ministry of Education and Training                              |
| MSQ .....   | Minnesota Satisfaction Questionnaire                            |
| NPM .....   | New Public Management                                           |
| NUL .....   | National University of Lesotho                                  |
| SADC .....  | South African Development Community                             |
| SARUA ..... | Southern African Regional Universities Association              |
| SASCO.....  | South African Student's Congress                                |
| TML .....   | Thomas Mofolo Library                                           |
| UBLS .....  | University of Botswana Lesotho and Swaziland                    |
| UNESCO..... | United Nations Educational Scientific and Cultural Organisation |

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

#### **1.1 INTRODUCTION**

Many studies have been undertaken in the area of job satisfaction of employees in different organisations around the world, due to its critical influence on the success of the organisation. Therefore, the understanding of aspects involved in job satisfaction, is very important and relevant to the wellbeing of employees and job performance. A person who has a sense of personal wellbeing in relation to work, who is more committed and engaged in his/her job, will generally be more satisfied and would be expected to work harder and be more productive. Therefore, the extent of employees' well-being is frequently recognised as a factor that influences an individual's decision to resign from his/her job. This also applies to tertiary educational institutions.

In its use by governments, to support innovation and performance across academic sectors, the role of higher education (HE) has become an essential mechanism in achieving this objective (Bloom, Canning and Chan, 2006: 1). The role that Higher Education Institutions (HEIs) plays is very critical, in terms of providing quality education in teaching, learning and research. In African countries, Lesotho being no exception, universities have become primary institutions for enhancing education, thereby enabling an active part to be played by African academics, in the international scholar community (Bloom *et al.*, 2006: 2).

Institutions of HE should warrant being the focus of and preserving an efficient and effective workforce, as well as committed, to promoting quality teaching and learning. They have to offer competitive remuneration and benefits to their academic staff, while recognising their achievements. This commitment not only boosts academics' morale, but also enhances their functioning, an important factor in itself, for academic quality improvement (Bloom *et al.*, 2006: 2). The overall performance of a university may depend on academics, while eventually the degree of dedication and job satisfaction also features. The performance and productivity of academic employees, at the National University of Lesotho (NUL), is therefore, affected by an important factor - job satisfaction.

Due to the importance of the role played by job satisfaction, and the number of strikes encountered at the NUL by academic employees are considered, Waswa and Katana (2008: 45), maintain that this state of events has devastating implications on quality assurance in HE. This study stems from the growing significance, in examining the factors and their interactions that affect the dimensions connected to academic staff's job satisfaction.

## **1.2 Background and reasons for the study**

African HEIs are encumbered in making quality education, research and services available, which are all needed in order for these countries to advance (Mothman 2009: 1). For instance, Lesotho recognises education as a fundamental ingredient for its development. It ensures that there is high-skilled manpower available in areas of need, to promote economic growth and alleviate poverty. However, within the country's HE context, public educational institutions have raised major concerns about some of the hindrances, including that of low salaries, no prospects of promotion, and deficient fringe benefits. Critical challenges have been raised, to enhance the quality of HE, by means of curriculum improvements that are both well-programmed and structure. In addition to this, management efficiency and effectiveness requires improvement in HEIs (Mashau, Steyn and Wolhuster, 2008: 112).

Currently, common challenges experienced by African universities and faced by HE on the continent include, lack of resources to undertake research, unskilled workers in the field, and a need for teaching and learning aids. Lesotho's policy on education clearly states that, in order for the country to succeed, it must have an economically, culturally and politically strong basis in pre-secondary and post-secondary sectors of education. Hence, HEIs are central to the future development of the country (Preece, 2011: 83).

The Ministry of Education and Training (MOET) (2006: 3) states that the biggest challenge for the education system of Lesotho, has been the failing national educational reform, with a system of education that is both inappropriate and does not address the needs of the population. This result is attributed to a lack of the human factor (HF) in education. Saint (2009: 524) echoes the sentiment that the legal framework for HE in Africa is found to not be accessible in the public domain, resulting in fewer resources being available to guide legal proposals for African HE. A



positive climate at an university increases not only staff job satisfaction, but also the HEI's overall productivity, which can ultimately be translated into a contributing factor, leading to success among students (Saint, 2009: 524). Hence, the study on academic job satisfaction is important, specifically as universities are perceived as the top providers of expertise in all disciplines that set national economies in motion. This study therefore, focuses on academics in the university, as job performance is influenced by factors, such as teaching and learning, research and knowledge development, while also affecting motivation, morale, attrition and ultimately, the performance of students.

### **1.3 RESEARCH PROBLEM STATEMENT**

Job satisfaction is a very important factor that affects the performance and productivity of employees not only in the academic sector, but also in all the other sectors of the economy. Job satisfaction is also very important for the wellbeing of employees. However, the main focus of this study is to examine the important role of academics which is often identified as one of the factors that influence the decision of an individual to quit his/her job and possibly for students to quit university. Studies conducted in this field, show the importance of job satisfaction especially for academics in higher education institutions, especially in African countries. Authors like Chimanikire, Mutandwa, Gadzirayi, Muzondo and Mutandwa (2007:167), found in their study that tertiary institutions, particularly universities in Zimbabwe have been facing significant loss of qualified staff due to job dissatisfaction. Studies conducted in the area of job satisfaction in Uganda's higher education sector, show an increasing demand in Uganda by universities for academics to perform more effectively and efficiently (Ssessanga and Garret, 2005:34). In some universities in Southwest-Nigeria, Adekola (2012:1), identified low to moderate satisfaction levels that exist among academics in those universities. With this in mind, the importance of this study can easily be linked to the need for an improvement in the use of human resources for their own benefit and for the benefit of organizations, especially in higher education institutions which play a critical role in providing quality education. Therefore, an analysis of job satisfaction among academics in universities is important to ensure that they are not only attracted and retained, but also deliver quality services in core functions like teaching, learning and research.

According to Machado-Taylor, Meira, Soares, Ferrera and Gouveia (2011:34), satisfaction of academic staff is crucial for the performance of academics and, ultimately for the quality of higher education institutions. To achieve quality education and job satisfaction among academics, various dimensions should be studied because satisfaction increases productivity and performance of individuals. Therefore, the research problem which entails the factors affecting job satisfaction of academic employees at the National University of Lesotho will be investigated in order to achieve the reasons thereof for their multiple strikes at their university.

#### **1.4 AIM OF THE STUDY**

The aim of this study was to investigate the factors affecting job satisfaction of academic employees at the NUL.

#### **1.5 RESEARCH OBJECTIVES**

The following objectives were identified as relevant to the study:

- To analyse the extrinsic factors that influence job satisfaction of academic staff.
- To examine the intrinsic factors influencing academics' job satisfaction.
- To recommend strategies for the improvement of academics' job satisfaction.

#### **1.6 RATIONALE FOR THE STUDY**

It is valuable to reflect on the ways in which job satisfaction can add value to the success of any HEI. Machado-Taylor, Soares, Ferreira and Gouveia (2011:34) reiterate that academic staff satisfaction is crucial for their performance and, ultimately, for HEIs' quality. To achieve quality education and job satisfaction among academics, a range of dimensions should be studied, since job satisfaction increases individual productivity and performance. The importance of this study can be linked to the need for improvement in the use of human resources for its own benefit and for the benefit of organisations. Therefore, an analysis of job satisfaction among academics in universities is important to ensure that they are not only attracted and retained, but also deliver quality services in core functions, such as teaching, learning, research and administration.

Public HE in Lesotho has been embroiled in controversy, for the past few years, according to newspaper reports, with the academic calendar affected by several strikes at NUL, along with student and institutional performance. There has been a strong change agenda developing at NUL, which has led to reports of major strikes by academics and students failing to sit for their final examinations (NUL is the only state owned university).

This is not in contention and it seems several stakeholders are, with ministerial involvement, engaged in talks. The university was forced to close occasionally, due to lecturers, claiming low salaries, being on strike for most of the 2011 academic year. A new institutional strategy was proposed by the university's top management to restructure the institution. Many perceived this to have had a negative effect on most of the lecturers, with many losing their jobs (Pitso, 2011: 2). At the end of 2011, the university had to close three of its campuses due to lack of funds (the Institute of Extra-mural Studies in Maseru's Hoek, as well as Maseru and Qutha's Nek), In protest against the NUL's restructuring exercise, which did not have the necessary policy to guide this restructuring process, the Dean of the Law Faculty at NUL resigned in January 2012. Academic staff output was adversely affected by the lack of resources to perform their tasks to their level best, not being recognised for their achievements and by the absence of a clear promotions policy (Pitso, 2011: 2).

## **1.7 SCOPE OF THE STUDY**

The study was confined to academic staff at the only public university in Lesotho, which is NUL. The University is located approximately 35 kilometers south-east of Maseru, which is the capital city of Lesotho. It is still a growing institution, with approximately 780 academic staff.

## **1.8 LIMITATIONS**

The fact that the study was confined to a university in another country, meant that major costs were incurred in terms of transport, and academics would not accord their time to completing questionnaires, in view of extreme workloads. It also became a problem to gain access to some documents, especially reports on HE in Lesotho.

## **1.9 DELIMITATIONS**

Delimitations of this study were that it was specifically confined and limited to the only public university in Lesotho and its academics and the findings could, therefore, not be generalised to similar institutions.

## **1.10 LITERATURE REVIEW**

The literature review was undertaken with a view of identifying factors affecting job satisfaction of academic employees at university level. Existing research has identified various factors that impact job satisfaction among academic employees. This includes factors examined by Adekola's (2012: 4) study, based on the Minnesota Satisfaction Questionnaire (MSQ).

Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, Vroom's Expectancy Theory and Hagedorn's Framework for Academic Job Satisfaction, were used as the basis for this study. This is mainly due to the most important dimensions of satisfaction being related to the nature of work, which Herzberg believes to be fundamental factors, for example recognition, advancement, responsibility and contributing motivators, with company policy and administration regarded as extrinsic factors. Both aspects are believed to have the potential to create job satisfaction. The MSQ is designed to measure An employee's satisfaction with his/her job is measurable with the MSQ, which makes more specific information available on those facets an individual finds rewarding, such as achievement, authority, security, etc. The Hagedorn conceptual framework has the added aspects of motivators, demographics and triggers of job satisfaction, which play a significant role in employee satisfaction/dissatisfaction.

## **1.11 RESEARCH METHODOLOGY**

### **1.11.1 Research design**

A mixed method approach, which included quantitative and qualitative methods, was used in this case study, to assist with a thorough research of the factors that contribute to the characteristics of the study topic.

### **1.11.2 Research Instrument (Minnesota Satisfaction Questionnaire)**

The questionnaire was structured according to MSQ principles, which measures the satisfaction level of participants with their present employment. Questions were asked regarding working conditions, recognition, advancement and access to resources, as well as relationships with colleagues and security.. The use of the MSQ was due to it covering 20 facets, which are more specific scales on job satisfaction, than any other scales. Toker (2011: 156) states that the MSQ combines subscales from the 20 subsets of items related to job satisfaction, of both extrinsic and intrinsic satisfaction, Extrinsic satisfaction is linked to aspects of work, such as pay, which don't have much to do with the work itself,.

Intrinsic satisfaction, on the other hand, concerns aspects related to the nature of the job itself and employees' feelings regarding their work. This makes, the MSQ the generally preferred research instrument in this type of study, as the researcher is able to identify those aspects that relate to both intrinsic and extrinsic factors of job satisfaction, in contributing to the satisfaction of academics. The MSQ is available in the public domain and has been used in several studies, including that of Toker (2011: 156). The author's research entailed an empirical study on job satisfaction of academic employees at the University of Turkey.

### **1.11.3 Target population**

The total number of staff employed at NUL is 780; which includes both academic and non-academic staff. However, this study focused only on academic staff, which comprised of 162 females and 212 males, constituting a population of 374 academics, employed in seven faculties.

### **1.11.4 Sample method**

Using a probability sampling technique, the researcher identified specific stratas (departments) by means of stratified random sampling, whereby only two departments were selected per faculty, with the exception of the Faculty of Humanities, from which four departments were selected. This sampling technique was used due to estimates of each stratum (department), in addition to the population sample, being obtained.

#### **1.11.5 Sample size**

The sampling frame was constructed from a list of lecturers, obtained from the selected departments, using the Supercool Random Number Generator software. This software randomly picks the number, depending on the scale the researcher uses. Therefore, the sample consisted of 140 participants for the questionnaire-based survey, and 16 interviews, conducted with the HOD's of the same departments that constituted part of the stratified random sampling. This resulted in a total of 156 participants.

#### **1.12 DEFINITION OF TERMS**

Key concepts made use of in this study are defined below:

**Job satisfaction:** At its most general level of conceptualisation, job satisfaction is, basically, about the extent to which individuals are content in their jobs. Buchanan (2010: 1) states that this is a intricate and multifaceted theory, and it can have a diverse meaning to different people. The Turkish Language Association (2010) also implies that definitions of satisfaction include that of either being content, or having a wish come true, but also the attaining of spiritual fulfilment, which applies to academics.

**Motivation:** Kirsten (2011: 2) refers to motivation as an aspiration, actions that people propose to take that are directed and purposeful, in order to satisfy their needs. Once satisfied, an individual effort is enquired to satisfy new needs that may arise. It can further be perceived as an inner constraint that gives the attainment of personal and organisational goals priority.

**Intrinsic motivation:** According to Oluseye, Amos and Abiola (2014: 197) this is identified as an individual's actions for his/her natural satisfaction, instead of some independent consequences. Simply put, it is a feeling of self-fulfilment and enjoyment that individual employees gain from the job itself.

**Extrinsic motivation:** includes all the factors outside the job itself and are administered by someone other than the individual concerned (Kim and Park, 2013: 63).

**Academic staff:** According to the Higher Education Statistics Agency (HESA Insight 2009: 1), the definition of academic employees is that of academic professionals within HEIs, who are accountable for the planning, undertaking and directing of teaching and research,

**Higher Education Institutions:** These are institutions that offer education programmes beyond the secondary level, especially education at college or university level (Samoff and Carrol, 2003: 10).

**Employee performance:** This entails or leads to whether goals or objectives of the organisation are controlled and met against previously set standards (Kirsten, 2012: 46).

### **1.13 GENERAL OUTLINE OF THE STUDY**

#### Chapter 1: Introduction and background of the study

The focal point of this chapter is the background to the research, along with a description of the aim and objectives of the research. The research design and the research methodology are also briefly outlined.

#### Chapter 2: Literature review

Issues relating to employees, the importance of job satisfaction, job satisfaction of academic employees within institutions of HE, institutional policy relating to human resources, practices of HE in Lesotho, as well as internal and external factors affecting job satisfaction, are discussed in this chapter. The influence of job satisfaction on employee performance is also covered.

#### Chapter 3: Higher Education in Lesotho

All the aspects relating to HE, in the context of Lesotho, are covered in this chapter. It focuses on the purpose of HE in general, and the structure of the educational system in Lesotho. It also covers the laws and basic regulations concerning education in Lesotho.

#### Chapter 4: Research methodology

The approach, methods and techniques used to collect and analyse data on job satisfaction of academic employees at the NUL, are presented in this chapter.

## Chapter 5: Data analysis

This chapter discusses the findings from the investigation of factors affecting job satisfaction of academic employees at the NUL.

## Chapter 6: Findings, Conclusions and Recommendations

The conclusion of the entire dissertation is presented in this chapter, along with suggested recommendations regarding job satisfaction improvement at universities.

### **1.14 CONCLUSION**

The main aim of this study was to identify factors affecting job satisfaction among academic employees at universities, focusing on the NUL. The conclusion to the study is informed by a questionnaire administered to academics and interviews conducted with heads of departments at the NUL.

This chapter set out the objectives of the study, as well as a brief outline of the research design and methodology of the entire dissertation.

The literature review, relating to job satisfaction, is discussed in chapter two.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Research indicates that universities can be regarded as one of the most important institutions of a nation (Khalid, 2012: 126). The importance of national education systems and how academics fit into these systems should, therefore, be clearly understood by administrators and employers of the various HEIs around the world. Brevis, Cronje, Smit and Vrba (2011: 383) state that, having the knowledge, understanding and experience of providing academic staff with meaningful work is imperative for management in HEIs, as this acknowledges staff expectations. Nonetheless, employee perceptions of unfair and discriminatory treatment are seen as a strong predictor of job dissatisfaction (Ololube, 2010: 114).

Should more equitable treatment be perceived by employees from another organisation, their prospects of leaving the institution increase. Some functions of academics include research; teaching and learning; and community engagement, which is becoming increasingly important in the 21st century (Arimoto and Daizen, 2013: 145). However, academic attributes in HE vary greatly in terms of gender, age, education level, and even the institution type worked for. As a result, expectations in terms of what really motivates academics differ, but similar attributes remain that define their tasks, and this consists of the links between information; research; education and learning; and community engagement; among others,.

The most important role performed in education, learning and research by academics, proposes a blend of decisive outlooks and realistic guidance, best suited to those individuals who wish to make use of analysis and critiques, to enhance their practice (Tennant, McMullen and Kaczynsk 2010: 1). For academics in particular, the aim is that of promoting a crucial understanding of developing practices, as well as their positioning as workers in academic life. This ensures their teaching professionalism, which plays a critical role in enhancing quality education, thereby producing quality graduates, who become core leaders in their communities.

According to Noordin (2009: 122), successful educational programmes rely on the important contributions made by academic staff. This incorporates their effort, contribution, commitment and more significantly, their teacher professionalism into its entirety. Improved academic staff job satisfaction is attributed to a positive and healthy university climate. Therefore, job satisfaction remains an organisational variable, which should be recognised and continuously examined, for the University's benefit. According to Subramanian and Saravanan (2012: 122), there is an ongoing area of interest in the search to ascertain the causes of job satisfaction or dissatisfaction; the argument is that satisfied workers are, supposedly, more productive and more inclined to remain within the organisation for long. On the other hand, dissatisfied workers are seen to be less productive and more liable to leave the company's employ. Eyupolgu and Saner (2009: 687) support this view, stating that a positive climate at university not only increases staff job satisfaction, but also the institution's overall productivity, which can ultimately be translated into student success in the academic context.

## **2.2 HIGHER EDUCATION WITHIN PUBLIC MANAGEMENT**

According to Tolofari (2005: 75), public administration is constantly being re-evaluated. These reviews are, on the whole, started or manoeuvred by unobtrusive staff and are frequently seen, as mere trends. This has also been seen in some HEIs, such as NUL, where public administration has always been a constraint issue, in terms of staff management and their job satisfaction. Public administration involves all procedures that have to be performed, along with additional actions that government institutions and public officials agree to. Thus, extensive and unceasing restructuring of the public sector, occupies governments around the world. This streamlining, although arising from the economic downturn, were also motivated by political and social agendas.

As a new paradigm shift in public administration, the New Public Management (NPM), which according to Tolofari (2005:77), involves the ideology of particular management approaches and techniques, points to the failures and inadequacies of the public sector performance of many developing countries, including Lesotho. The author further explains that the problem of services in developing countries lies squarely in the nature and process of its public sector activity and public administration. Tolofari posits that the size of the government, central bureaucracies'

inadequate mechanisms of accountability, waste and inefficiency in resource use, are some of the problems that the NPM seeks to address. However, there are a few criticisms of the doctrines of the NPM from a political perspective, as only a few of the developing countries, including Lesotho, have become successful in public sector reforms (Kalimullah, Alam and Nour, 2012: 2).

It is commonly accepted that employees are a significant factor in the operation of public institutions (Kalimullah *et. al.*, 2012: 5), from which the rank and level of leadership of these institutions are not excluded.. Management is, in fact, normally considered as essential for the delivery of public services and functions, in an effective and efficient manner. The challenge facing A developing country, such as Lesotho, faces the challenge of securing qualified leadership that is capable of managing the public service in particular and the economy in general.. The public service demand, for the education and development of public and private leaders, is expected to be met by universities. It is therefore, essential that required competencies are ensured through education, training and development, as part of universities' mandate (Wessels and Jaarsveldt, 2008: 112).

In this regard, it is vital to know whether a university has the capacity and reach, to meet the full range of the purported need in the market for education, whether public, professional or occupational. According to Lesotho Vision 2020 (2001: 2) the Ministry of the Public Service urged the improvement of the lives of Basotho to become imperative, through the provision of essential services, poverty reduction, access to economic participation and improved service delivery. However, improved service delivery within the public service remains a challenge. There is thus a need for a concept change and mind-shift, in the manner in which public officials conduct themselves on the execution of assigned duties and responsibilities. Consequently, the way they operate and the seriousness in the change of attitude mindset and mental models through learning, will instil a deep understanding of public initiatives (SARUA, 2009:2).

Public service delivery is an essential duty of both the government and its institutions, and is the product of public administration and management. Public service delivery, being a comprehensive area of action, shows the importance of both public administration and management of a country. However, the manner in which government institutions are enabled to

provide services, is reliant on of a series of functions being executed, and therein lays the public administration process.

Achievement of government goals and execution of government policies, strive for a motivated and supported workforce in public management. However, public service performance has been below acceptable standards, which is attributed to uncompetitive, remuneration standards packages, an aspect that makes it impossible to attract and retain high quality personnel, especially in the HE sector. The public service should, therefore, employ strategies towards the provision of care and support for academic employees, in order to build a competitive public service (Du Toit, Erasmus and Strydom, 2007: 53).

### **2.2.1 Concept of public management in Higher Education**

Previous authors, such as Bleiklie (1998: 308), indicate that the role and functions of leadership, as well as administrative structures, are reinforced in both the scope and formal proficiency of administrators, as well as their authority as decision-makers. With a strengthened role against representative bodies, more and more responsibilities are assumed. These extend to day-to-day routine, and includes strategic planning and budgeting. In addition, there is also evaluation, comprised of, for example, the monitoring of performance, incorporating measurement, along with reporting.

According to a South African Student's Congress (SASCO) report (2009: 11), autonomy and academic freedom within universities should include governing bodies that are independent from government and any form of public management involvement. This means policies, such as the appointment of Vice Chancellors and senior administrators, should be excluded from university policy, and rather be considered as one of responsibility, responsiveness and accountability to society.

However, in many countries, including South Africa and Lesotho, the concept of public management seems to still be in the infancy stage, as universities become state-owned ventures, which fall under the Minister and department's control and jurisdiction (Du Toit, 2014: 6). Proposing that a university can act as a seminal organisation, means that members of universities

will assume they have a role to play in corporate activity administration and management. A similar proposal is put forward by Gilbert (1996: 2), who explains the original meaning of universities which, for HEIs, can be likened to a community that is dedicated to scholarship and wisdom. A collegial university, in reflecting these principles has to, basically, not be comparable to an Athenian democracy, nor have any democratic decision-making processes (Gilbert, 1996: 2).

### **2.2.2 Administration and challenges facing Higher Education**

According to weMfundo (2007: 26), in many developing countries, including Lesotho, the Minister of Education is not given extra powers in making decisions, with regard to the most critical issues concerning governance of universities. This is unlike South Africa, where the most important development of governance nature for the universities is that of the minister being given more powers to intervene, when the institution is not able to comply with any of the provision of this Act. In fact, the new amendments to the Act, introduced in 2012, give the minister wide-ranging authority to become involved in university affairs, way beyond the imagination of the architects of the post - 1994 Higher Education system (Mabelebele, 2013: 2).

However, the main challenges facing quality assurance in Africa are, a dearth of adequately trained professional staff in the national quality assurance agencies, as well as a lack of knowledge about the related process among staff in the institutions. In addition, there is also the resistance from faculty to become fully engaged in the very time-consuming process of data collection and processing and a lack of funds to establish quality assurance systems in the institutions. Sensitisation, capacity building, and funding are, thus, the main issues that need to be addressed in promoting quality assurance (Mohamedbhai, 2011: 6). This situation is also applicable to many African countries, including Lesotho.

The Higher Education Bill, which provides a legal framework for the development of a well regulated HE system in Lesotho, was established in 2004. It does not allow individual ministers to make critical decisions without consulting other stakeholders in the HE sector. Among the problems identified, is the unbalanced provision of educational services, which restricts the ability to achieve economies of scale. In addition, there is the social relations impact on the management and custody of educational services, between diverse groups and sub-groups from

the country's residents, along with their population's geographical dispersal and its effects on equalising students' educational opportunities. Added concerns involve the country's educational systems' internal attributes, for example, the challenges faced in developing appropriate curriculum material, examinations being conducted cost-effectively, and appropriate opportunities in HE being provided for personnel with such education, to the standard required by restricted demands (Bacchus, 2008: 127). Most of these challenges have an impact on the NUL curriculum and have brought about major changes in the HE sector, in terms of teaching, learning and research.

### **2.3 DEFINITION OF JOB SATISFACTION**

Job satisfaction is defined as “the quality of work life as experienced by employees and the condition that could be promoted by social responsibility programs executed by their employer” (Chimanikire, Mutandwa, Gadzirayi, Muzondo, and Mutandwa, 2007: 167). However, Saba (2011: 1) defines it as “the sense of achievement and arrogance felt by employees who get pleasure from their employment and complete it well.” Another definition of job satisfaction is that it is an inclusive, emotional familiarising of individuals about their role at their current work (Toker, 2011: 157). However, Abudullah, Ahsan, Yong Gun Fie, Shan and Alam (2009: 121) describe it as a reaction to a particular job that is both individual and emotional which is believed to result from an actual and present, result comparison, against that which is individually desired or expected. Bhutto and Anwar (2012: 16) find the term job satisfaction has turned into a ‘buzz-word’, in organisations and educational institutes. The most important factor every organisation attempts to nurture in their staff, is job satisfaction. In other words, job satisfaction in HE can be defined as an individual, emotional achievement of the specified tasks from the aimed objectives, within the university's academic structure.

The Harvard Professional Groupings (2008) description of job satisfaction appears to be a feasible definition for the purpose of this study, stating that it is the sense of achievement and success an employee experiences at their place of employment. This signifies the focal element in the accomplishment of aspirations set by the employees. Against this background, Du toit, *et. al.*, (2008: 22) believe that job satisfaction must be regarded as a vital deciding factor by

institutional management, due to it when taking workplace productivity, as well as the ensuing organisational success, into account, due to it relying on staff members' attitudes and feelings.

## **2.4 IMPORTANCE OF JOB SATISFACTION TO ACADEMIC EMPLOYEES**

Research in the area under investigation, has focused on the analyses of attrition, non-attendance; job functions and the work itself, as the main factors affecting staff attitudes (Kim and Park, 2013: 67). There is a further need for managers to examine and observe both extrinsic and intrinsic sources. Factors that are outside the job itself and are applied by someone other than the individual concerned are extrinsic, such as promotion, job security, and praise. Intrinsic sources refer to feelings of self-fulfilment and enjoyment that individual employees gain from the job itself, through a variety of task. In addition, there is the responsibility of own work, and advancement opportunities, which could be of assistance to maintain and increase job satisfaction, along with commitment to the organisation (Abdullah *et al.* 2009: 124).

According to the Higher Education Statistics Agency (HESA 2009: 1), the definition of academic professionals is that they are the ones responsible to plan, direct, and undertake teaching and research, within HEIs. Furthermore, the International Standard Classification of Education (ISCED) indicates that academic staff is comprised of those staff members with the primary assignment to instruct, research, or participate in public service. Academic rank is included, for instance that of associate, assistant or full professor, instructor, lecturer, or their counterparts. Personnel with other titles fall under this category as well, (e.g. dean, director, associate dean, assistant dean, chair or head of department), dependent on whether instruction or research is their principal activity. Concerning the Lesotho Higher Education Act (2004), any person appointed to teach or to do research at a public HEI are considered academic staff. They are key resources to the success of any educational programme.

Rowley (2000: 325) argues that those organisations that can identify value, as well as create and evolve their knowledge assets, will be the ones to succeed in the global information society. This means that universities and other HEIs are accredited with being in the business of knowledge and are increasingly open to pressures from the marketplace, in the same way other organisations are. Therefore, satisfaction among academics is essential for the success of HEIs. It should be a

priority for every employer to keep employees satisfied in their careers. For this reason, an organisation, especially of HE, needs to ensure academic employees are content with their careers. In the context of a HE environment, Ayranci (2011: 89) states that job satisfaction signifies the happiness gained by an academic, from work and work-related factors, which include salary, promotion opportunities, colleagues, and senior staff members.

Job satisfaction among academics is a main turnover forecaster and can further influence students' discernment of service excellence offered by the organisation. However, academics can become disconsolate about their job and even terminate their services, due to high stress, not communicating with colleagues, no recognition or even inadequate prospects for growth (Ucho, Mkavga and Onyish, 2012: 378). Based on the predicted, negative impact that academic staff turnover has, a better way must be sought by management in HEIs to deal with academics, with the intention to hold on to human resources that are valued in order to support and maintain high quality education. Hence, job satisfaction of academic employees also relies on the management of the institution of HE actively managing people for sustainable success.

According to Malik, Nawab, Naeem and Danish (2010: 18), being cognisant of how academic employees remain content and dedicated to their organisation and the degree to which diverse factors add to their commitment level, is reliant on the organisation and it is very important in boosting morale. Consequently, academic staff satisfaction is highly recognised through the performance of students at university. When an organisation manages to increase employee job satisfaction, it does not only benefit the employees, but will also benefit the organisation as a whole. Job satisfaction leads to a more productive workforce and more organisational success. Those who enjoy their work are believed to have a high quality of work life, while those who are unhappy, are those whose needs are otherwise not fulfilled and are believed to have low quality work life (Subramanian and Saravanan, 2012: 120).

## **2.5 MOTIVATION AND JOB SATISFACTION**

### **2.5.1 Definition of motivation**

According to Bonsu and Kusi (2014: 339), motivation can be stated as the “*set of processes that can account for an individual's intensity, direction and persistence of effort toward attaining a*



*specific goal.*” However, Javed and Javed (2013: 114) argue that motivation is an internal driving force, which induces human beings to conduct themselves in a many different ways. In other words, motivation can be explained as the process of stimulating an individual or a group of people to activities aimed at achieving the goals of the organisation. Motivation’s goal is to make a supportive atmosphere of encouragement available that presses those who are proficiently skilled, modernised, knowledgeable, and adept staff members, to exert themselves into attaining organisational goals (Mafini and Dlodlo, 2014: 2). Motivation relies on the insight and behaviour of people at the workplace, with a set of intrinsic and extrinsic needs being the driving force and through a variety of attitudes related to both the job and the organisation (Ayub and Rafif, 2010: 4). This study highlighted three motivational theories as important namely; Herzberg’s Two Factor Theory, Maslow’s Hierarchy of Needs, Vroom’s Expectancy Theory, as well as the Conceptual Framework of Hagedorn for academic job satisfaction. These theories explain that there is a significant relationship between motivation and job satisfaction.

### **2.5.2 Motivation on job satisfaction**

Job satisfaction can mean different things to different people, as it is a concept that is both complicated and multifaceted (Buchanan, 2010: 1). Although normally linked to motivation, the nature of this relationship is not clear, and satisfaction differs from motivation. *"Job satisfaction is more an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative"* (Mothman, 2009: 3). The focus on job satisfaction has, in recent years, grown to be associated more closely with methodologies that are broader in improved job design and work organisation, as well as in the quality of working life movement.

Kirsten (2011: 8) maintains that motivation’s aim, with regard to job satisfaction, is to make frameworks available to understand factors that affect job satisfaction, as well as the manner in which those aspects affect individuals’ quality of work life. The implied role of job satisfaction has been represented by many work motivation theories that have, additionally, attempted to clarify both job satisfaction and its influence. A well-managed organisation normally considers All employees are usually considered by well-managed organisations, as the principal basis from which productivity gains are drawn from (Brevis *et al.*, 2011: 383). To ensure these gains, the

organisation must create an environment for its employees of commitment and cooperation, by means of policies that assist employee satisfaction. This state of contentment is directly associated with employees who are highly motivated. Loyalty or commitment to the organisation is subsequently developed by these employees, ensuing in better productivity, as well as reduced rates of turnover and absenteeism.

## **2.6 THEORIES OF MOTIVATION**

It is essential to explore the different dimensions relating to job satisfaction among academic employees by not only looking at the theories, but also the associations and disparities in how their work in an organisation is perceived by academic staff. This has great significance for human resource strategies' improvement. Different researchers have developed theories on job satisfaction. Firstly, there are content theories of motivation, which assist in understanding the causes of motivation and to know, without delay, once an individual is inspired to perform. Content theories include those of Herzberg and Maslow. The reason why these two theories were used for this study is based on the implications that they influence the way in which employees are motivated, since they have some aspects/factors that are highlighted as motivators and satisfiers. A clear understanding of the major contributions of these two content theories was consequently examined, on the satisfaction of academic employees at NUL.

Secondly, there are process theories that deliberate how human behaviour begins, is manipulated and how it stops. Process theories include those of Vroom. Content and process theories were used in assisting the research to identify and generate an understanding of those needs of employees that lead to the desired result of performing enthusiastically and effectively. The section below explains the theories of motivation in detail.

### **2.6.1 HERZBERG'S TWO-FACTOR THEORY**

Herzberg's theory groups motivation in two aspect groups namely Motivators and Hygiene (1959). The first contribution by Herzberg within these two sets creates awareness that money is not always the most important motivator in the working world. The motivation factor notion, "Motivators", inspires a positive point of reference with respect to one's job, stemming from aspects, for instance, accomplishment, conscientiousness, acknowledgement, promotion and the

actual work. On the other hand, the characteristics/factors relating to dissatisfaction involve factors, for example working conditions, remuneration, interpersonal relationships at work, as well as administration and policies. With regards the factor notion of motivation, “Hygiene factors”, Herzberg states that it may lead to employee dissatisfaction, incorporating company policies and administration practices, employee supervision, interpersonal relationships, conditions and employee standing at work, persuasion by staff, as along with employees’ experience of job security.

The second major contribution by Herzberg has been to clarify the differences between intrinsic and extrinsic motivation. This supports Herzberg’s two-factor theory, which states that the distinct difference between intrinsic and extrinsic motivation relies on how the management of an organisation focuses on the determining factors that influence employees’ overall job environment. This includes aspects, such as different policies, including organisational procedures, which Herzberg believes reduces dissatisfaction levels experienced by the employee, resulting in growing job satisfaction. In addition, there is the probability these aspects may positively affect overall production and achieve the established goals and objectives of the entire organisation. Kirsten (2011: 13) describes extrinsic motivators as rewards that are acquired from resources other than the job, with explicit financial compensation, as example.

Intrinsic motivators depict self-fulfilment and enjoyment experienced by the employee, from his/her job. The implication of this theory on job satisfaction of academics at universities can be linked to the idea that Herzberg’s theory focuses more attention on the importance of job-content factors that motivate employees, and clearly states that remuneration, fringe benefits and physical working conditions have limited influence on the motivation of employees. The author then states that these factors prevent dissatisfaction.

According to Smerek and Peterson (2007: 230), the Herzberg Dual Theory is one of the major hypotheses in the concept of job satisfaction. In their study, Smerek and Perterson (2007) review this theory and summarise the understanding of job satisfaction in HE. The conclusion reached by the authors, is that management at HEIs have a challenge of determining the dominant need of their academics and of offering opportunities whereby they can develop as academics. In

addition, Smerek and Perterson (2007) state that this could be of value during turbulent periods, such as the restructuring of the organisation. Mehboob, Azhar and Bhutto (2011: 2) investigate the association that exists, linking job motivator and hygiene with job satisfaction, with the conclusion that the hygiene factor is more significant in forecasting job satisfaction, as opposed to that of the job motivator.

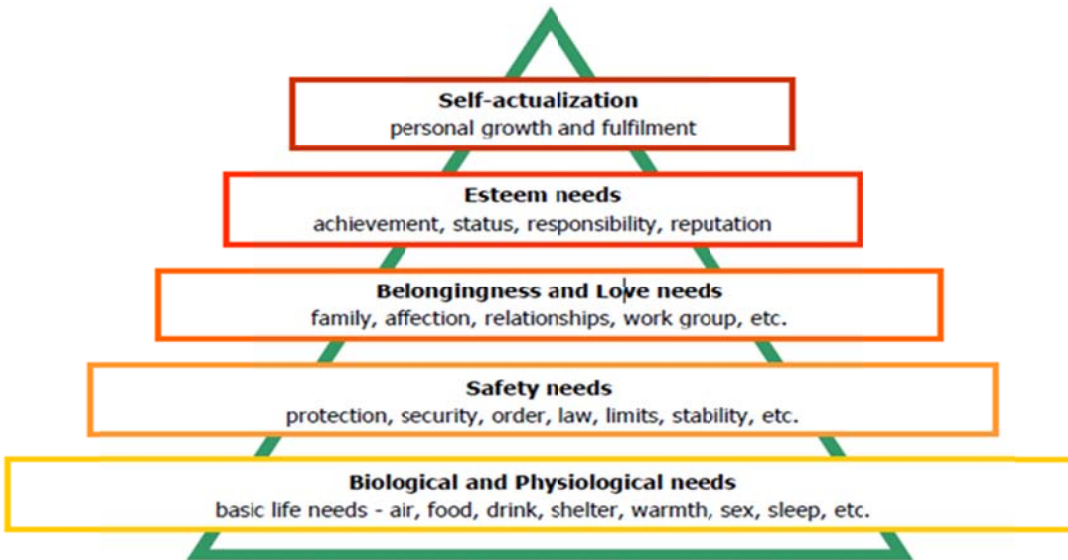
For the purpose of this study, Herzberg's two-factor theory of job satisfaction has been utilised, in order to determine whether academic staff members are satisfied with intrinsic (motivators) or extrinsic (hygiene) factors in their workplace. According to Hussain, Usman, Sarmad and Had (2012: 1926), the effect and relationship between motivation and job satisfaction, result in the outcome of employee performance relying on his/her interest in work; as a result, the employee will achieve his/her targets due to motivation and satisfaction in their jobs. However, Herzberg (1959) explains the relationship based on two factors, with intrinsic factors that increase the job satisfaction level, while extrinsic factors are essential but not necessarily motivating employees.

This study concluded that academic employees are important resources for the success of any HEI such as the NUL. Therefore, the quality of work performed by academics can be enhanced by motivation. This indicates a significant relationship between motivation and job satisfaction. For the purpose of this study, management at the NUL could increase the level of motivation of employees, which could increase the level of job satisfaction which can, in turn, increase job commitment through motivation and hence, academic excellence.

## **2.6.2 MASLOW'S HIERACHY OF NEEDS**

One of the best-known theories of motivation is Maslow's Hierarchy of Needs. At the heart of Maslow's theory is the assumption that needs can be arranged in a chain of command or hierarchy, with the lowest-level needs being physiological and self-actualisation as the highest needs.

Figure: 2.1: Maslow's Hierarchy of Needs



**Source: Adapted from Maslow (1959)**

At the bottom of the hierarchy, depicted in Figure 2.1, are physiological needs that refer to the basic biological nature of individuals (for example, food, water, heat). If these needs are not met, individuals will continue to try to satisfy them, before moving to the next level of needs.

At the next level of the hierarchy, are safety or security needs. These refer to the importance that people place on not being threatened physically or deprived of physiological needs. Once physiological needs are satisfied, people want to feel secure.

Social needs refer to the next level, where people feel safe and secure and start to desire acceptance and friendship. Here, people begin to make friends in the workplace.

Ego or esteem needs refer to an individual's self-esteem and self-respect, as well as the respect and esteem for other people. People seeking to satisfy this need may, for example, start studying and working harder to become eligible for promotion.

The highest level in the hierarchy refers to self-actualisation needs, where people have achieved most of what they want. They are likely to strive to do whatever they do best, are particularly

attracted to ethical and aesthetic issues, and will start to look for opportunities to assist others to develop knowledge and skills.

The implication of Maslow's theory for an organisation is that personal needs influence the way in which employees are motivated. For example, the physiological needs are at the bottom of the hierarchy, and consist of the basic ingredients for both survival and individual, biological functioning. Often, these needs are satisfied by the organisation offering sufficient salaries and benefits. However, academic employees at the NUL indicated no satisfaction, with regard to this level, since they showed that salaries were a major concern for their satisfaction at NUL.

Safety and security needs make up the next level in the hierarchy, and includes the needs for job security, organisational structures to manage perceived injustice, as well as programmes that offer employee assistance. This could be linked to the needs of academics in HEIs, who are employed on a contract basis and who, basically, feel that their grievances are not being taken into consideration. It is evident with the NUL strikes that this level of need has not been catered for by the institution's management. According to Ntaote (2011: 3), lecturers at NUL had threatened to strike if their previous grievances on matters relating to job satisfaction, such as poor working conditions, shortage of teaching aids, poor infrastructure, as well as low wages, were not addressed. This indicates the importance of this level, according to Maslow.

The next level on the hierarchy is made up of social needs, which are met by employers, in creating an environment that ensures team interactions in the work environment. Maslow believes that this need is again of great importance in any organisation. This is linked with the overall satisfaction felt by particular individuals in an organisation. There is a positive significance, in that NUL academic staff regards good relations between departments as a weapon to satisfying their need of belonging. Respondents indicated that working as a team was of great importance to them.

The need for a positive self-image, self-respect and recognition from others, are part of esteem needs. These needs can be fulfilled, by allowing employees to be part of decision-making processes and by recognising their efforts, in the form of promotion to key positions. The

academic employees at NUL indicated that they are not being recognised, even with the hard work and effort they put into students' success.

The need for self-actualisation lies at the top of the hierarchy, and incorporates the employees achievement of realising his/her potential, by means of development and growth. This could be linked to academics striving to do their best in research development and publishing of articles for their organisation, thereby looking for opportunities to assist others to develop their knowledge and skills, thus allowing employees to be creative in achieving performance objectives. This could be linked to academic employees at NUL, who significantly indicated that there were no advancements for them at the university.

### **2.6.3 VROOM'S EXPECTANCY THEORY**

According to Lunenburg (2011: 1), Vroom's expectancy theory contains various significant implications in motivating employees. Several aspects are identified by Vroom that are able to motivate employees by changing their expectation to perform, their anticipation of reward for performance and view of reward. Expectancy, instrumentality and valence are the key concepts of the theory:

- **Expectancy** refers to conviction that a particular effort will lead to a distinct performance level (Du Toit, Erasmus and Strydom, 2007: 240). Factors, such as success, relationship with colleagues, and self-esteem, will certainly influence his or her expectancy perceptions. Within this concept, it may also be considered that employee performance will progress when striving towards a common goal.
- **Instrumentality** can also be linked to expectancy, since performance of an individual is based on his or her strengths and the opinion of a specific level of performance definitely leading to a particular outcome.
- **Valence** is the likelihood of satisfaction or dissatisfaction regarding an outcome that an individual has deemed to be positive and so fulfils his/her needs. This is based on the person's perceptions and desirability (Kirsten, 2012: 85).

Research indicates that Vroom's theory has been able to predict employee motivation in different cultures. However, criticism also exists that, as a rational theory, it does not fully acknowledge the role of emotions in employee effort and behaviour; this includes the intrinsic factors of motivation, such as opportunities of personal growth, more job responsibility, job enrichment, opportunity to participate in decision-making of the organisation, and so forth. According to Kirsten (2011: 16), satisfaction lies within an individual employee, depends on what an employee is expecting to receive and how possible it is to fulfil their expectations. The author believes that the inclination for employees to perform in a specific manner is dependent on the strength of the probability that the action will end in a fruitful result, based on the degree of expectation. This includes the extrinsic factors of motivation, such as financial rewards, a content, secure and an appealing working environment, as well as leadership that is efficient and fair.

The implication for organisations is that employees will be more motivated to work well, if they expect that their efforts will result in higher performance; and that they will be rewarded for this high performance.

## **2.7 HAGEDORN'S CONCEPTUAL FRAMEWORK FOR ACADEMIC JOB SATISFACTION**

Hagedorn (2000: 321) argues that academic job satisfaction should be categorised into two main interacting constructs namely, mediators and triggers. Mediators are factors providing the context through which job satisfaction can be understood, together with demographics and environmental conditions. Moreover, the author clearly contrasts triggers as significant events affecting an individual's view point, such as recognition, promotion, moving from one to another institution or starting a family. The Hagedorn framework is inspired by the two-factor theory of job satisfaction and motivation constructs. Factors associated with satisfaction, labelled "motivators", are different from factors associated with dissatisfaction, labelled "hygienes".

Departing from Herzberg's theory, Hagedorn, (2000: 321) bundles motivators and hygienes into a single category and introduces demographic factors as mediators for job satisfaction. Hagedorn also theorises the importance of external events in triggering and re-shaping of job satisfaction.



Triggers may also affect other mediators, such as achievement and workplace relationships (Hagedorn, 2000: 321). All aspects related to and with the potential to create job satisfaction, are highlighted in this framework. Therefore, the researcher used this framework, in order to have a thorough understanding regarding the motivators and hygiene factors of job satisfaction at the NUL. These include, environmental conditions of academic employees, as well as demographics and triggers of change in the institution's functioning.

The framework's implications on job satisfaction of academic employees, could be based on the most important dimensions of satisfaction being related to the nature of work; these are recognition, advancement, responsibility, company policy and administration. Hagedorn also highlights demographics and environmental conditions, which are integral to this study. It remains one of the major assumptions in the concept of job satisfaction because it made the identification of those factors regarded by academic employees at the NUL as motivators and hygiene factors, and those factors regarded as demographical issues, as well as their impact on job satisfaction. This was identified, together with environmental conditions, institutional climate and culture, and administration of the entire institution, as major triggers on the success or failure of the NUL.

## **2.8 MINNESOTA SATISFACTION QUESTIONNAIRE (MSQ)**

One of the most widely used instruments in measuring job satisfaction, is the Minnesota Satisfaction Questionnaire (MSQ), which was utilised in this study. The MSQ short form is made up of 20 items/facets, measuring three job satisfaction types. These are overall job satisfaction, and intrinsic and extrinsic satisfaction. Only six of the 20 facets have been chosen as the basis of the survey questionnaire in this study, namely recognition, advancement, working conditions, relationship with colleagues, and access to resources, as well as job security. MSQ combines extrinsic and intrinsic satisfaction subscales from the 20 subsets of items related to job satisfaction. For example, aspects of work that have little to do with the work itself are classified as extrinsic satisfaction concerns, with pay being such an example,. On the other hand, intrinsic satisfaction involves aspects related to the job's nature and the exact way people feel, in relation to the work they do., The MSQ was therefore, accepted as a general preference in this study,

given that the research would enable identification of factors that contribute to academics' satisfaction, while being connected to both intrinsic and extrinsic factors of job satisfaction.

## **2.9 FACTORS INFLUENCING JOB SATISFACTION**

There are many factors that influence how favourably an individual specifically evaluates his or her job, as well as their attitude towards their job. According to Brevis *et al.*, (2011: 227), “...*managing human resources is fundamental to organisational success...*”, and employees that are motivated, make a difference. This difference can bring about change in the environment of HE, thereby improving satisfaction of academic employees and hence improve their performance. The authors further allude to problems that may arise and could result in limiting certain successfully managed operative areas in HEIs.

### **2.9.1 EXTRINSIC FACTORS INFLUENCING JOB SATISFACTION**

- **Academic working conditions**

According to Saba (2011: 4), the physical well-being of employees is very important because without good working conditions, there is less job satisfaction, which in turn, leads to poor quality of work. A number of researchers have found this factor to be the most dissatisfying factor towards job satisfaction of academic employees. Authors, such as Mehboob, Azhar, and Bhutto (2011: 10), who find that working conditions are the least satisfying aspect in academics' jobs, support this, while Chimanikire *et al.*, (2007: 168) reveal that a conducive working environment will more likely satisfy lecturers, which includes computing facilities that are adequate, stationery, and teaching aids. Factors that affect academics, were also researched by Barifaijo, Nkata and Ssempebwa (2009: 3) but in their case, the focus is on part-time employees. The authors find that the probing factors that contribute to either satisfaction/dissatisfaction are largely extrinsic factors connected to compensation, governance and location.

- **Job security**

According to Noordin (2009: 122), academic staff job satisfaction, retention of staff and their commitment, are essential for successful HEIs. Further, the relationship with colleagues stands out clearly as an element affecting job satisfaction because without their cooperation, smooth operations at universities can be jeopardised. The university, as an institution of HE, should

address manpower needs, such as job satisfaction, in order to advance the imperatives driving teaching, learning and research.

Moreover, certain factors were found to be major cause of dissatisfaction by a number of researchers. The features that influence employees to retain either an optimistic or unconstructive job view, are as follows:

- **Remuneration packages**

Pay is undoubtedly a factor that plays a very influential role in determining job satisfaction. However, academic staff of public and private universities have ranked ‘salary’ as being a ‘least satisfier’ (Hashim and Mahmood, 2011: 6). Research done by Hashim and Mahmood (2011), indicates that policy makers and academic leaders at universities should earnestly consider having their compensation system and practices benchmarked against other educational institutions or service industries’ best practices. Other considerations would be the availability of research grants, funds for attending conferences, sabbatical leave, close relationships with peers and superiors and favourable working conditions that would further enhance academic staff’s job satisfaction (Hashim and Mahmood, 2011: 6). It is clear that academic staff are not motivated only by salary, but by many factors, such as promotion and recognition by their superiors.

As indicated by Santhapparaj and Alam (2005: 72), pay is among those factors that have a positive and significant effect on job satisfaction. Oshagbemi (1999: 31), who believes that pay is an aspect of job satisfaction that deserves attention because it affects the overall level of workers’ job satisfaction/dissatisfaction, supports this. Herzberg classifies pay as a hygiene factor in his study and argues that pay can lead to feelings of dissatisfaction but not satisfaction. He further states that, when existing pay matches, or is in excess of desired pay, satisfaction happens, with pay dissatisfaction occurring when existing pay is below the desired level of pay. Another major effect on work is when there is a substantial increase in an employee’s pay or wage.

- **Promotions**

High productivity of workers is rewarded by different organisations or institutions with promotion, which accelerates their efforts. It can be a useful manner of compensation, where employees value promotion significantly, otherwise an increment in pay or wage is regarded as the best reward for more effort (Malik, Danish and Munir, 2012: 6). This has become one of the most critical concepts in the organisational structure. Employees who are not promoted/rewarded feel very much undermined and less satisfied with their work. This definitely has an impact on job satisfaction because workers who are not satisfied at work, are less productive. According to Lumley, Coetzee, Tladinyane and Ferreira (2011: 115), advancement offers opportunities for personal growth, increased responsibility and augmented social status. However, the authors find that there are major differences in job satisfaction among academics at different universities and most of the academic staff were least satisfied with their prospect for promotions.

## **2.9.2 INTRINSIC FACTORS INFLUENCING JOB SATISFACTION**

- **Relationship with colleagues**

Academic staff from both the public and private universities in Sub-Saharan Africa, are satisfied with the overall job content and context of their job (Saint 2009: 523). Adekola's (2012: 4) study, (based on the MSQ), reveals that academics are more content with the intrinsic aspects of their jobs, which entail feelings of self-fulfilment and enjoyment that employees gain from their job, than with extrinsic aspects which, alternatively, refer to factors outside the job itself and are administered by someone other than the individual concerned.

Out of the 20 facets examined, only two were found to have a major effect on academic employees' job satisfaction, which was policies and practices, together with compensation. Mapesela and Hay (2006: 712) indicate that academics are seemingly most affected by issues, such as a change in their roles, which involves among other things, increasing demands on academics (workload) and teaching and research. Relationships of the workers with individuals in the organisation, such as their supervisor, peers, and subordinates, are what interpersonal relations are comprised of and are one more gauge of satisfaction or dissatisfaction.

- **Recognition**

Recognition refers to the approval or appreciation an employee wishes to obtain from the employer, other superiors and personalities in the organisation, supervisors, peers, the society in common, or from the general public. This also applies in the case of HEIs, where praise obtained by teachers from their chairperson or dean, is seen as both appreciation and acknowledgement that could improve employees' satisfaction levels.

- **Advancement**

Advancement is the progression or improvement in actual job duties and improves faculty members' satisfaction levels. (Saba and Iqbal, 2013:4).

All the above-mentioned factors are viewed as being internal to academic staff, as these factors directly influence the staff members' satisfaction and should management not address these factors, they can probably incline students to quit university, due to poor service delivery by dissatisfied employees.

## **2.10 FACTORS AFFECTING JOB SATISFACTION OUTSIDE THE INSTITUTION**

External factors still affect academic job satisfaction but are, however, not controlled or managed by management within organisations. These could include factors, such as economy, technology, political influences and legislation.

- **Political influences**

A higher perception of organisational politics results in decreased levels of job satisfaction among academics, while a lower perception of organisational politics leads to increase the levels of job satisfaction among employees (Shamaila and Zaidi, 2012: 156). This implies that, if organisational politics are perceived as a major concern and important, this could certainly increase employees' satisfaction. However, if they are not highly perceived then, ultimately, the level of satisfaction for employees lowers.

The political context is enhanced by HE playing a role in building civil society, open-minded citizenship, independent self-sufficiency, evenly balanced prospects, and competence. The

institutions of HE further facilitate national growth, through the development of a skilled and knowledge-based work force, through the promotion of democratic ideals, in addition to competitiveness that is both scholarly and industrial. Through this, greater social unity and peace in public HEIs, are promoted (Yizengaw, 2008: 9).

- **Economic factors**

Yizengaw (2008: 9) further states that, with regards to economic benefits, HE assists in enabling employment, raising of salaries and savings, and by developing individual circumstances and mobility, thereby ensuring greater output, national development, as well as better use and conversion of the low skills industry. In an increasingly knowledge-based, global economy, it is the economy of a country that is a decisive component of competitiveness and affluence.. With tertiary education controlling an explicit influence on national productivity, it largely establishes the levels of living and the ability of a country to compete in a global economy.

Research indicates that the economic landscape in Lesotho differed considerably to that of the recent past during, 2009 and the first global recession since World War II. With overall public funding reduced and world economy changes, the period of rapid growth over the past decade, in public funding that had previously been enjoyed by HE, seems doubtful to be restored. As a result, HEIs essentially need to reduce costs and seek new income, to enable the meeting of this challenge and to generate future investment resources. It is because of this that there is also a growing competition for finances and enrolling students in HE. This can be done by augmenting efficiencies and exploring new markets, while concentrating activity on areas of strength (SARUA, 2012: 16).

- **Restructuring**

Many HEIs in Sub-Saharan countries have initiated voluntary severance/redundancy schemes, with others indicating their intention to follow suit. The preferred option seems to be the offer of voluntary terms, however, compulsory redundancies must now also be contemplated by HEIs. The ability to do this, even as the commitment, engagement and creativity of staff is retained, becomes crucial for continued success. In addition, it is vital that successful, organisational change programmes are also carried through. Change is therefore inevitable for any organisation

that needs to remain competitive in the turbulent environment of today. Equality impact assessments of HEIs' redundancy or restructuring processes are important, to prevent discriminatory outcomes and ensure compliance with anti-discrimination legislation.

Moreover, with HEIs often being the most significant and, at times, the largest employers in their areas, it means that the demands made on pay and, in all likelihood, jobs, will impact on all parts of the country, in a variety of ways (HEFCE 2010/05 the Higher Education Workforce Framework 2010: Overview Report).

For instance, the changing and existing policies in HE in Lesotho emphasise the need for continuous improvement in all sectors of education (MOET). This implies that the country should strive for possible means in making education available even to those who are disadvantaged. This certainly would build on a highly skilled workforce and thereby impact on their overall job satisfaction as academic employees. Existing policies should, therefore, be in line with global standards, in terms of principles and good practices on education.

- **Technological factors**

Authors, such as Kalanda and De Villers (2008: 3175), state that academics in Lesotho are very enthusiastic and keen to persevere, with regard to technology, teaching and learning integration, . However, reliable and continued integration of technology, as a teaching and learning tool, is not yet a reality. This is caused by ever-changing technology demands that continuously change the world of work and organisations that need to adapt to changing requirements of technology. Without the latest technological innovations the NUL would, somehow, remain behind in the betterment of teaching, learning and research. This would impact job satisfaction of academics, as a result of massive workloads, involving too much paperwork.

## **2.11 CHALLENGES ASSOCIATED WITH JOB SATISFACTION**

Job satisfaction not only depends on the quality of employment, but also on workers' expectations, with respect to their job. These expectations are based on aspects, such as reward for performance, promotions from within the organisation, as well as a higher percentage of payroll allocated to training and development. According to Brevis *et. al.*, (2011: 17), two

workers, with a job of the same objective characteristic, may show different satisfaction with their jobs, if their expectations are different.

In studying the effects of job circumstances on job satisfaction, there is a common premise that job satisfaction is determined by individuals, through a comparison of current rewards, against what they hope to or believe they should receive (Kirsten, 2012: 90). For example, should an employee receive an annual salary of R120 000 yet believe that he/she should be receiving R109 000, then satisfaction is experienced. However, when the employee considers that they are entitled to more than what is currently received, dissatisfaction will follow, and this would apply to job facets, such as level of skill, opportunities for promotion, and supervision. According to Cumming, Fisher and Locke (2011: 140), this process becomes complex, since job facets differ for every individual. As example, while an employee may believe pay rate is of extreme importance, another may consider social relationships as more important.

Some of the important challenges associated with job satisfaction, and which certainly need to be monitored, are as follows (Lu, While and Barriball, 2005: 215):

- **Absenteeism:** It is one of the most serious challenges of any organisation and has been identified as a variable that reduces organisational effectiveness and efficiency, which results in lower job satisfaction. Absenteeism can take a toll on any organisation's productivity. It increases costs, such as replacement of staff, paying overtime to others to fill the gap and also paying staff for taking leave dishonestly. The correlation between job satisfaction and absenteeism, according to Kirsten (2011: 10), is that a satisfied worker may miss work due to illness or personal matters, while a dissatisfied employee may not miss work because he or she does not have any sick time and cannot afford the loss of income. Therefore, this aspect can be linked to job satisfaction in that, if an employee is not satisfied with his or her work, the probability of them being absent at work is very high. This reduces the organisation's productivity and ultimately lowers performance. At universities, when academics are absent for lectures, most of the time the impact is seen on students, who are inclined to fail or even quit university.
- **Staff Turnover:** Research indicates a very strong relationship between satisfaction and turnover. If they are satisfied, employees have lower levels of turnover (Robbins and



Coulter, 2010: 375). Therefore, this variable should certainly be monitored for the welfare on any organisation. An economic downturn is an obvious factor that affects turnover, and results in dissatisfied employees without other, possible employment opportunities. Despite these increased pressures, there continues to be limited understanding, at a national level in Lesotho, regarding the impact these professional and institutional work life issues have on job satisfaction of academic employees. This, subsequently, provides them with a basis for intent to leave their institutions or even their careers. An understanding of these challenges thus becomes essential, especially if the institution needs to operate smoothly, in the long run. More importantly, is the affect on student success at university level.

- **Productivity:** The impact of job satisfaction on productivity is also one of the major challenges in the success of any organisation. It is a measure, which can be expressed positively or negatively, of how well all resources at the input stage are combined and used, in order to reach a specific outcome. In HEIs, the effectiveness and commitment of the academic staff, to ensure a high throughput rate, depends largely on their satisfaction and ultimately, their students' passing within record time. Therefore, management at universities should not forget that frustration and work stress will result in unhappiness and even health problems among academic employees, which may reduce the quality of teaching and learning conferred to students.

## **2.12 INTERVENTIONS RESPONDING TO JOB SATISFACTION**

Continued growth and development of educational institutions and systems around the world, indicate that academic staff's motivation and level of satisfaction are extremely important (Ololube, 2010: 1). The author also states that, in ensuring the success of the entire educational programme, the grouping of these determinants of similar importance is a necessity and ranks them as high. Schultze (2009: 100) supports this, explaining that job satisfaction relevance and the degree to which educational staff of an institution experience motivation is perceived, in the long-term growth of any educational structure, as decisive.

According to Morris and Venkatesh (2010: 83), several determinants of employee job satisfaction exist and may influence employment, whether it is fixed-term or full-time employment. The authors further reiterate that permanently employed staff who have a contract,

are inclined to have a much higher level of job satisfaction, compared to those who have fixed-term contracts. Morris and Venkatesh (2010) explain that employee motivation and productivity is negatively influence in this manner.

The measure of employee job satisfaction is usually associated with features, such as personal wellbeing, in addition to employee productivity, while it may also have an influence on determinants, which include health related issues, for instance, undergoing stress (Kirsten, 2011: 100). Moreover, there is a variety of factors that can be the cause of satisfaction or dissatisfaction of academic staff. However, certain factors play a role for them to be happy, including being dedicated and well-adjusted at work, along with benefits such as, remuneration, job security, management practices, support, recognition and so on. It is therefore vitally important that both the Human Resource Management (HRM) and the management structures of the organisation, consider these factors when planning the strategies, policies and procedures that influence academic employees.

Management should strive to improve the quality of work life of all employees, to ensure job satisfaction and increased productivity. Quality of work life refers to the negative or positive feelings employees have about the circumstances in their workplace. Management should, therefore, identify the indicators causing dissatisfaction and implement the appropriate interventions, as set out in Table 2.1.

**Table 2.1: INTERVENTIONS RESPONDING TO JOB DISSATISFACTION**

| <b>Aspects causing unhappiness in employees</b>                                                | <b>Factors/determinants/methods influencing/promoting job satisfaction</b>                          | <b>Indicators of job satisfaction and positive quality of work life</b>                                                       |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| An employee does not achieve what he wants to achieve or the praise that he feels he deserves. | Ensure that the <b>expectations</b> of the employees are met by the <b>contents</b> of the job.     | <ul style="list-style-type: none"> <li>• Positive enterprise, culture, climate</li> <li>• Healthy enterprise image</li> </ul> |
| An employee does not like what he is doing, or he feels that the work is either too easy       | Re-assess the <b>content/value</b> of the job. Some of the content that cause job satisfaction are: | Reduced absenteeism                                                                                                           |

|                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| or too difficult for him.                                                                                       | <ul style="list-style-type: none"> <li>● Mentally challenging work</li> <li>● Interesting work</li> <li>● A job that reflects status</li> <li>● Meaningful work</li> </ul>                                                                                                                                                                                                                          |                                                                                                                                                                                             |
| An employee feels that he is being paid too little or he is not receiving the fringe benefits that he deserves. | Re-assess rewards that are a reflection of the effort the employee puts into his job. This includes wages, salaries, bonuses, fringe benefits, promotion, participation in decision making, and so on. Employees' value rewards because it is a reflection of how management regards them. It also reduces stress, due to the fact that the employee can have a relatively high standard of living. | Reduced labour turnover                                                                                                                                                                     |
| An employee feels threatened and unsafe in his working environment.                                             | Inspect <b>physical working conditions</b> and ensure that it is not dangerous and is comfortable.                                                                                                                                                                                                                                                                                                  | Productivity.                                                                                                                                                                               |
| An employee suffers from alienation (feels alone).                                                              | Ensure that the employee has supportive <b>colleagues</b> (good, mutual working relations).                                                                                                                                                                                                                                                                                                         | The work group will provide support, comfort, advice, assistance, and safety to individual employees.                                                                                       |
| An employee dislikes one aspect of his job, for example, having to work with people, when he is a loner.        | Give the employee a job that fits the <b>personality</b> of the incumbent.                                                                                                                                                                                                                                                                                                                          | Productivity.                                                                                                                                                                               |
| An employee makes mistakes and does not know how to fix them.                                                   | Ensure <b>supervision</b> that takes an interest in the needs of the employee.                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>● Productivity</li> <li>● Assistance, guidance, availability and communication, in terms of the job and personal issues from an immediate</li> </ul> |

|                                                                                                    |                                                                                                                                                             |                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                    |                                                                                                                                                             | supervisor, will cause an employee to be happy in his job.                                                                                                                                                                                             |
| An employee who challenges all aspects of the enterprise.                                          | Re-assess <b>protection</b> in the form of legislation, aimed at improving the quality of work life.                                                        | Legislation will also ensure the rights of the employee as a human being.                                                                                                                                                                              |
| An employee makes mistakes.<br>An employee is stuck on a level or in a position in the enterprise. | Train to ensure that employees are equipped to do the job that they are employed to do. Possibility for growth and development of the employee is provided. | <ul style="list-style-type: none"> <li>• Less expenditure in achieving goals of the enterprise.</li> <li>• Developed and trained employees.</li> <li>• Employees will also be committed to an enterprise that invests in their development.</li> </ul> |

*Source: Adapted from Kirsten (2012: 83)*

The above table indicates that job satisfaction is affected by certain circumstances in which academics work, resulting in specific indicators and outcomes. The above issues are also, to varying extents, evident at the NUL.

## **2.13 THE INFLUENCE OF JOB SATISFACTION ON EMPLOYEE PERFORMANCE**

Everyone in the workplace has an important part to play in organisational performance, which is a result of high quality, functioning staff within an organisation. Therefore, understanding employee job satisfaction is important for the transformation of performance and productivity in an institution (Nyanga, Mudhovozi, Chireshe and Maunganidze, 2012: 73). This influence of job satisfaction remains a challenge for academics in HE, in terms of their own and that of students' overall performance,

According to Long and Swortzel (2007: 29), job performance should periodically be measured by organisations, in an attempt to ensure the maintenance and improvement of messages and work practices, as and where necessary. The authors further indicate that the effectiveness of the

individual employee in the workplace is determined by job performance. It is, nonetheless, the responsibility of the organisation to inform its employees of its mission and objectives. This is supported by Saetang, Salumnad, Thampitak and Sungkaew (2010: 38), who indicate that the success or failure of organisations depends on job performance of the individual in that organisation, and this job performance can easily be translated into job satisfaction. The organisation makes use of policies that facilitate employee satisfaction, to create an atmosphere of commitment and cooperation for its staff, thus ensuring firm goals are achieved (Parvin and Kabir, 2011: 115).

Maya (2007: 3) supports the view that performance policies are a key to a successful performance management system. An organisation can be greatly weakened, ultimately affecting its ability to perform, by a poorly planned or subjectively implemented system, or the complete absence of a performance management system (Maya, 2007: 3).

The primary policies, under the performance management system, include the following objectives:

- Developing a mutual understanding between managers and employees regarding performance expectations. At universities, management should set standard criteria to be met, in terms of students graduating each year, while ensuring that employees are well informed of the organisation's goals and objectives and understand the importance of teaching, learning and research, for the betterment and recognition of the university and overall performance of the students.
- Identifying specific ways to maintain or improve performance. Basically, individual performance assessment must of necessity, not only consider the results of what individuals have done, but also the circumstances in which they have had to perform.
- Motivating employees to achieve personal goals that are compatible with organisational goals, thereby improving the communication channels between management and employees, at different levels of the organisation.
- , In identifying employees' strengths and areas requiring improvement, developmental and promotional opportunities can be planned, as well as the necessity of academic

advancement, for example, be encouraged to undertake research, be afforded opportunities for training and development, as well as promotions.

- Strengthening the overall working relationship between managers and employees. This boosts academic morale and motivates them to work harder, since they realise that they are deemed part of the organisation and therefore become motivated through recognition (Maya, 2007: 4).

Furthermore, should performance management systems be used properly, they will certainly be beneficial to management and the overall organisation. The organisation can generate information, which may be useful in establishing a compensation program that is equitable, the identifying of training and development needs, along with the decision-making process concerning employee related activities, such as transfers and promotions. Employees on the other hand, will be able to benefit from a more in-depth insight into their duties and responsibilities, having access to more information regarding the extent to which these are being performed, and a better chance to openly voice their views and worries about matters that are work-related, thus increasing their overall satisfaction (Maya, 2007: 4).

## **2.14 BENEFITS OF JOB SATISFACTION**

Employers are tasked with motivating employees and creating high job satisfaction among them. It takes time and money to create programmes and policies that develop job satisfaction and serve to motivate employees. Therefore, the benefits of job satisfaction and motivation in the workplace need to be understood by the employer (Kirsten, 2012: 86).

Nyanga *et al.*, (2012: 76) come to the conclusion that a relationship exists between job satisfaction and job performance. Job satisfaction or dissatisfaction is therefore, of significant concern for any organisation's management. Even in HEIs, improved productivity may be the result of high job satisfaction, as are a decrease in turnover and better attendance, reduced job stress and unionisation. Low morale among workers is produced by job dissatisfaction, which is highly undesirable for the success of the organisation.

Therefore, in examining the outcomes/benefits of job satisfaction, an analysis could be made from the following aspects:

- **Job satisfaction and productivity:** A relationship exists between satisfaction and productivity. This variance has existed for several years, even though there is a preponderance for the belief that there is a positive relationship, evidence from research does not find a strong relationship between these two. Research findings by Vroom, from a study conducted in 1964, illustrate a medium connection between satisfaction and performance. Hagedorn also finds additional evidence to propose that job performance leads to job satisfaction and not the other way around. A poor performing employee will receive a smaller amount of rewards and be less satisfied with their job experience. Nonetheless, the saying that, “A happy worker is a productive worker” may be based on truth. In receiving rewards with both intrinsic and extrinsic value, people perceive them as equitable, are satisfied and enjoy greater job performance. Additionally, research also shows job satisfaction does not automatically lead to improved individual performance, but it results in improvement on both departmental and organisational level.
- **Job satisfaction and employee turnover:** A moderate relationship has been established between job satisfaction and turnover through research, which is in contrast with the relationship between satisfaction and performance, (Saba and Iqbal, 2013: 12). Management concern for high employee turnover is due to its disruption of normal operations, resulting in unremitting replacement of staff that quit or move elsewhere. Employee turnover is expensive and, in principle, detrimental, with managerial concern being mostly focused on the type of turnover resulting from job dissatisfaction. Employers should, consequently, minimise turnover with continued efforts to ensure employees are satisfied in their jobs,.. Turnover cannot be kept low through high job satisfaction in itself , however increased employee turnover will result from considerable job dissatisfaction and certain other factors also affect turnover, such as commitment to the organisation. There are certain employees who, regardless of how dissatisfied they are with their jobs, could not envisage working anywhere else. An additional factor that is important, is that of better employment opportunities elsewhere, which will entice even highly satisfied employees away. Without external, available opportunities, employees will stay where they are,

regardless of dissatisfaction. As a whole, job satisfaction plays an important role in employee turnover.

- **Job satisfaction and absenteeism:** The situation is that, under spread support, an inverse relationship exists between job satisfaction and absenteeism. This is seen from low absenteeism when satisfaction is high, and high absenteeism when satisfaction is low. Employees who are less satisfied are more likely to be absent from work, owing to preventable reasons, and better known as voluntary absenteeism (Kirsten, 2011: 56). It is the opposite of unavoidable absenteeism, resulting from illness or other, emergency causes. With voluntary absenteeism being related to job satisfaction, it becomes a management concern. Kirsten maintains that absenteeism can be modified by certain factors, explaining that employees who believe in the importance of their work, have lower absenteeism, compared to those who feel differently. It is therefore, important to remember that, even though high job satisfaction may not inevitably result in low absenteeism (due to unavoidable absenteeism), high absenteeism will most certainly result from low job satisfaction.
- **Job satisfaction and union activities:** It has been proved that unions are not perceived as necessary by satisfied employees, as they are, in general, not interested in acquiring union membership. Nonetheless, the main cause of unionisation has proved to be job dissatisfaction as employees feel that, by joining unions they find unity in strength, as they are unable to influence changes that could remove the causes of job dissatisfaction, on their own. Union activity levels are linked to job dissatisfaction levels, inasmuch as a low dissatisfaction level has only grievances as the outcome, with higher dissatisfaction levels resulting in employee strikes (Rust, 2010:33).
- **Job satisfaction and safety:** In being dissatisfied with their jobs, company and supervisors, the supposition is that people experience more accidents. because dissatisfaction leads directly to accidents, in taking an employee's attention away from what they are busy with. The chances of accidents by a satisfied worker are less as they are always careful and attentive towards their job. The focus here, is on accidents that can be avoided.
- **Other effects of job satisfaction:** Several other effects are brought about by high job satisfaction. From a physiological perspective, employees who are highly satisfied, are



inclined to be healthier, both physically and mentally. They display a capacity to learn new tasks that are job related more easily, and experience reduced job stress and anxiety. These employees will, for example, become more supportive in giving aid to colleagues and assisting customers. This type of behaviour will enhance unit functioning and organisational value.

To conclude, it can be said that, from the employee's perspective, job satisfaction results from the ability of job content and job situation to, in fact, make available to the employee that which they value in the work situation,. At organisational level, a high degree of job satisfaction reveals an organisational climate that is highly favourable, which attracts and retains better workers, accordingly.

## **2.15 CONCLUSION**

Factors that can affect the satisfaction of academic employees at universities were analysed. The need for job satisfaction of academics remains a crucial factor in institutions of HE, since their satisfaction does not only enhance education, but also the betterment of people and society at large.

It can be argued from the literature that, securing an adequate source of first-rate recruits to the academic profession is of greatest importance. This will allow for the provision of optimal professional grounding and above all, conditions of work that are satisfactory and in which they can be satisfied fully.

The next chapter focuses on HE in Lesotho, elaborating on the structure of the education system and the history of the NUL.

## **CHAPTER THREE**

### **HIGHER EDUCATION IN LESOTHO**

#### **3.1 INTRODUCTION**

The development of Lesotho's educational system can be divided into three periods, consisting of the pre-colonial, colonial and post-colonial phases (Qhubu, 2014: 2). Education in pre-colonial Lesotho was informal and the responsibility held mainly by the elders of the village, local leaders and doctors of medicine (traditional doctors). The colonial period had two phases namely, the missionary education and the phase of the first national education system of Lesotho.

Formal education replaced the traditional way of learning during the early parts of the 19<sup>th</sup> century, when formal institutions were introduced, by French Protestant Christian missionaries and Roman Catholic missionaries. Learning happened in classrooms and it developed into the standard form of education in Lesotho today. When Lesotho became a British colony in 1868, the new system of education, using uniform syllabi, brought about new primary and post primary schooling standards and qualifications. Much of the colonial structure of education was reflected in the system of education, soon after independence in 1966, (Eldredge, 1993: 1)

Changes were, nevertheless, introduced later, during independence, to subsequently be included in the first, national education reform. Emphasis was placed on developing a general feeling of patriotism, regard, restraint and altruism, as along with education in religion and health. Unfortunately, this contributed to the reform's failure, with authorities not prepared to release their control in Lesotho. In June 1988, the second national education reform was introduced and once again, the transformation and restructuring of the education system were of major concern. Government wanted to gain control over schooling and to implement a suitable education system that responds to the nation's needs (Ntho, 2013: 4).

The HE sector in Lesotho persists in undergoing significant change, some of which includes restructuring, short-term contracts use, and funding being reduced severely (Altbach, Reisberg and Rumbly, 2009: 67). A number of HEIs exist in Lesotho. The NUL is discussed more fully in this study, as is it the country's largest university. As the highest academic institution in the

country and the only public institution committed to being the centre of excellence, the NUL envisaged addressing this, as part of its Strategic Plan of 2007-2012, as there is no later plan that has been formulated.

### **3.2 PURPOSE OF HIGHER EDUCATION**

Damtew and Altbach (2004: 1) state that education is accepted far and wide, to be a leading instrument to promote economic growth. This is supported by Preece (2011: 45), who shows that, there are significant characteristic differences between African countries and these differences shape how HE may affect economic growth. For Africa to climb out of poverty, growth is essential and education particularly important. Unfortunately, while primary and, more recently, secondary education have been greatly emphasised, tertiary education in the South African Development Community (SADC) countries has been neglected.

In Lesotho, the Minister of education aspires to: improve all levels of educational standards; place more emphasis on science and technology in the education system; render further education and training more relevant and accessible to more people; in addition to improving the school community partnerships, as part of education development. Furthermore, all sections of the population would be provided with lifelong education, while the examination mechanism becomes more controlled. This is necessary, to make certain the broader purpose of the curriculum is understood, and competence in educational progress achieved (Altbach *et. al.* 2009: 68). This is evident in Lesotho, as it appears in the Ministers aims on education. It can be concluded that, consequently, there are few resources available to guide legal reform proposals for African HE (Saint, 2009: 524).

The MOET is accountable for the development of education in Lesotho, with different measures being taken by the government, to improve the country's education system. Lesotho's educational authority has, as its main goal, the overall development of the country's education systems that will, in turn, produce skilled manpower. The Council of Higher Education (CHE) strategic plan 2013/2014 covers some important aspects, taking the Lesotho educational system into consideration. They are as follows:

- To create suitable and fitting skills at technical, occupational and managerial level.

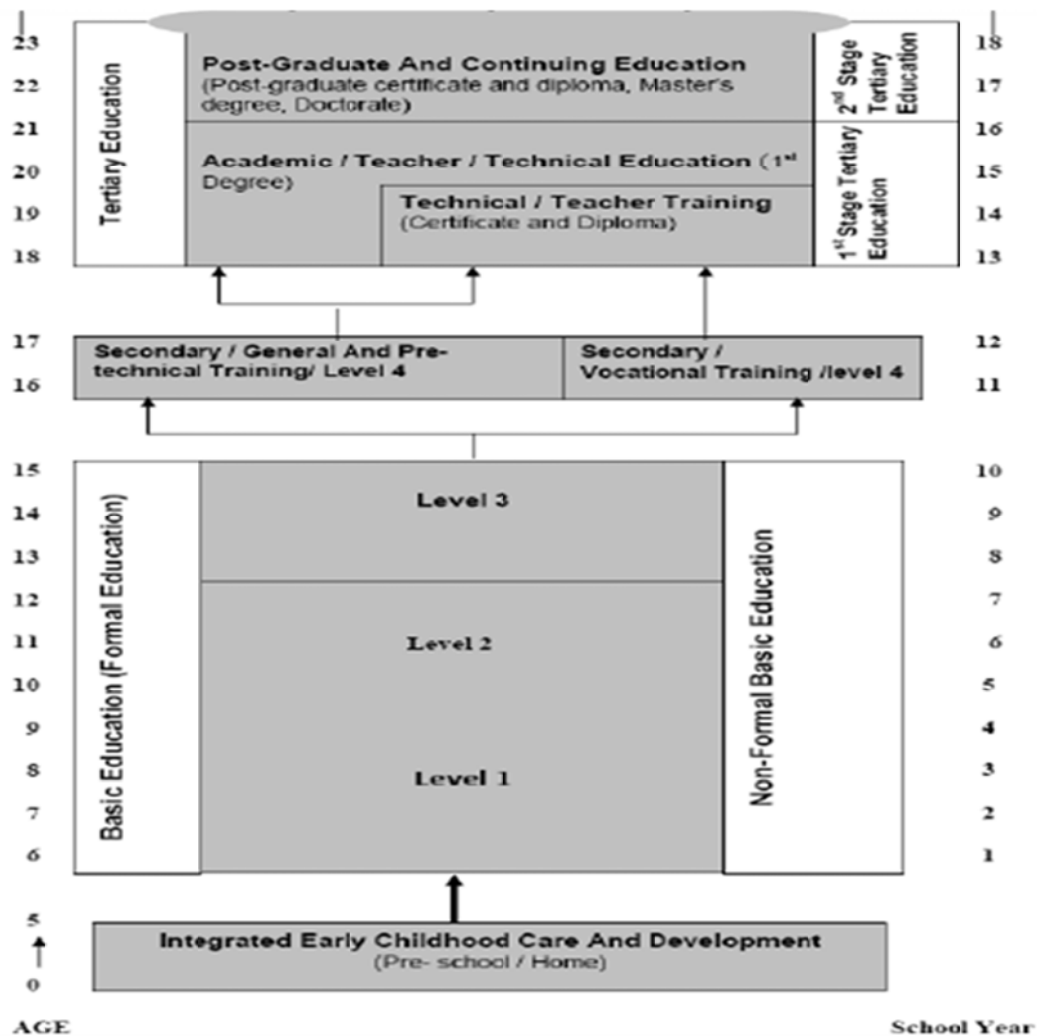
- To create a working involvement and coordination of all educational system structures.
- To make education within reach of all.
- To develop ethnic and instructive values and activities, by way of education.

(CHE: 2010)

### **3.3 THE STRUCTURE OF THE EDUCATION SYSTEM IN LESOTHO**

As a joint responsibility of three partners, the education system of Lesotho is managed by the government, the churches that most of the schools, are owned by, and the community. Dependant on the level and type of education, there are three main cycles within the system, of which the first is primary education, which comprises seven years of basic education. There are three types of education on the second level, being general secondary education, with first, a three-year course leading to the Junior Certificate (JC), after which there is a two-year course that culminates in the Cambridge Overseas School Certificate (COSC). The third type of education consists of technical and vocational education. The third cycle of education is that on a tertiary level, incorporating the NUL, which is the main focus of the study.

**Fig 3.1 STRUCTURE AND ORGANIZATION OF THE EDUCATION SYSTEM**



*Source: Adapted from UNESCO World Data on Education (2010/11)*

### 3.3.1 Pre-school education

This is comprised of inclusive early childhood care development and provides for children in the age group of 3-5 years. Day-care centre operations are managed by local communities and NGOs. The challenge could be the fact that attendance is not compulsory, and pupils are not well groomed at an early stage.

### **3.3.2 Primary education**

Primary education continues for seven years and the official entry age is six years. It is divided into two cycles, with lower primary (standard 1-4) and upper primary (standard 5-7). On completing standard seven, the Primary School Leaving Examination can be taken by pupils. The free primary education policy was launched in 2000.

### **3.3.3 Secondary education**

Extending over five years (Form A to E), this level comprises the three year, junior secondary (A – C) and two year, senior secondary education, the latter being the high school cycles. The minimum requirement to be admitted to craft courses and other pre-vocational forms of training, is the junior certificate. The senior secondary phase becomes a point of highest development, through the examination of the COSC, GCE-O level, which grants access to the majority of tertiary programmes, including that of HE.

### **3.3.4 Higher Education**

The main focus of this study is the post-secondary and university level, and the above structure indicates that technical or technical vocational programmes have a duration of two to three years, leading to a diploma. In the case of teacher education, the duration is normally three years. Most university studies take four years to complete at under-graduate level, which culminates in a bachelor's degree, while in the case of engineering, the duration is five years. Master's degree programmes usually take two years once the relevant bachelor's degree is complete, whereas doctoral degree programmes normally have a duration of three years.

For quality teaching to take place, each faculty member's individual performance is of crucial importance. However, real teaching quality improvements can be achieved faster and more cost-effectively, when they are approached as a collective effort, and strengthened by well-supported institutional policies (Hénard and Roseveare, 2012: 29). The literature indicates that there is a collegiate academic body at most institutions, which is normally referred to as either a senate, academic council or academic board. The primary responsibility of the academic body concerns educational and research services provided by the institution. Long-term and strategic planning is managed by the decision-making body, which also determines institutional orientation. Almost

half of the African countries, including Lesotho, has the academic body assuming these tasks to, in this manner, serve as the decision-making body. However, in the majority of African countries, these important institutional matters do not fall under the academic body's authority. The South African policy, for instance, aims at attaining a suitable balance between institutional self-governance, academic freedom, and public responsibility (Higher Education South Africa Insight, 2009: 7).

In Lesotho, HE falls under the MOET, and is governed by the Higher Education Act of 2004, which provides for regulating of HE; establishing a Council for Higher Education, its composition and functions; HE public institutions' governance and funding; registration of HE private institutions; as well as quality assurance (MOET, 2004: 1). Public and private HEIs are represented on the CHE. The MOET monitors HE governance and management at institutional level and is represented on the governing councils of all HE institutions. The Ministry neither sets performance targets, nor is the allocation of resources based on the achievement of governance and management targets or strategic priorities (SARUA, 2009: 5).

A study, conducted by the Commonwealth Education Partnerships (2009: 111), indicates that universities had little in the way of plans and policies for equal opportunity in employment, and this has brought challenges for institutes of HE, in terms of academic satisfaction and performance. The applications and practices of institutional recruitment policies, with regard to recruitment of academic staff and how to translate these policies into job satisfaction of academics, are not clear in Lesotho, particularly in the NUL. This leaves a gap that needs to be filled by researchers.

Provision of HE is regulated in a new context, the Higher Education Act of 2004 with both public and private HE providers in Lesotho. This act seeks to regulate HE, by means of establishing and registration of both public and private institutions; forming a HE council,, with the main functions that of accreditation and quality assurance of HEIs; and in the provision of guidelines on governance and funding of tertiary sector public institutions.

### **3.4 POLICIES OF HIGHER EDUCATION IN LESOTHO**

In order to deal with declines in enrolment, as well as low efficiency and relevance that is questionable, at all levels of education, Lesotho has embarked on policy reviews.

According to the Lesotho Vision 2020, the foundation for provision of all levels of education and training in Lesotho is laid down by the Constitution, endeavouring to make education available to all, while adopting policies that are aimed at ensuring growth of both the human personality and sense of dignity. In addition to this, the respect for human rights and fundamental freedoms will also be strengthened. Moreover, with primary education being compulsory and available to all and secondary education, which includes technical and vocational education, being made generally available and accessible to all, it supports the progressive introduction of free education. HE is similarly being made accessible to all, based on capacity, by every appropriate means. For those whose primary education is incomplete or where it was not received, fundamental education is further encouraged or intensified (SARUA, 2012: 8).

Lesotho's education is aimed at comprehensive development of both the human personality and a sense of dignity, while respect for human rights and fundamental freedom is also strengthened. It supports the United Nations Educational Scientific and Cultural Organisation (UNESCO) founding principles, which are as follows (UNESCO, 2010: 2):

- The opportunity to develop competencies needed for personal growth and social life should be provided to everyone, by providing a universal, primary education.
- Appropriate, occupational, technical and managerial skills should be provided to a sufficient number of individuals, to allow participation in the country's socio-economic development.
- Continuing education opportunities should be provided by way of non-formal programmes in literacy, numeracy and basic skills, as well as agriculture, including community development and vocational training programmes, and in-service training in industry, government and organisations.
- Cultural values and activities that enhance individual and social development should be encompassed in education programmes, specifically the role of the family, while communities in school activities should be enhanced.



- An active, cooperative partnership should exist between churches, the government, the community and other NGOs, in education administration and management, when providing education services.

### **3.5 DISCUSSION OF HIGHER EDUCATION STRATEGIC PLAN**

The broad perception of HE in Lesotho is that of a tertiary level of education comprised of all post-high school education, that lasts, at minimum, for the continuous duration of at least two academic years. The responsibility of the training and supply of high-level human resources for national development is entrusted to HE, while the MOET is in charge of education and training in Lesotho's management, provision and regulation (SARUA, 2009: 12) To this end, the ministry developed an Education Sector Strategic Plan, which has set a number of goals and objectives for HE, following a consultative process involving the necessary stakeholders, to participate in the formation of those goals.

The following strategic goals and objectives were set, in terms of the success for HEIs:

- To gradually achieve the equivalence, harmonisation and standardisation of the education and training system, on national, regional and international levels.
- To improve gender equality and ensure empowerment of disadvantaged groups.
- The development and implementation of a common system, by which information on the current status and future demand and supply can be regularly collected and reported on, along with priority educational areas in the country (MOET 2005: 23)

According to the Higher Education Act No 1 of 2004, the regulation of HE in Lesotho, is provided for through the establishment of the CHE, which has, as a new Council, defined its own strategic direction, through the development of its own strategic plan. The strategic plan conveys the mission, core values, long-term vision, and short-term strategic objectives of the CHE. The Council provides its stakeholders with a conventional understanding of its compulsory business by defining its mission. Norms, standards and principles that the council will uphold are defined by core values, while the destination aimed at, in becoming an effective regulator of HE in the country, is defined by the long term vision.

Specific changes are encapsulated in the CHE short-term objectives, which the Council plans to accomplish during the implementation period of the strategic plan: (CHE 2010: 11):

- Improve management efficiency and effectiveness, thereby allowing concerned stakeholders to participate in any decision-making that might affect effectiveness and efficiency in the HE sector.
- Mainstream gender in HE programmes, while ensuring that there is balance and equity in recruiting both male and female academic staff at HEIs, within different faculties.
- Enhance effective partnership amongst HE stakeholders. The purpose would be to ensure that all the strategic plans implemented by the council, are being attained by the concerned stakeholders in the HE sector.

In comparing the above, highlighted points in the strategic plans of both the MOET and CHE and in relation to the factors affecting job satisfaction of academic employees at NUL, it can be concluded that most factors that can cause employee dissatisfaction and low morale have been considered by both the strategic plans. The importance, for both sectors to work directly with the HEIs, is crucial when implementing their mandate. This is critical for effective communication and commitment of management and academic staff at all other HEIs but NUL in particular, as the highest and largest academic institution in Lesotho, and mainly because it is the main focus of this study.

### **3.6 CHALLENGES IN HIGHER EDUCATION**

HE is essential for Africa's development (Yizengaw, 2008: 6), with a potential impact of HE in the strengthening of institutions, governance, social development, and technological advancements. Challenges differ from country to country and as part of the key challenges facing education and training in Lesotho, the following are the most basic, and relate to funding, the HIV/AIDS pandemic, access, as well as governance, in HE:

#### **3.6.1 Funding of Higher Education Institutions**

Due to, economic conditions, competing public service priorities and weak support by the international community, HEIs in Sub-Saharan Africa are critically constrained by the lack of adequate finances (Yizengaw, 2008: 8). This lack has controlled and diminished research

capacities across Africa, while influencing their competitiveness, and affecting knowledge generation and adaptation, as well as integration in the global knowledge society. There is also a decline in funding of HEIs, to maintain the expansion of existing HE programmes and/or introduce new ones.

Governments pay stipends and living allowances to students in many countries, which consumes a substantial proportion of university resources. In Guinea, for instance, as much as 55 percent of total government allocations to universities go to scholarship money given to students (Sylla 2003: 1). In most countries, student fees have traditionally not provided more than token support. For instance, in Lesotho the majority of the income for the NUL is obtained from student fees. Students in Lesotho also repay student loans, as soon as they have completed their studies and have secured jobs. However, many under-graduates and post-graduate students enrol in universities outside Lesotho, especially in South Africa, and most of these are state funded through loan bursaries. In 2011, the government announced that it will sponsor only 1 120 new students, instead of the usual 1 600 students, due to the shortage of funds (Ntaote, 2011: 2).

### **3.6.2 Corporate governance**

Governance is one of the thorniest issues that HE has to deal with (Fourie, 1999: 279). It is related to value determination inside universities, their decision-making systems and allocation of resources, their mission and purposes, the patterns of authority and the organisation's hierarchy. Governance affects specialised administrative activities, such as financial planning or industrial relations which, in turn, affect the teaching, learning and research in HEIs.

Productivity and effectiveness of any enterprise is reliant on efficient management and administrative systems and academic institutions are no exception (SARUA, 2012: 14). African HEIs, including NUL, experience poor, inefficient, and highly bureaucratic, management systems, with the norms throughout many educational systems being poorly trained and qualified personnel, and administrative infrastructure, as well as poorly remunerated staff. There should, therefore, be sound and positive relations between the chain of administrative power, which normally starts, for example in the NUL, from the chancellor who remains the King, then moves to the chairman of council, vice chancellor, pro-vice chancellor, registrar, bursar and the

university librarian. In most cases, the deans and directors are either appointed by the vice chancellor, directly by government officials or by the board of directors or trustees, while fellow staff members mostly elect the HoDs.

Governance is a challenge in HE in Lesotho, and the Strategic Plan 2010/11-2014/15 of the CHE in Lesotho, indicates the following concerns, in terms of governance in Lesotho HEIs, especially the NUL, as the biggest university in Lesotho:

- Conflicting roles and responsibilities exist between members at tertiary education of the CHE and the MOET.
- There is no policy on governance of HEIs.
- Mechanisms to integrate legally established, regulatory, professional bodies in the CHE governance structures are unclear. (CHE: 2010).

With proper governance at HEIs, the structure of the relationship that brings organisational coherence, authority on policies, plans and the overall cost-effectiveness of the organisation, could bring about change in tertiary education. This implies that leadership, management, and administration are important aspects in governance (Cumming *et. al.*, 2011: 112).

### **3.6.3 Impact of HIV and AIDS**

*HIV and AIDS* is recognised by the Government of Lesotho as not only a health problem but a multi-sectoral development issue, with social, economic and cultural implications. The combating of the further spread of HIV and AIDS, continues to be one of the country's biggest challenges. The government was initially slow to recognise the scale of the HIV/AIDS crisis, and its efforts to date in combating the spread of the disease, have met limited success. According to recent estimates, the prevalence of HIV/AIDS is rated at 29th among other countries (<http://en.wikipedia.org/wiki/Lesotho>). One of the main imperatives for the curriculum and assessment reviews, is the need to mainstream the response to the HIV and AIDS pandemic in the curriculum. The MOET has established a policy framework, which includes academics, teacher educators, examination officers and curriculum developers. This framework is orientated towards approaches that place primary survival against the pandemic. In a system, that already has an acute shortage of qualified teachers, the need has been realised, to encourage voluntary

counselling and testing for HIV/AIDS, while providing those infected with antiretroviral treatment and encouraging those who are negative, to refrain from risky behaviour,.

To address the above, the Department of Education has made provisions for the following (CHE strategic plan 2010/11-2014/15):

- Established clinics within HEIs to combat the spread of the pandemic and provide support;
- Some graduates die soon after completing their training and this has raised major concerns;
- Strengthening of counselling services to serving teachers; and
- The strategies to be employed in soliciting the private sector to participate and increase its commitment in the affairs of HEIs (CHE: 2010).

#### **3.6.4 Access to Higher Education**

The resources of HEIs are being strained by the growing demand for access to HE (Teferra and Altbach, 2004: 25). Many students are admitted to the institutions of HE and this continues to escalate, but fundamental resources remain a problem. In several countries, including Lesotho, there is a decline in resources due to inflation, and economic and political turmoil. In addition, structural programmes on education have strained the financial stability of institutions and systems that govern HE. Access to HEIs has been an issue due to limited capacity of HEIs in Lesotho. Poor high school leaving results, especially in Mathematics, Science and English, have resulted in students at institutions of higher learning being left with limited career choices.

However, enrolment by many undergraduate and post-graduate students is done in universities outside Lesotho, especially in South Africa. Affording universal basic education for all is still the main challenge of education development, especially at secondary level. Great expansion in the provision of relevant tertiary education is a problem and many school leavers struggle in the job market.

### **3.7 HISTORY OF THE NATIONAL UNIVERSITY OF LESOTHO (NUL)**

The establishment of a Catholic University at Roma on 8 April 1945, heralds the beginning of the NUL, with the founding of the Catholic University College in a remote valley, in a provisional primary school edifice at Roma Mission, outside Maseru. On 20 October 1975, it was decided that the NUL would occupy the university ground of the former University of Botswana, Lesotho and Swaziland (UBLS) in Lesotho. The NUL is situated at the same location and has the same buildings and grounds of its heirs, Pius XII College and the UBLS. Its role in Lesotho education is important and the NUL is considered to be one of the best universities in the country with its campus currently covering an area of about 80 hectares. Situated in Roma, a city located 34 km southeast of Lesotho's capital city, Maseru, the strategic location of the NUL allows for easy accessibility from all parts of the country, while increasing the possibility of international connectivity.

#### **3.7.1 Faculties and facilities at the NUL**

The faculties of NUL include the following:

- Faculty of Law
- Faculty of Agriculture
- Faculty of Social Science
- Faculty of Education
- Faculty of Science and Technology
- Faculty of Health Science
- Faculty of Humanities

The university's vision and mission are contained in its Draft NUL Strategic Plan 2007-2012, as follows:

#### **3.7.2 Vision**

The NUL's vision is to be a leading African university that is responsive to national needs, committed to high quality teaching, life-long learning, research and community service, and to be respected nationally and internationally (National University of Lesotho 2007: 21).

### **3.7.3 Mission**

The mission of NUL is the promotion of national advancement through innovative teaching, learning, research and professional services, by producing high calibre and responsible graduates that are able to diligently serve their communities (National University of Lesotho, 2007: 21).

NUL has more than 10 000 students in its seven faculties with, the university libraries consisting of the Thomas Mofolo Library (TML), which is the main library at Roma campus, and branch libraries on other campuses.

The university's Institute of Education (IE) undertakes research and consulting that are mostly driven by rising societal issues, such as HIV and AIDS, as well as lifelong learning. There is also the necessity of turning education into a child-friendly environment that is responsive to the country's needs, The Institute of Extra Mural Studies (IEMS) offers learning opportunities to disparate groups in the country by making use of the Open Distance Learning approach.

According to the six distinct levels of education, namely Level 0, Level 1, Level 2, Level 3, Level 4 and Level 5, shown in Figure 3.1, the NUL provides the fifth level of education. The minimum duration of study at this level, is four years. The basic entry requirements for the first degree are the COSC or a Certificate and/or Diploma in a teacher training programme, or an equivalent qualification.

### **3.7.4 STRATEGIC PLAN OF THE NUL 2007-2012**

The NUL has, throughout its existence, been subject to a variety of plans, commissions and studies, regarding various aspects of its administration and governance. To this end, there is no new strategic plan for the year 2013/2014. The prevailing plan is that of 2007-2012. The need for a widely accepted vision and mission for the University has been emphasised by all of these reports that have, in various ways, made mention of the call for a clear identity, based on core values, out of which a goal-based strategic plan for the university can be developed.

In adopting the new vision and mission, the stakeholders identified where the university might be in 2012. The belief was that this would lead to deliberation of the values that are needed to

fortify attaining the new vision and mission, with subsequent identification of a number of priorities the University would need to embark on. These priorities buttress the eight goals that form the strategic plan's basis.

The Goals are summarised as follows in the National University Plan (NUL Strategic Plan, 2007-2012):

**Strategic Goal 1: Improved access to the NUL programmes**

It was envisaged that access to the University would be increased by 2012, in line with national targets. This is not simply an expansion of student numbers, but also involves new programme development, offered by open and distance learning.

**Strategic Goal 2: Improved relevance and quality of teaching and learning**

The intent of the plan is to ensure the significance of all existing programmes, while developing new, relevant programmes at undergraduate and postgraduate levels. It also aims to enhance the quality of teaching and learning.

**Strategic Goal 3: Improved research and innovation profile**

A doubling of research income is envisaged by 2012, to be accomplished by a variety of means. This includes the establishment of a University Foundation, while also increasing applications for competitive research grants, the promotion of collaborative research, networking with public and private partners locally and internationally, and increasing fundraising activity for research.

**Strategic Goal 4: Diversified income streams**

The objectives of this goal are to promote self-sufficiency of the University through increased income, as well as to enhance the NUL's capacity to generate funds for its activities.

**Strategic Goal 5: Improved financial management**

This goal's objectives are to improve university operations' cost-effectiveness and to enhance financial reporting quality, while also devolving some financial management aspects to cost centres.



### **Strategic Goal 6: Improved governance and management**

Improved governance and management arrangements throughout the University are essential to the achievement of the university's Strategic plan,. Improvements in operational and managerial efficiency in the university are envisaged in the plan, at institutional, faculty and departmental level.

### **Strategic Goal 7: Improved physical and technological infrastructure**

A Master Plan will be developed and implemented to facilitate the systematic upgrading of the NUL's physical and technological infrastructure., The NUL, more specifically, is to build a state of the art student centre, classrooms and residential halls, ,as well as larger health centres.

### **Strategic Goal 8: Strengthened local, regional and international partnerships**

The aim is to strengthen the NUL's policy and legal instruments, with regards to partnerships. It will also develop programmes that will make a platform available for international marketing of the university.

For the above goals to be achieved, the NUL has to work on improving the quality of staffing by recruiting appropriately skilled and qualified national, regional and international staff, who will be given improved support and opportunities for development, to further enhance quality teaching, learning and research of students at the institution.

## **3.8 TEACHING AND LEARNING STRATEGIES.**

The MOET is assisted by a teaching force that requires standard and systematic, professional development, to aid in coping with a large number of classes. In order to address this problem, MOET, in partnership with the Lesotho College of Education and other NGOs, has taken on the training of teachers, in different ways of teaching language.

The challenge to meet the constantly changing requirement for qualified teachers, particularly in specialised subjects, for example, science, mathematics and technology, calls for well-

coordinated teacher education and improvement programmes in teaching and learning. This could later bring about general expertise in the field of research in HEIs, through output and publications. With this, the institution itself becomes highly recognised, not only in the country of its origin but throughout the world., As a new institution dedicated to facilitating the development of HE in the country, the CHE needs to be recognised and well understood, so that its role endures and is appreciated by stakeholders and members of the general public alike. It also needs to promote and maintain the significant importance of HE in national development (CHE, 2010: 21). It is, therefore, noteworthy that a number of important initiatives and strategies must be implemented, in order enhance teaching and learning in HE. The strategies according to the council, are as follows:

Strategies:

- Employ a full number of competent, practical and inventive staff.
- Constantly upgrade skills of new and existing staff.
- Develop a competitive reward system, to attract and retain high calibre, professional staff.
- Secure suitable working office space to house the CHE Secretariat.
- Procure the required office equipment for Secretariat operations, including information and communication technology (ICT).

If the above strategies were to be achieved by the council as implemented, academic staff within HEIs would be of good calibre and innovative, while also being creative in improving the styles and assessments used to impart knowledge in HEIs, in terms of teaching learning and research.

### **3.9 CONCLUSION**

HE in Lesotho is deemed to be at a turning point, with. a number of institutional, structural and political challenges plaguing the HE sector. Even as the CHE has been trying to develop policies and set up statutory bodies to govern and accredit HEIs, the need to channel, foster and safeguard the current achievements of the HE system is as real. A quality assurance framework remains a principal requirement for any national and institutional HE system, in addition to which, HE quality and output have been affected by the current strikes, undermining HE in general. As the

only public university, the NUL's main responsibility is to not only increase access for students, but also being a knowledge-producing institution.

The chapter that follows focuses on the research methodology used for this study.

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

The objective of this chapter is to provide a framework for the empirical investigations that have been conducted in this research, with a view to exploring the quality of work life at the university and the extent to which it influences levels of job satisfaction. Quantitative as well as qualitative research methods were utilised to achieve the set objectives. The research design is set out in three sections, with the first section made up of the research methodology design, while the second section concerns the different types of data analysis conducted. The third section deals with validity issues and reliability of the data, including potential errors in the chosen methods. Control of these errors in research is of critical concern and every effort has been made to reduce them.

#### **4.2 THE RESEARCH DESIGN**

According to Leedy and Ormrod (2010: 22), research design can be defined as “*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 maximise 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, focusing on case study, was used in this study to collect data.

#### **4.3 RESEARCH OBJECTIVES**

The study investigated the factors affecting job satisfaction of academic employees at universities, in the context of the NUL.

The following objectives were identified as relevant to this study and informed the methodology adopted:

- To analyse the extrinsic factors influencing job satisfaction of academics.

- To examine the intrinsic factors influencing job satisfaction of academics.
- To recommend strategies for the improvement of academics' job satisfaction.

#### **4.4 QUALITATIVE AND QUANTITATIVE RESEARCH DESIGN**

Qualitative research is guided by different ideas from those in quantitative research. The most important features of qualitative research, are founded on making the proper choice of best suited methods and theories, the recognition and analysis of different perspectives; the researcher's reflection on their research as part of the process of knowledge production; as well as a variety of different approaches and methods (Savin-Baden and Major, 2013: 3). According to Flick (2006: 16), qualitative methods understand the researcher's communication to be an explicit part of knowledge, rather than considering it an intervening variable. This method values an inductive approach.

Leedy and Ormrod (2010: 28) explain that quantitative research involves correlation among two or more phenomena. Quantitative research designs are either descriptive or experimental. This research is compiled as a descriptive study, adapting the mixed-method approach. Descriptive research examines a situation as it is, without changing or modifying the situation under investigation, and is not intended to establish cause and effect relationships.

In this study, both qualitative and quantitative approaches were used. Interviews were conducted with the HoD's of the selected departments, as a form of a qualitative research design and structured questionnaires were administered to a sample size of 156 respondents, as a form of a quantitative research design.

#### **4.5 SURVEY METHOD**

A survey is the gathering of information from a sample of entities by means of a systematic method to construct attribute descriptors of the larger population, of which entities are members (Groves, Fowler, Couper, Lepkowski, Singer and Tourangeau, 2009: 2).

Surveys conducted for research can be categorised according to the following three characteristics:

- Information is primarily gathered by asking people questions;
- Information is collected by means of interview questions; and
- Information is only collected from a subset of the population, to be described as a sample, rather than from all members (Groves *et. al.*, 2009: 3).

#### **4.6 CASE STUDY APPROACH**

A case study was used to produce an intensive investigation of the factors that contribute to the characteristics of the research topic. The case revolves around the fact that the NUL has been characterised by a number of strikes in the past years and this has brought about an alarming and bad image of the institution. Due to that, the institution had to face major obstructions in the provision of education, research and services that are needed for students to advance. Therefore, it was relevant in this study/research, to employ a data collection method that included both questionnaires and in-depth interviews, to assist in identifying the factors affecting academic employees' satisfaction.

#### **4.7 TARGET POPULATION**

It would be impossible for many research questions and objectives, to either collect or analyse data available, due to research costs. The importance of sampling techniques is brought to the fore, in providing a scope of methods that enables a reduction in the amount of data needed, by collecting only data from a sub-group, instead of from the entire population.

In this study, the population is comprised of academic employees at the NUL, as being the target respondents. A sample of 156 academic employees was selected. The questionnaire was completed by 129 respondents.

#### **4.8 SAMPLING PROCEDURE AND DESCRIPTION OF THE SAMPLE**

No matter what the research questions and objectives are, the researcher is required to collect adequate data with which to answer them (Saunders, Lewis and Thornhill, 2009: 280). When collecting and analysing data from every potential case or group member, it is known as a census., For many research questions and objectives, it will not be possible to collect or analyse all the data available due to limited time and costs of the research.

The range of methods provided by sampling techniques, permit the researcher to decrease the amount of data that has to be collected, by taking only data from a sub-group into account, instead of all possible cases. Sampling design offers two types: probability and non-probability sampling. Selection, in probability sampling, is based on a true random procedure, whereas the selection in non-probability sampling, is not based on a random procedure. However, for the purpose of this study, a non-probability sampling was used, in the form of a stratified random sampling. The sampling frame was constructed from a list of lecturers, obtainable from the selected departments, using Supercool Random Generator Software. This software randomly picks the number, depending on the scale the researcher would use. Sixteen HoD's were interviewed from the sample that constituted part of the random sampling. Due to probability sampling not being suitable without an adequate sampling frame available for the population, a random sampling method was utilised.

An overall description of the faculties, departments and the number of participants chosen to participate in the study of job satisfaction affecting academic employees at the NUL is shown below:

| THE NATIONAL UNIVERSITY OF LESOTHO (NUL) |                |                                          |                                       |                                      |
|------------------------------------------|----------------|------------------------------------------|---------------------------------------|--------------------------------------|
| Faculties                                | Departments    | Selected<br>Departments<br>(per faculty) | Survey<br>Participants<br>(Academics) | Interview<br>Participants<br>(HoD's) |
| Agriculture                              | 4              | 2                                        | 20                                    | 2                                    |
| Education                                | 3              | 2                                        | 20                                    | 2                                    |
| Health<br>Sciences                       | 2              | 2                                        | 20                                    | 2                                    |
| Humanities                               | 8              | 4                                        | 40                                    | 4                                    |
| Law                                      | 5              | 2                                        | 20                                    | 2                                    |
| Science and<br>Technology                | 5              | 2                                        | 20                                    | 2                                    |
| Social<br>Sciences                       | 5              | 2                                        | 20                                    | 2                                    |
| Total                                    | 32 Departments | 16                                       | 140                                   | 16                                   |

The total number of staff employed at NUL is 780; this includes both academic and non-academic staff.

#### **4.9 DATA COLLECTION**

Two data collection approaches were utilised for the purpose of this research study, to allow for triangulation between findings. These forms of data collection were both included in a questionnaire, distributed to the sampled respondents. The questionnaire consisted of quantitative, closed-ended, Likert scale questions, as well as qualitative, open-ended questions that allowed respondents to go into detail about their views, experiences and opinions.

Airasia, Gay and Mills (2010: 373) state that questionnaires are instruments that endeavour to obtain comparable data from all participating members, while it is agreed that all participants have answer the same questions. Open-ended questions are included to establish how people feel about certain issues or, on the other hand, to find out the effect troubling issues have on people's behaviour (White, 2008: 130), and may offer significant value for this study. This is because, even though a numerical value for the satisfaction or dissatisfaction levels for each cluster will be obtained from the MSQ, the specific problems and issues that may lead to satisfaction or dissatisfaction can only be articulated by a qualitative expression of the participants' views and opinions.

Therefore, the data collection method employed in this study included both questionnaires and in-depth interviews, which assisted the researcher in identifying the factors affecting job satisfaction among academic employees. Data was gathered using self-administered questionnaires to the academic staff to obtain a broad perspective of the problem and then, open-ended interviews were conducted with the HOD's, to enhance qualitative data on the research area. The questionnaire was administered to the academic staff of the NUL, over a period of two weeks. Questionnaires were distributed to 156 participants and a response rate of 79 percent was achieved. Interviews were also conducted with 16 HOD's, of the same departments that constituted part of the sampling.



#### **4.9.1 DATA ANALYSIS**

Once the data were collected, the information obtained was captured using SPSS, a statistical software package, with the data captured double checked, to check for capturing errors., A number of analyses were undertaken once this had been done, including descriptive analysis, in the form of frequencies, and bi-variate analysis, which involved using chi-square tests.

According to Fink (2010: 180) data analysis can be considered as the process involving the selection and focus of data, in addition to the discarding of irrelevant data. It also involves statistics of organising and interpreting numerical information. The analyses are descriptions, relationships, comparisons, as well as predictions. In this study, the questionnaire was analysed statistically, by using SPSS and Excel software. On the other hand, the information from interviews and the information collected from the academic employees, in terms of their job satisfaction at the NUL, were categorised and analysed according to the research questions. Wherever the questions were similar in both questionnaires, the responses were compared in a tubular format. Secondly, the responses from the respondents were combined and categorised to show the patterns and to draw general conclusions from the data.

#### **4.9.2 INSTRUMENT OF RESEARCH**

The measuring instrument used for this study, was a questionnaire that consisted of closed-ended questions, structured on a five-point Likert scale. Open-ended interviews were also conducted with the selected HoD's of the departments that constituted part of the sample. The questionnaire consisted of both open- and closed-ended questions that were developed from a review of relevant literature on the area of research.

#### **4.10 THE MINNESOTA SATISFACTION QUESTIONNAIRE (MSQ)**

The MSQ utilised in this study, is one of the most widely used instruments in the measurement of job satisfaction. The MSQ short form consists of 20 items/facets, which measure three types of job satisfaction, namely overall job satisfaction, intrinsic satisfaction and extrinsic satisfaction. Of these 20 facets, only six have been chosen as the basis of the survey questionnaire in this study, namely recognition, advancement, working conditions, relationship with colleagues, and access to resources, as well as job security.

MSQ combines extrinsic and intrinsic satisfaction subscales from the 20 subsets of items related to job satisfaction. For example, extrinsic satisfaction concerns aspects of work that have little to do with the work itself, such as pay. Intrinsic satisfaction, on the other hand, concerns aspects related to the nature of the job itself and exactly how people feel about the work they do. Therefore, the MSQ was generally preferred in this study, since it would enable the researcher to identify aspects contributing to satisfaction of academics related to both intrinsic and extrinsic factors of job satisfaction.

#### **4.11 DESCRIPTION AND DEVELOPMENT OF THE QUESTIONNAIRE**

The questionnaire was organised on the specific research objectives, was structured and comprised of 34 questions, divided into the following sections:

**SECTION A:** Demographic data include the following:

- Faculty
- Gender
- Age
- Total years of service
- Level
- Racial group
- Qualification

**SECTION B:** Measured aspects related to employee satisfaction on the following:

- Academic working conditions
- Relationship with colleagues
- Access to resources
- Job security
- Recognition
- Advancement

#### **4.12 PRE-TESTING**

To ensure that data collected will enable the investigative questions to be answered, preliminary analysis, using pilot test data, can be undertaken. Fink (2010: 184) states that a pilot study's purpose is to maximise reliability of respondents, for the purpose of the study. A pilot study is of great importance and plays a vital role in any research, especially when questionnaires are used as a form of collecting data.

For the purpose of this study, five respondents were randomly selected from the list of academics that were not part of the sample population at the university, to test the questionnaire, so that the necessary revisions could be made before the administration of the questionnaire to the research sample. In order to increase the respondents' ability to answer the questionnaire, the researcher was available, to explain any part of the questionnaire not understood by the respondents.

#### **4.13 VALIDITY AND RELIABILITY**

The extent to which a measurement process is free of both systematic and random error, is referred to as validity, which indicates how well the data measure what it is supposed to measure. Reliability is the degree to which the measurement process is free from random errors, and the extent to which the scores obtained, may be generalised to different circumstances of measuring. The relationship between validity and reliability maintains that a test can be reliable but not valid, however, a test cannot be valid without first being reliable (Leedy and Ormrod, 2010: 31). Reliability diminishes as errors escalate. For reliability of the findings to be increased, the sampling in this study was fairly large, with 156 respondents participating. A pre-test was also done, in order to ensure validity.

Bonds-Raake (2012: 84) posits that “the validity and reliability of measuring instruments influence the extent to which something can be learned from the phenomenon that one is studying and that one will obtain statistical significance in the data analysis, and the extent to which one can draw meaningful conclusions from the data”. Therefore, in this study, Cronbach's coefficient was used to measure the internal consistency of an instrument that has a similar group of questions.

#### **4.14 ANONYMITY AND CONFIDENTIALITY**

In order to ensure anonymity and confidentiality, individuals were asked not to reveal their identity in the questionnaire and were promised that the data collected will be stored for a period of 15 years, after which it would be shredded. Only the researcher and supervisor would access the data. The material/hard copies would also be stored in a locked cupboard by the researcher for 15 years and then shredded. Furthermore, questionnaires personally administered by the researcher would be stored in a facility only accessible to the researcher and supervisor and then disposed of after 15 years.

#### **4.15 ETHICAL CONSIDERATIONS**

It is of utmost importance that the identities of the respondents, who participate in a study, are at all times, protected by the researcher, which is why it is important to apply research ethics. It is explained as the norms and standards of the conduct that guides the choices and behaviours of a researcher, towards study respondent (Cooper and Shindler, 2009: 116). It is important for the researcher to refrain from any form of bias by adhering to ethical standards in the research design, data analysis, as well as the data interpretation.

For the purpose of this study, the researcher omitted any confidential information that may lead to the identification of either the HEI or the respondents. Confidentiality clauses, which protect the identities of the participating respondents and HEI, were also signed and adhered to by the researcher. Objectivity was further obtained, by utilising the well-known statistical program SPSS, to perform the quantitative data analysis. This prevented as much subjective interference from the researcher as possible. Ethical consideration is essential for any research study, to ensure that the research will not be risky or involve harmful substances that could harm research participants. Ethics ensures that the research study will not involve any kind of deception. It ensures that data collected from the participants will remain strictly confidential and respondents' identities will be kept anonymous.

#### **4.16 LIMITATIONS OF THE STUDY**

The limitations of this study were that it is confined to the NUL and although the HEI employs academics and support staff, this study focused only on academics.

#### **4.17 CONCLUSION**

Research methodology covers critical aspects, such as research design, data collection methods and instruments used to collect that data. The purpose of this chapter was to explain how data were collected and analysed. The research design was clearly defined, as was the target population and the sample size used for this study. In addition, an explanation of the sampling method to be used was given, as well as the reasons for choosing the particular method. This study used both qualitative and quantitative research paradigms. Validity and reliability of the study were also explained, in order to examine how reliable the results are from the respondents.

Further, for any research to remain effective, there should be some form of ethical clearance, which was also described in this chapter. The following chapter will focus on the data analysis and interpretation of results.

## **CHAPTER FIVE**

### **DATA ANALYSIS**

#### **5.1 INTRODUCTION**

This chapter provides a detailed analysis of the findings and interpretation of the results. The purpose of the study, was to determine the factors affecting academic employees' job satisfaction at the NUL. The objectives of the study covered aspects, such as working conditions, relationships with colleagues, access to resources, job security, recognition and advancement. The descriptive statistics, or the frequencies and percentages, provided an overview of results and are illustrated by bar charts. Chi-Square tests were used to provide a more precise analysis of each objective.

#### **5.2 PRESENTATION OF RESULTS**

**Table 5.2.1: Faculty respondents at the university**

| <b>Faculty</b> |                        | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|----------------|------------------------|------------------|----------------|----------------------|---------------------------|
| Valid          | Agriculture            | 18               | 14.0           | 14.0                 | 14.0                      |
|                | Education              | 17               | 13.2           | 13.2                 | 27.1                      |
|                | Health Sciences        | 17               | 13.2           | 13.2                 | 40.3                      |
|                | Humanities             | 31               | 24.0           | 24.0                 | 64.3                      |
|                | Law                    | 16               | 12.4           | 12.4                 | 76.7                      |
|                | Science and Technology | 16               | 12.4           | 12.4                 | 89.1                      |
|                | Social Sciences        | 14               | 10.9           | 10.9                 | 100.0                     |
|                | Total                  | 129              | 100.0          | 100.0                |                           |

**Figure 5.2.1: Faculty respondents at the university**

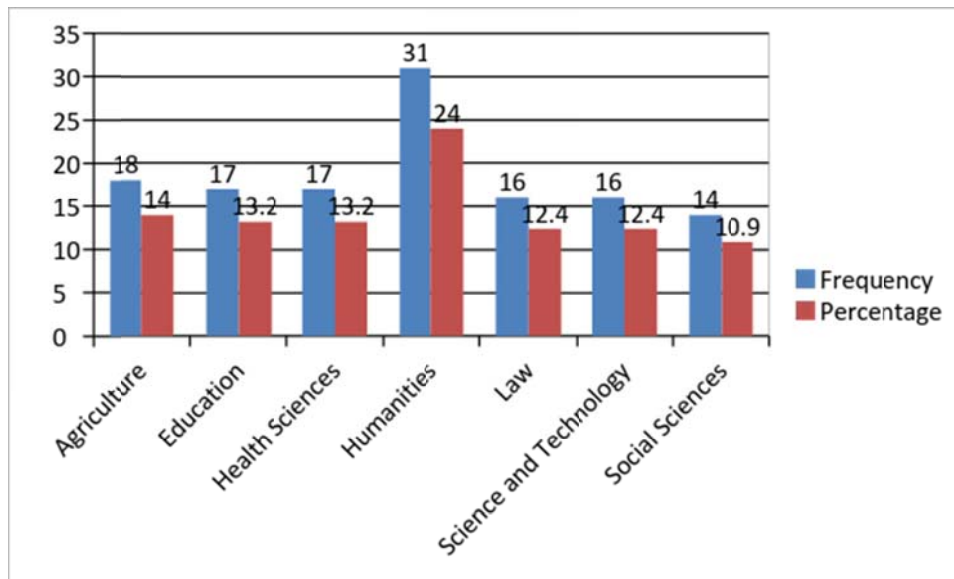


Table 5.2.1 and Figure 5.2.1 indicate that the results revealed that 14 percent of the respondents were from the faculty of agriculture, whereas a total 26.4 percent (13.2+13.2) of the respondents were from the faculty of education, and health and science, respectively. Almost a quarter (24 percent) of the respondents were from the faculty of humanities, while 24.8 percent (12.4+12.4) were from the faculty of law, and science and technology, and 10.9 percent of respondents were from the faculty of social sciences. The faculty of humanities has a high percentage, due to the fact that more than two departments were selected, as compared to a single department from each of the remaining faculties.

Top universities have committed to leading a drive to secure greater equality for female academics and researchers across Europe (Jobbins, 2012: 1). However, the findings of this study reveal the following results with regard to gender balance at the NUL.

**Table 5.2.2: Gender of respondents**

|        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Male   | 80        | 62.0    | 62.0          | 62.0               |
| Female | 49        | 38.0    | 38.0          | 100.0              |
| Total  | 129       | 100.0   | 100.0         |                    |

**Figure 5.2.2: Gender of the respondents**

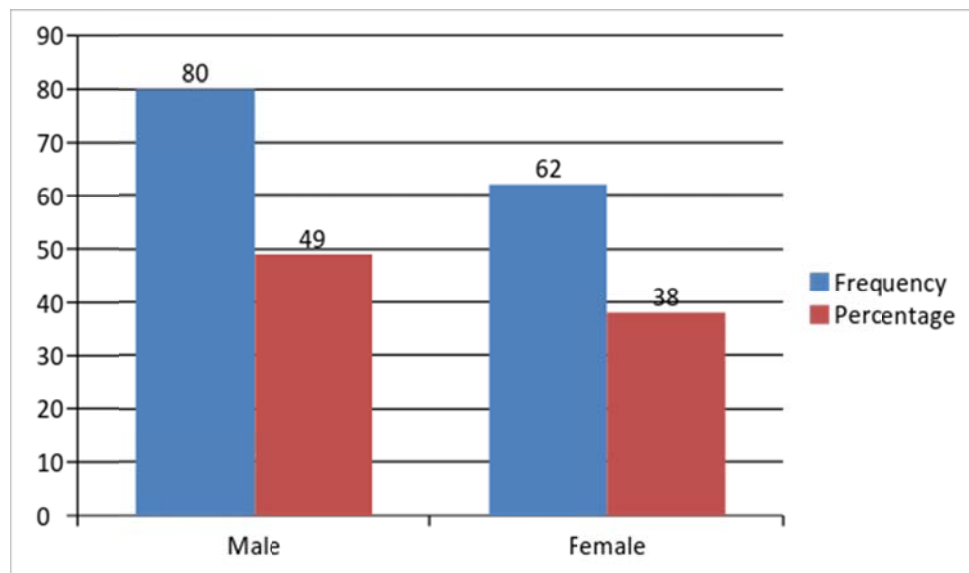


Table 5.2.2 and Figure 5.2.2 show that 62 percent were male and 38 percent of the respondents were female. This shows that the demographics of academics at the NUL, in terms of gender, are mostly constituted by males. Simply put, there are more male academic employees, as opposed to females at the NUL. Therefore, the NUL still has to improve on this aspect.

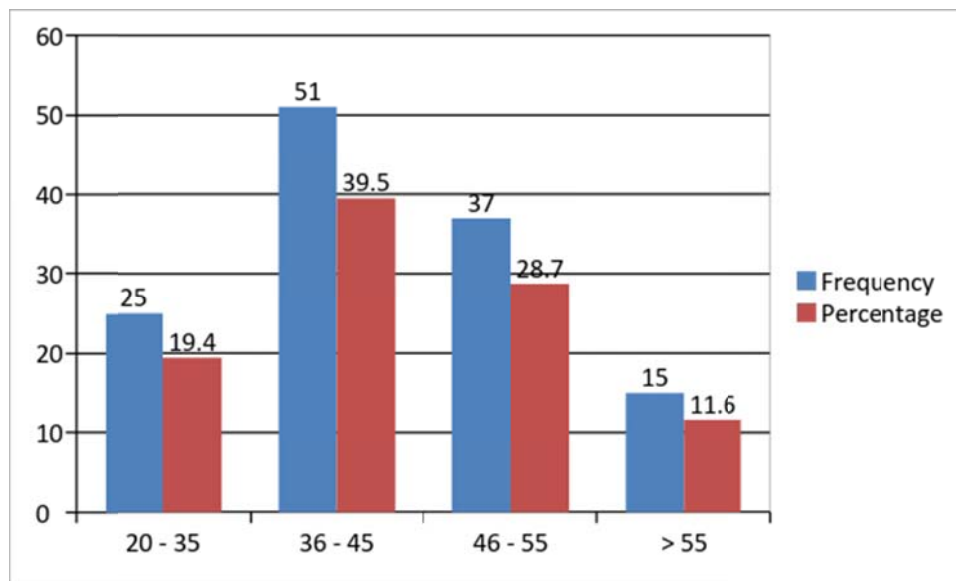
An analysis of the age structure of the academic staff of Australian universities reveals that, over the next decade, the universities will face their largest recruitment task for three decades (Hugo, 2008: 7). However, the findings of this research have indicated the following:

**Table 5.2.3: Age of the respondents**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| 20 - 35 | 25        | 19.4    | 19.5          | 19.5               |
| 36 - 45 | 51        | 39.5    | 39.8          | 59.4               |
| 46 - 55 | 37        | 28.7    | 28.9          | 88.3               |
| > 55    | 15        | 11.6    | 11.7          | 100.0              |
| Total   | 128       | 99.2    | 100.0         |                    |
| Total   | 129       | 100.0   |               |                    |



**Figure 5.2.3: Age of respondents**



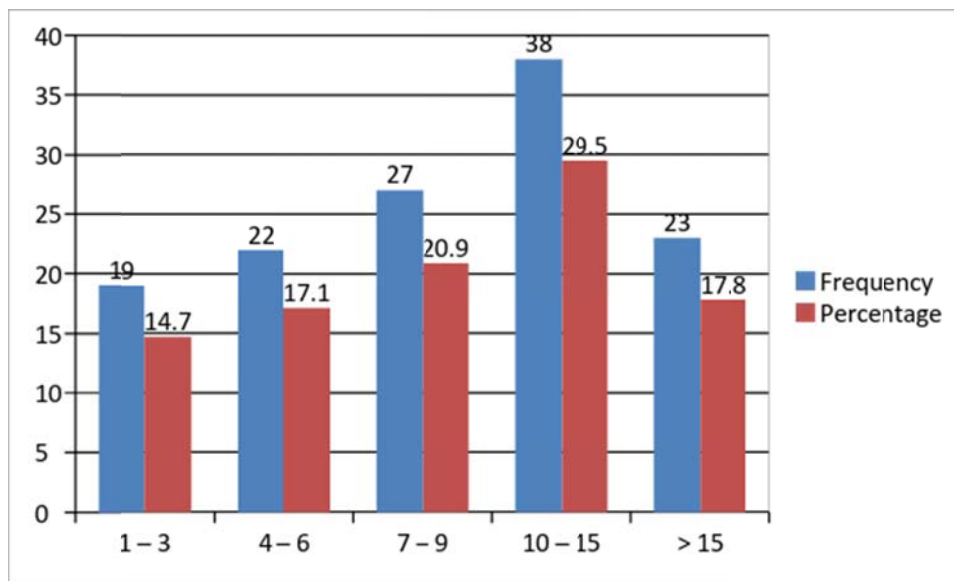
The findings of the study indicate that 25 (19.4 percent) and 51 (39.5 percent) respondents were from the 20-35 and 36-45 age groups respectively, while 37 (28.7 percent) respondents were from the 46-55 age group, with the lowest number of 15 (1.6 percent) respondents from the age group of 55 years and above. This could be because employees at this age are most likely to retire, and therefore did not feel the urge to participate in any issues that concern academic development. Some respondents commented that participation in issues affecting their work environment and development, yielded minimal benefits, thus, elected to focus on their field of expertise.

A study conducted at Makerere University by Amutuhaire (2008: 44), indicated that only 18 percent of academic staff worked for the University for more than ten years. However, the findings for this study reveal the following:

**Table 5.2.4: Total years of service of respondents at the university**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| 1 – 3   | 19        | 14.7    | 14.7          | 14.7               |
| 4 – 6   | 22        | 17.1    | 17.1          | 31.8               |
| 7 – 9   | 27        | 20.9    | 20.9          | 52.7               |
| 10 – 15 | 38        | 29.5    | 29.5          | 82.2               |
| > 15    | 23        | 17.8    | 17.8          | 100.0              |
| Total   | 129       | 100.0   | 100.0         |                    |

**Figure 5.2.4: Total years of service of respondents at the university**



The findings indicated in Table 5.2.4 and Figure 5.2.4, show that 19 (14.7 percent) of the respondents had 1-3 years level of service at the NUL. These employees may not be fully acquainted with the culture of the organisation due to a short working experience. Respondents, who have had 4-6 years employment at the NUL, make up 17.1 percent, with 27 (20.9 percent) respondents who have had 7-9 years' experience at the NUL. For respondents who have been at the NUL for 10-15 years, the number is very high at 38 (29.5 percent), showing that these employees have been employed for a lengthy period at the University and basically know its downfall. However, 23 respondents who have had above 15 years at the NUL (17.8 percent), did not show that much interest because they feared that some of their benefits would be tampered with should they disclose information, and were probably close to retirement.

**Table 5.2.5: Employment levels of respondents at the university**

|                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Dean                | 2         | 1.6     | 1.6           | 1.6                |
| Deputy Dean         | 1         | .8      | .8            | 2.4                |
| HOD                 | 8         | 6.2     | 6.3           | 8.7                |
| Senior Lecturer     | 28        | 21.7    | 22.0          | 30.7               |
| Lecturer            | 79        | 61.2    | 62.2          | 92.9               |
| Professor           | 5         | 3.9     | 3.9           | 96.9               |
| Associate Professor | 4         | 3.1     | 3.1           | 100.0              |

|       |     |       |       |
|-------|-----|-------|-------|
| Total | 127 | 98.4  | 100.0 |
| Total | 129 | 100.0 |       |

**Figure 5.2.5 Employment levels of respondents at the university**

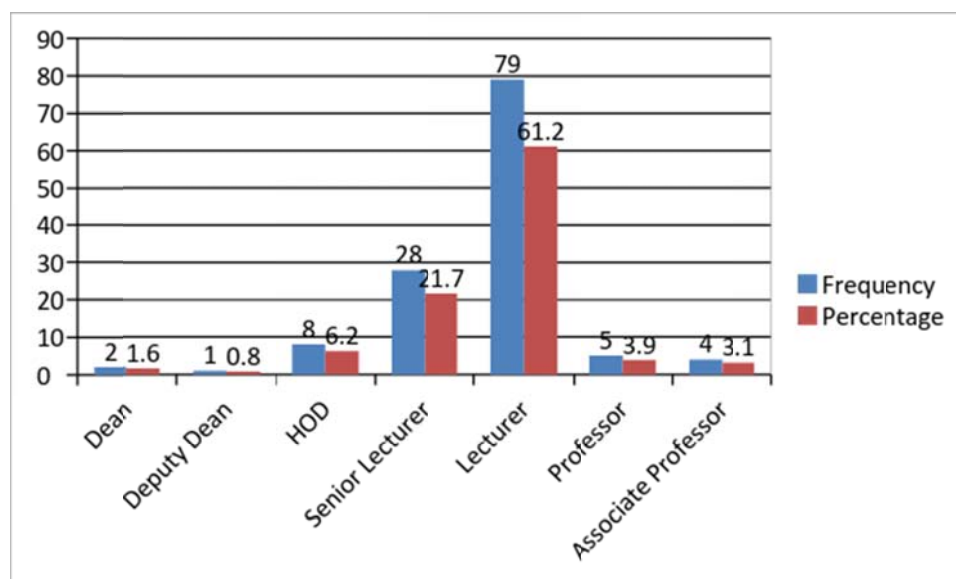
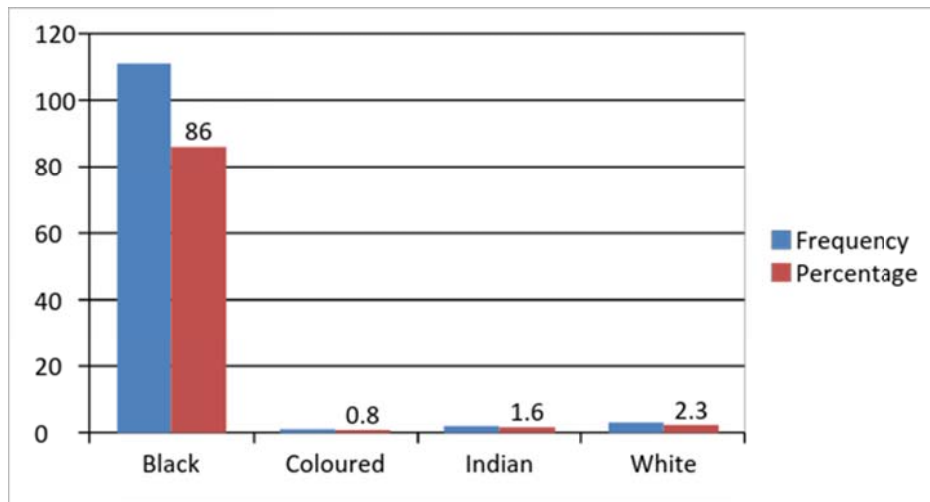


Table 5.2.5 and Figure 5.2.5 indicate that most of the respondents, 79, hold the position of lecturers (61.2 percent). The responses from those on the level of senior lecturers totalled 28 (21.7 percent). Other levels, which included deans, deputy deans, professors, and associate professors yielded a very low response rate, with eight (6.2 percent) indicating a response rate from HOD's.

**Table 5.2.6: Race of academics at the university**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Black    | 111       | 86.0    | 94.9          | 94.9               |
| Coloured | 1         | .8      | .9            | 95.7               |
| Indian   | 2         | 1.6     | 1.7           | 97.4               |
| White    | 3         | 2.3     | 2.6           | 100.0              |
| Total    | 117       | 90.7    | 100.0         |                    |
| Total    | 129       | 100.0   |               |                    |

**Figure 5.2.6: Race of academics at the University**



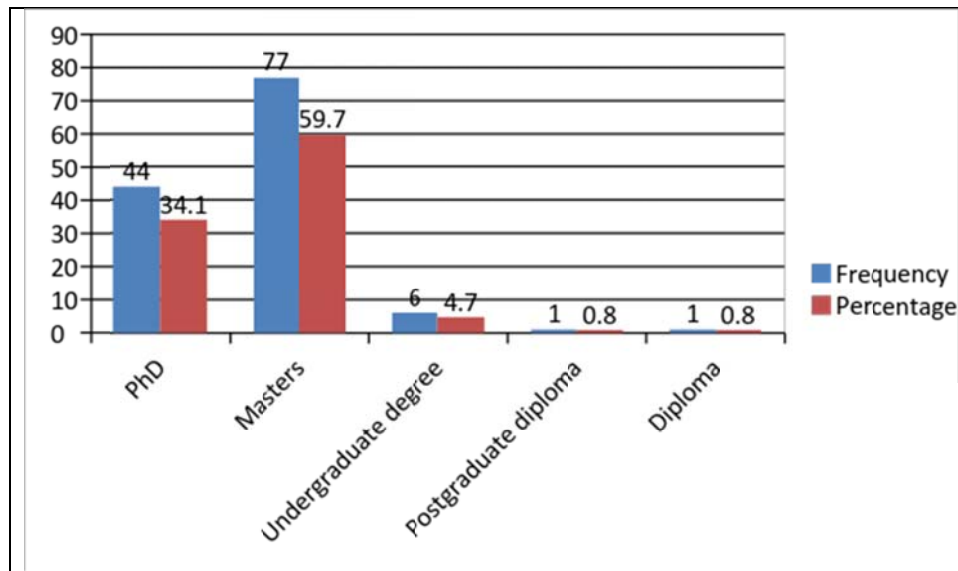
The sample showed 86 percent Black of all the race percentage groupings, therefore this makes those of black race to be considered a constant factor in the analysis. The majority of the sample was (86 percent) comprised of black academics, while Coloured respondents were only 0.8 percent, Indian respondents were 1.6 percent, and respondents who are White made up 2.3 percent. This shows that the majority of academic employees at the NUL are Black. This is because the majority of the population in Lesotho are Sotho's and few other cultures.

**Table 5.2.7: Qualification of respondents**

**QUALIFICATION**

| QUALIFICATION        | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| PhD                  | 44        | 34.1    | 34.1          | 34.1               |
| Masters              | 77        | 59.7    | 59.7          | 93.8               |
| Undergraduate degree | 6         | 4.7     | 4.7           | 98.4               |
| Postgraduate diploma | 1         | .8      | .8            | 99.2               |
| Diploma              | 1         | .8      | .8            | 100.0              |
| Total                | 129       | 100.0   | 100.0         |                    |

**Figure 5.2.7: Qualification of respondents**



The majority of the respondents (59.7 percent) were either lecturers or senior lecturers. More than a third of the respondents (34.1 percent) had a PhD as a qualification. A further 59.7 percent had a Master's degree. Therefore, this indicates that the majority of staff at the NUL meet the minimum requirement for lecturing and thus, identified with the requirement to pursue an academic career.

## **SECTION B**

This section will discuss the results pertaining to variables on academic working conditions, relationships with colleagues, access to resources, job security, recognition and advancements. The figures below give a detailed analysis of the findings.

### Figure 5.3: ACADEMIC WORKING CONDITIONS

Figure 5.3.1

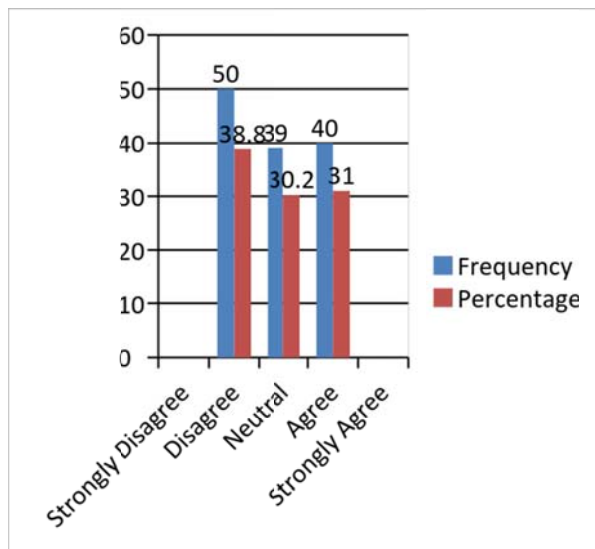


Figure 5.3.2

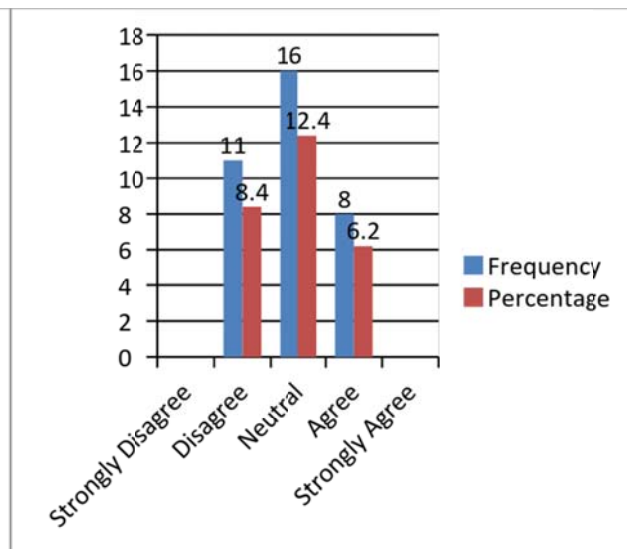


Figure 5.3.1 above, indicates the response in terms of whether the NUL has strong values that support academic excellence, while Figure 5.3.2 illustrates the findings as to whether the respondents believe that they receive satisfactory benefits.

Figure 5.3.3

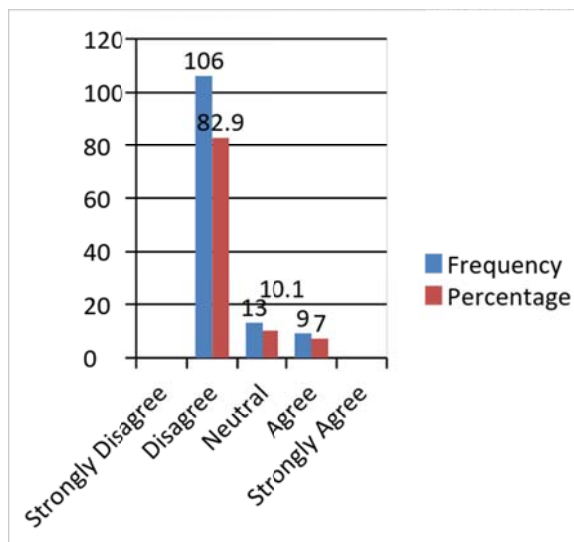
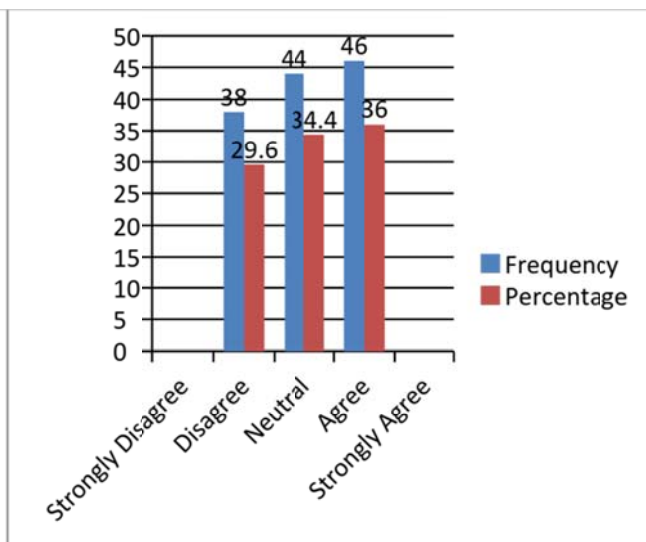


Figure 5.3.4



The findings, illustrated in Figure 5.3.3, indicate the respondents belief whether they receive satisfactory salaries, while Figure 5.3.4 shows whether the respondents consider their managers as good mentors.

Figure 5.3.5

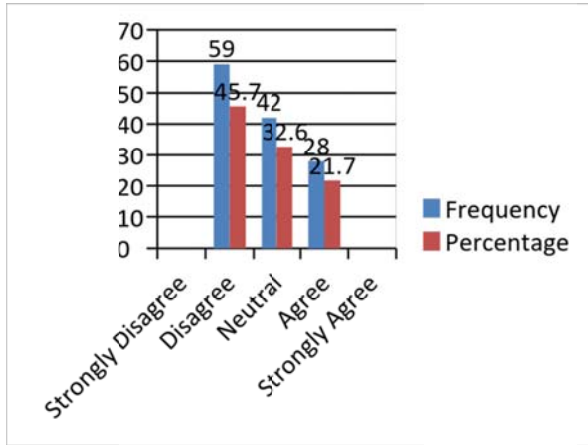


Figure 5.3.6

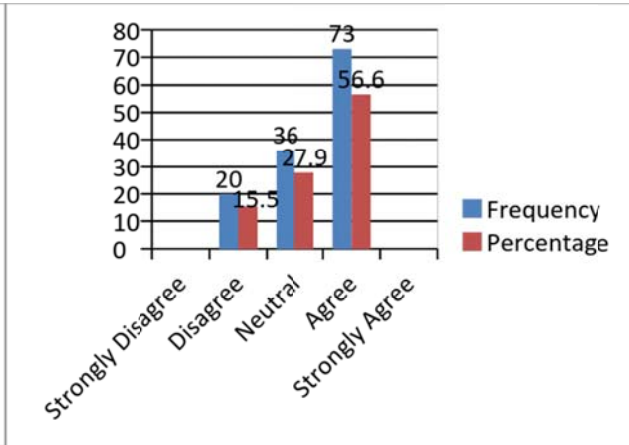


Figure 5.3.5 indicates the results as to whether conditions in the respective departments allow the respondents to perform to a high standard, while Figure 5.3.6 indicate the findings on the respondents' level of confidence, in terms of skills and competencies of other employees.

**Table 5.3: ACADEMIC WORKING CONDITIONS**

| ACADEMIC WORKING CONDITIONS                                           | Component |      |
|-----------------------------------------------------------------------|-----------|------|
|                                                                       | 1         | 2    |
| The NUL has strong values which support academic excellence           | .248      | .437 |
| Academics receive satisfactory salaries                               | .844      | .083 |
| Academics receive satisfactory benefits                               | .885      | .085 |
| My senior manager is a good mentor                                    | .052      | .755 |
| Conditions in my department allow me to perform at a high standard    | .449      | .498 |
| I feel confident about the skills and competencies of other employees | -.020     | .787 |

A component test was conducted on the statement regarding whether academics are satisfied with the salaries they receive from University. The respondents indicated to two categories of components, where other components show 0.844, while the other group indicated 0.083. This shows that respondents did not have the same opinion with regard to this variable. On the other variables regarding benefits received by academics, the first category of the group component

shows 0.885, while the second group component shows 0.085. Therefore, the other tested variables do not indicate a strong significance to academic working conditions.

Table 5.3 and Figure 5.3 illustrate the findings regarding respondents' opinions in relation to their working conditions. Almost a third of the respondents agreed that the NUL has strong values that support academic excellence (31.0 percent), while 30.2 percent of respondents indicated neutral, with 38.8 percent totally disagreeing with the statement.

The results on whether respondents think that they receive satisfactory salaries, yielded a very high percentage of about 82.9 percent who disagreed, 10.1 percent were neutral and seven percent agreed. This indicates that the majority of the respondents from the academic staff at the NUL are not satisfied with their salaries. In terms of whether they receive satisfactory benefits, only 6.2 percent agreed with the statement, 12.4 percent were neutral and 81.4 percent disagreed, indicating that academics at NUL are not satisfied with the benefit they receive.

The findings further showed that 36.0 percent do agree that their managers are good mentors, while 34.4 percent are neutral and 29.6 percent disagree with the statement. The responses to the question, as to whether conditions in their departments allow them to perform to a high standard, showed that only 21.7 percent agreed, 32.6 were neutral and 45.7 disagreed. This reveals that conditions are perceived to be poor for academics to perform to the best of their ability in their respective departments. The replies to the question, whether the respondents feel confident about the skills and competencies of other employees, indicated that employees in different departments do trust one another, with 56.6 percent of respondents who agreed with that statement, 27.9 percent were neutral and only 15.5 percent disagreed.

A study conducted by Qasim, Cheema and Syed (2012: 34), on exploring factors affecting employees' job satisfaction at work found that, when employees feel that management does not appreciate or acknowledge their efforts, they may use poor working conditions as an excuse to get back at management.



## Figure 5.4: RELATIONSHIP WITH COLLEAGUES

Figure 5.4.1

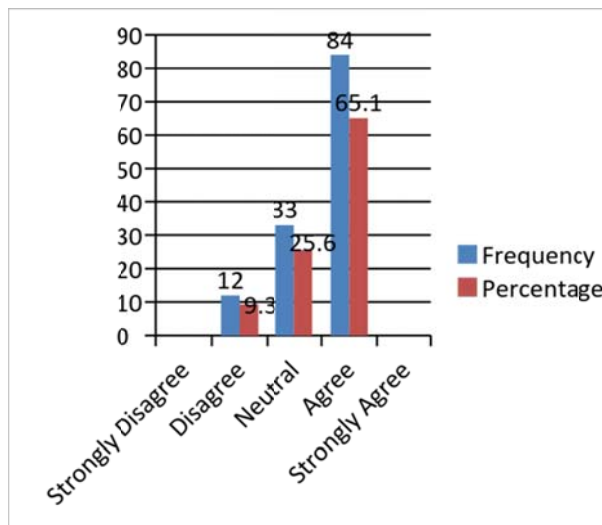


Figure 5.4.2

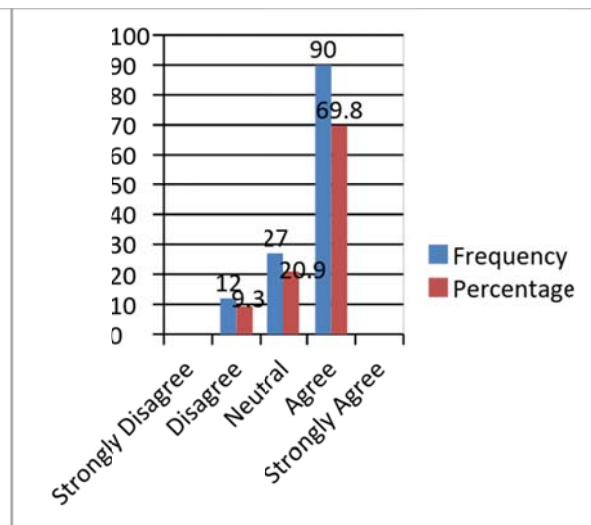


Figure 5.4.1 illustrates the results as to whether the respondents felt they communicate with each other on academic issues; while Figure 5.4.2 indicates the response as to whether they work as a team in their different departments.

Figure 5.4.3

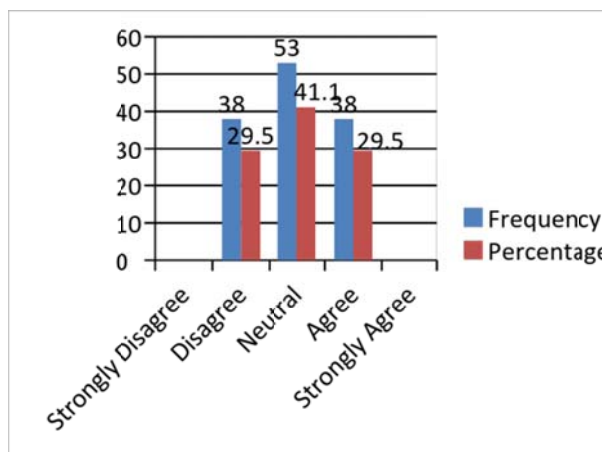


Figure 5.4.4

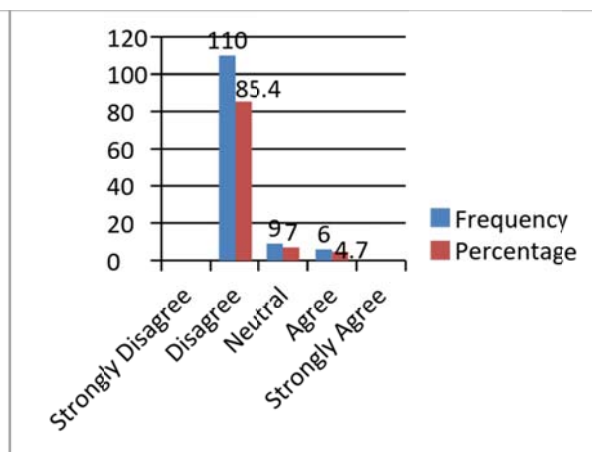


Figure 5.4.3 shows the results of the responses, as to whether academic staff plan and coordinate their efforts as an institution and Figure 5.4.4 illustrates the findings, in terms of whether the respondents have good relations with other academics in their departments

Figure 5.4.5

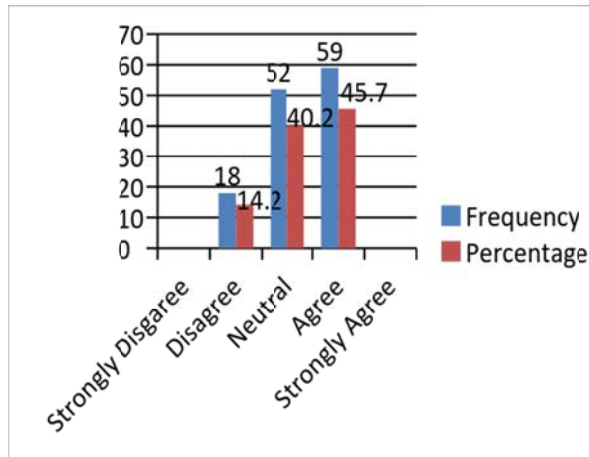


Figure 5.4.6

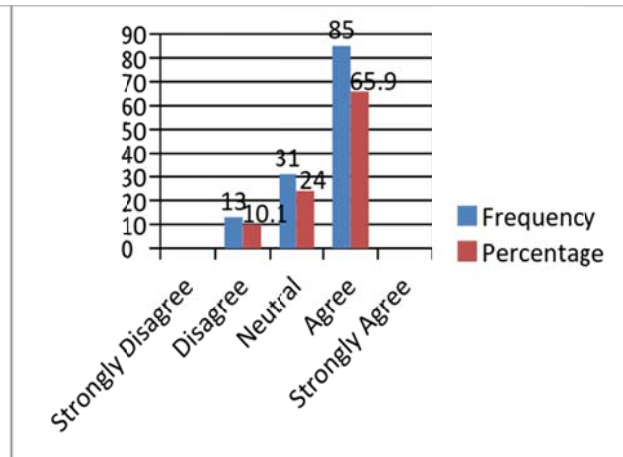


Figure 5.4.5 reveals the responses, as to whether morale is boosted within the selected departments, with Figure 5.4.6 indicating answers in terms of whether the respondents felt that they receive support from other colleagues to address academic issues.

This section deals with the relationship between colleagues as employees. It is evident from the results, shown in table 5.4 and figure 5.4, that there is quite good relations between academic employees within departments. Communication channels are perceived to be open, with the results showing 65.1 percent agreement that employees communicate with each other (Figure 5.4.1). A total of 69.8 percent agreement by respondents, shows that academics really are trying to work as a team, against all odds (Figure 5.4.2). However, as an institution, there really is no cooperation amongst all, which yields at a 29.5 percent result (Figure 5.4.3). Academics in different departments show good relations at 85.4 percent (Figure 5.4.4), which ultimately boosts their morale and their willingness to work as a team, and thereby allows being able to address academic issues whenever necessary.

**Table 5.4: RELATIONSHIP WITH COLLEAGUES**

| RELATIONSHIP WITH COLLEAGUES                                        | Component |       |
|---------------------------------------------------------------------|-----------|-------|
|                                                                     | 1         | 2     |
| My colleagues always communicate with each other on academic issues | .551      | .414  |
| Academics in my department work as a team                           | .723      | .403  |
| We plan and coordinate our efforts together as an institution       | -.193     | .759  |
| I have a good relationship with other academics in my department    | .569      | -.062 |
| The morale in my department is high                                 | .108      | .591  |
| I receive support from my colleagues to address academic issues     | .791      | -.301 |

A component test was conducted on the statement, whether academics communicate with each other on issues that concern them at the University. The respondents have indicated to two categories of components, where other components shows 0.551, while the other group has indicated 0.414, which shows respondents did not have the same opinion with regard to this variable. On the other variables, regarding team work among academics in the different departments, the first category of the group component shows 0.723, while the second group component shows 0.403. On the other variable, regarding good relationships with other academics in the department, the first component shows 0.569, while the second group component shows 0.062. The other variable, which showed a strong significance, was with the variable concerning the support that colleagues receive from one another to address academic issues, and the first component shows 0.791, while the second component shows 0.301. Therefore, the other tested variables do not indicate a strong significance with regard to relationships with colleagues.

A study conducted by Tizikara (1998: 35) on university academics, finds that academic job dissatisfaction includes, inadequate instructional materials, teaching space and the number of students in class.

## Figure 5.5: ACCESS TO RESOURCES

Figure 5.5.1

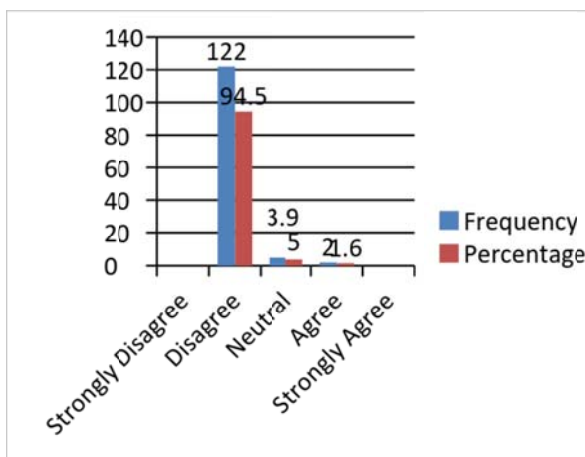


Figure 5.5.2

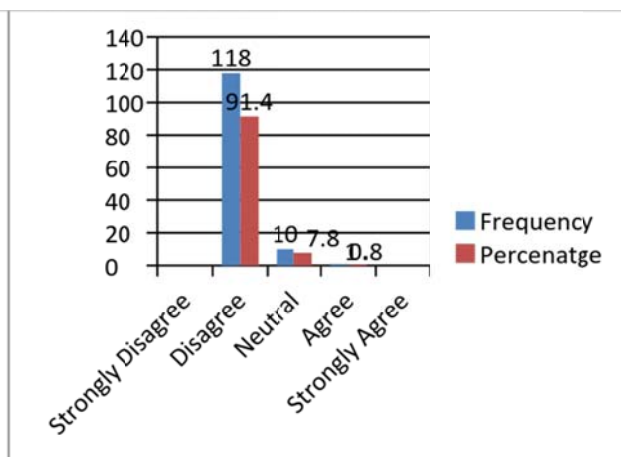


Figure 5.5.1 illustrates the respondents perceptions, as to whether there is adequate financial administration to support teaching, learning and research and Figure 5.5.2 shows the responses in terms of whether they have the necessary tools/equipment to perform tasks

Figure 5.5.3

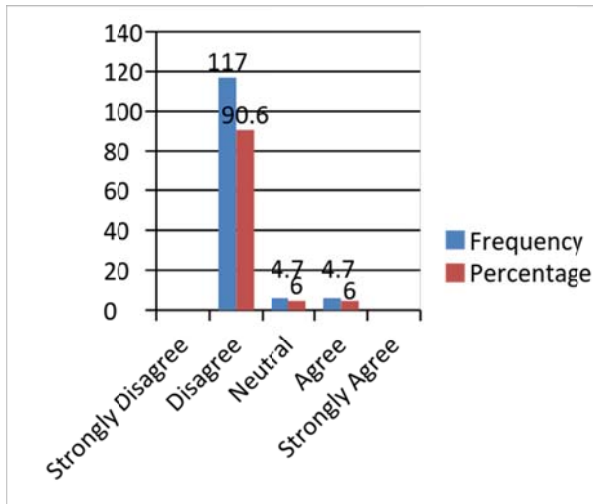


Figure 5.5.4

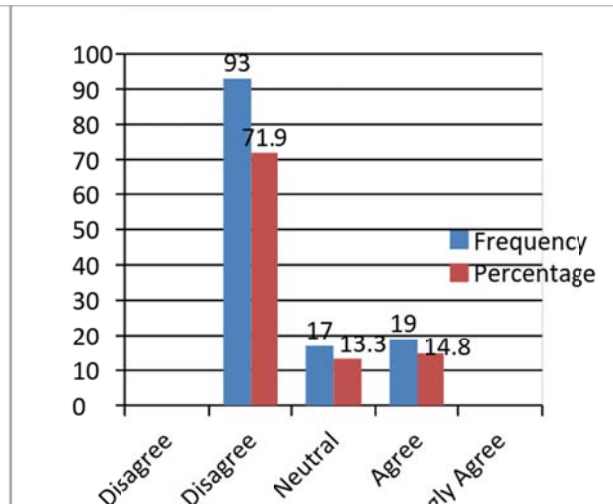


Figure 5.5.3 shows the respondents views, regarding whether they receive funding to support their advancement and Figure 5.5.4 illustrates the responses, as to whether the NUL gives them opportunities to develop their skills and competencies.

Figure 5.5.5

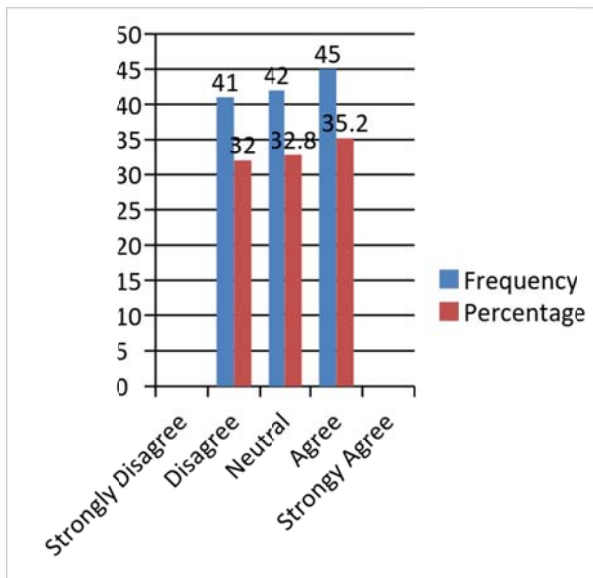


Figure 5.5.6

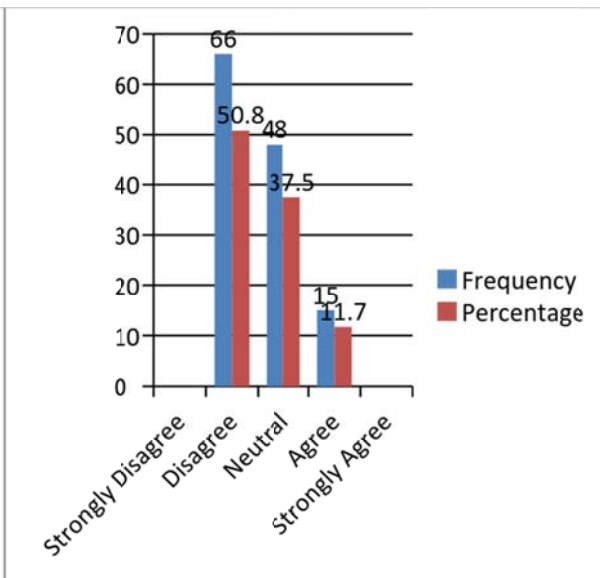


Figure 5.5.5 reveals the replies as to whether the respondents feel their workloads are manageable and Figure 5.5.6 indicates the responses, in terms of whether the NUL supports the use of different types of technology to improve teaching, learning and research.

There is a strong level of disagreement with the statements in this section. Only the statement relating to manageable workload shows a marginal level of agreement. Figure 5.5.1 shows that there is a serious problem for management to financially support teaching, learning and research at the NUL, as 94.5 percent of respondents acknowledge a lack of resources. A total of 91.4 percent (Figure 5.5.2) disagreement indicates the perception of the inadequacy of tools/equipment to perform tasks.

This lack of equipment/tools was one of the major reasons for academics to embark on massive strikes in 2011. Even though the NUL's Strategic Plan (2007-2012) stipulates that the University foresees an expansion of the research capacity and increase in output, as well as the quality and impact of that research. The figure of 90.6 percent shown on the table, indicates unavailability of funds to support that academic excellence in research output (Figure 5.5.3). It is perceived as a matter of fact, that academics do not have the opportunity to develop their skills and competencies, due to a lack of technological improvements needed for any improvement of better teaching, learning and research in public HEIs.

**Table 5.5: ACCESS TO RESOURCES**

| ACCESS TO RESOURCES                                                                                  | Component |       |
|------------------------------------------------------------------------------------------------------|-----------|-------|
|                                                                                                      | 1         | 2     |
| There is adequate financial administration to support teaching, learning and research                | .740      | -.099 |
| I have adequate tools/equipment to do my job                                                         | .687      | .073  |
| Research funds are available to support academic advancement                                         | .572      | .392  |
| Academics have opportunities to develop their skills and competencies                                | .550      | .580  |
| My workload is manageable                                                                            | -.129     | .894  |
| The NUL supports the use of different types of technology to improve teaching, learning and research | .584      | .048  |

A component test was conducted on the statement whether academics have access to resources at the University. The respondents have indicated to two categories of components, where the first variable, with regard to adequate financial administration to support teaching, learning and research shows 0.740, indicating a positive response, while the second component shows -0.099, which shows a negative response. Other components show 0.687, which indicate a strong significance as to whether academics have adequate tools/equipment to do their job, while the

other group has indicated 0.073, which shows respondents did not have the same opinion with regard to this variable. On the other variables, regarding research funds available to support academic advancement, the first category of the group component shows 0.572, while the second group component shows 0.392. However, in this variable, with regard to manageable workload, there is an interesting factor, indicated by group components in the first component, which shows -0.129, while the second component shows 0.894, which is not the case in other tests.

It has been indicated that job security is one of the motivational factors for academic staff job satisfaction. Munir *et al.*, (2014: 4496) and Siddiqui and Saba (2013: 229) conducted a survey, which finds that job security has an influence on the university academics' job satisfaction. However, the following findings reveal that in Lesotho, this might be different.

### Figure 5.6: JOB SECURITY

Figure 5.6.1

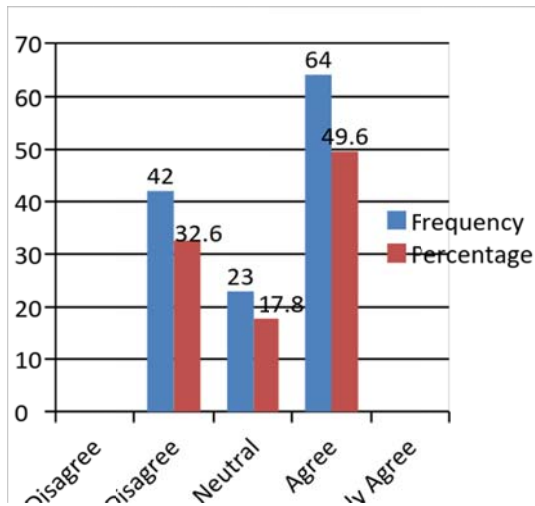


Figure 5.6.2

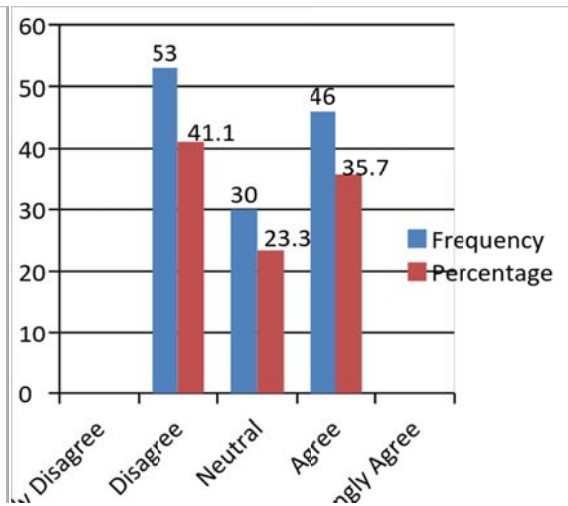


Figure 5.6.1 reveals the responses as to whether respondents feel free to express their opinions, without worrying about negative responses and Figure 5.6.2 illustrates the replies as to whether they have job security at the NUL.

Figure 5.6.3

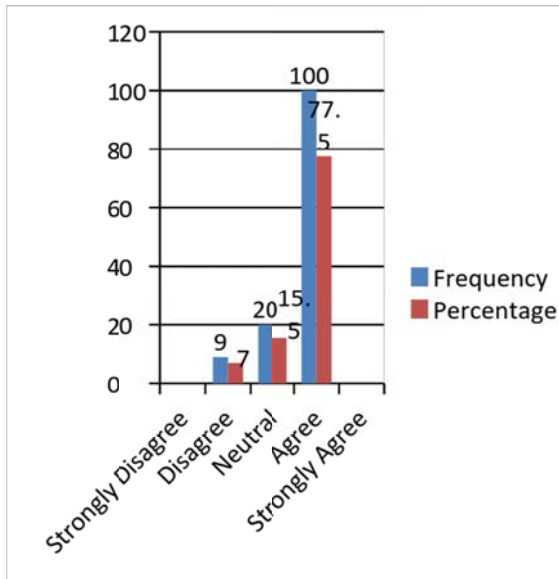


Figure 5.6.4

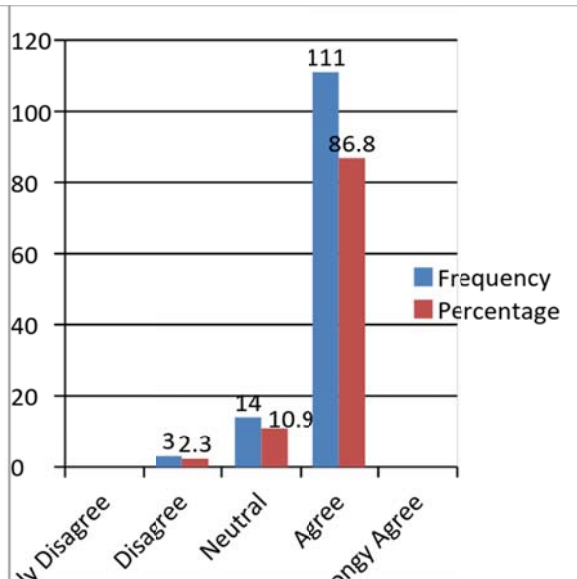


Figure 5.6.3 shows the findings as to whether respondents perceive they have clearly defined reasons for their existence at the NUL and Figure 5.6.4 illustrates the responses, as to whether their jobs are important for the overall output of the University.

Figure 5.6.5

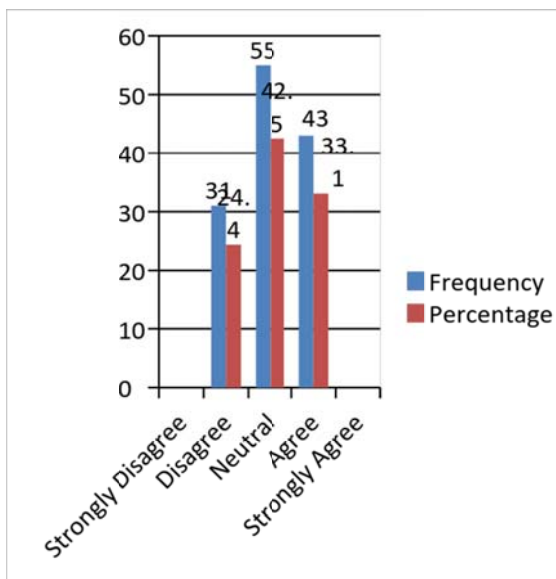


Figure 5.6.6

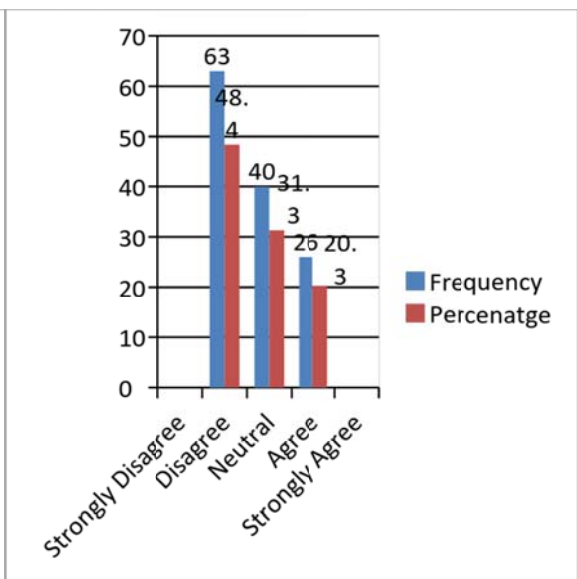


Figure 5.6.5 displays the findings as to whether respondents want to be employees at the NUL and Figure 5.6.6 shows the results, with regard to respondents' sense of stability and continuity in their departments.

The results given above, indicate that academics are somehow free to express their opinions, without worrying about negative responses from management. However, they do not feel secure in being academics at NUL, since most of them work on a contract basis. More than a third (35.7 percent) of respondents show minimal security for academics to feel that they belong to the institution (Figure 5.6.2). They however, still believe that their reasons for existence at the NUL are clearly defined, with 77.5 percent (Figure 5.6.3), and that their jobs are certainly important for the overall output of the University, at 86.8 percent (Figure 5.6.4) It is also evident that some employees do not really want to be academics at the NUL, with 33 percent agreeing with this statement (Figure 5.6.5). Their reason could possibly, rely on the lack of stability and continuity evident from different departments at the University.

**Table 5.6: JOB SECURITY**

| JOB SECURITY                                                                         | Component |       |
|--------------------------------------------------------------------------------------|-----------|-------|
|                                                                                      | 1         | 2     |
| I feel free to express my opinions without worrying about negative actions/responses | .808      | .065  |
| I have job security as an academic                                                   | .687      | .105  |
| I have clearly defined reasons for my existence as an employee                       | .756      | -.235 |
| My job is important for the overall output of the university                         | .696      | .120  |
| Academics want to be employees at NUL                                                | -.024     | .799  |
| There is a sense of stability and continuity in my department                        | .096      | .787  |

A component test was conducted on the statement whether academics have job security at the University. The respondents have indicated to two categories of components, where other components shows 0.808, while the other group has indicated 0.065, which shows respondents did not have the same opinion with regard to this variable. On the other variables, regarding academics having a clearly defined reason for their existence, the first category of the group component shows 0.756, while the second group component shows -0.235. Therefore, the other tested variables, such as academics wanting to be employees at the NUL, do not indicate a strong significance to job security, with 0.096 on the first variable and 0.787 on the second component.



A study conducted by Castillo and Cano (2004: 26) finds that overall, university academics' job satisfaction is affected by recognition, supervision, and relationships . The following findings shows that:

### Figure 5.7: RECOGNITION

Figure 5.7.1

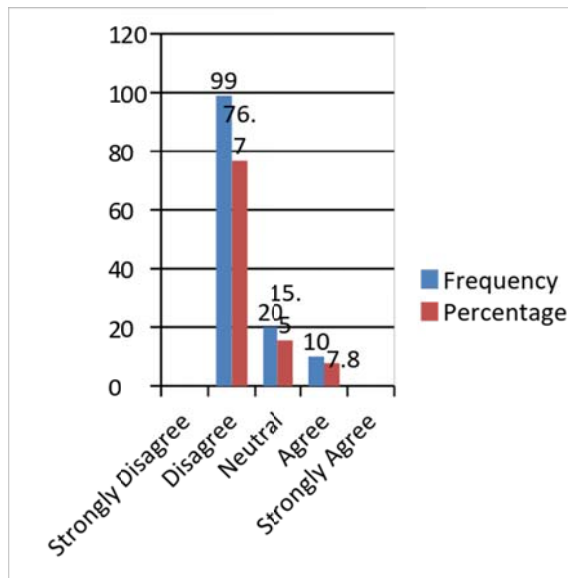


Figure 5.7.2

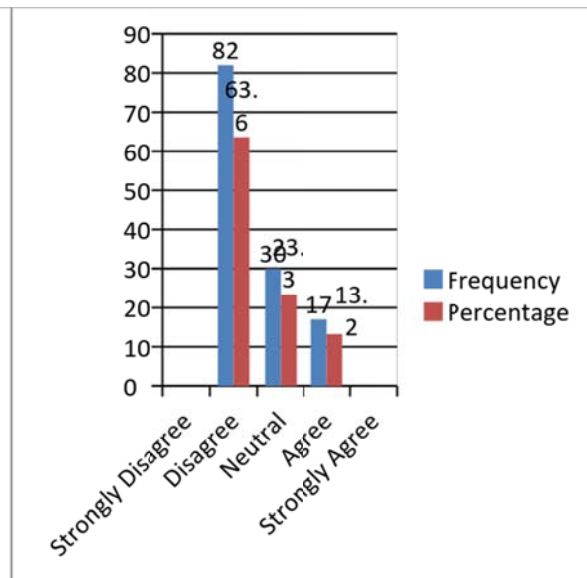


Figure 5.7.1 illustrates the respondents views, as to whether they are rewarded for working hard at the NUL and Figure 5.7.2 shows their responses, as to whether respondents believe they receive recognition for the work that they do.

Figure 5.7.3

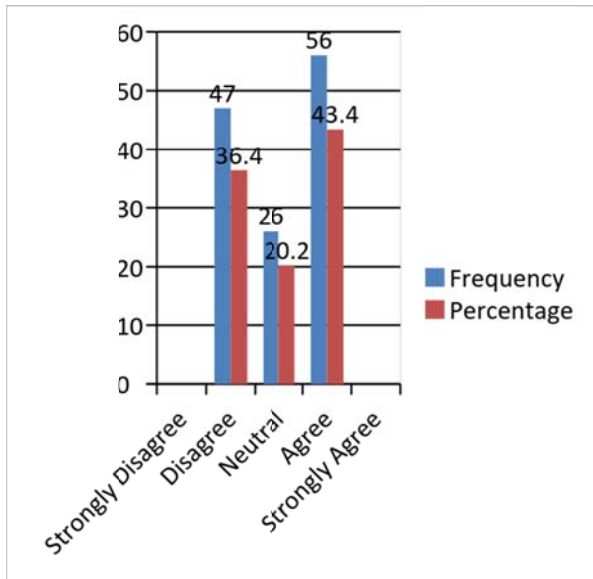


Figure 5.7.4

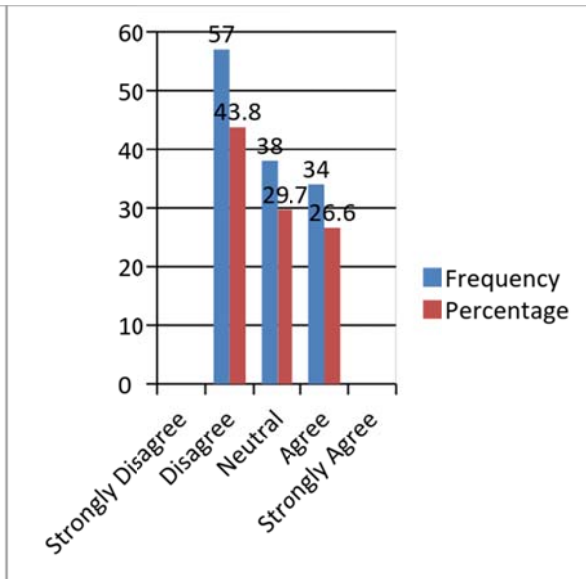


Figure 5.7.3 reveals the responses with regard to respondents belief, that if they do a better job, they have greater chances of getting ahead and Figure 5.7.4 shows the responses, with regard to recognition and motivation to enhance their achievements.

Figure 5.7.5

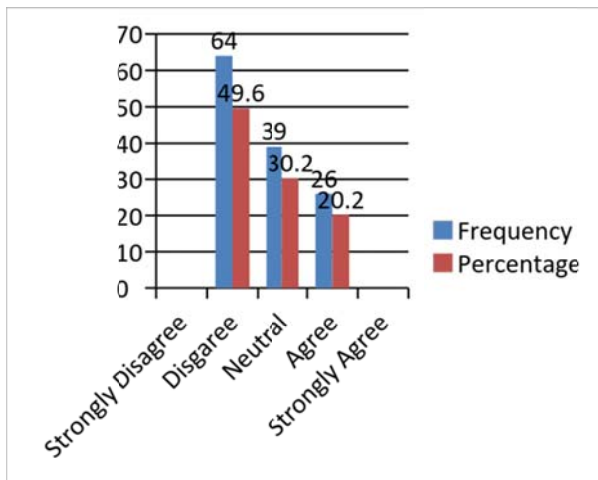


Figure 5.7.5 illustrates the respondents' views, with regard to whether they find it rewarding to be academics at the NUL.

It is visible, from table 5.7 and figure 5.7, that there is little recognition for hard work done at the NUL. Respondents' disagreement, to not being rewarded for working even to the best of their abilities, is indicated at 76.7 percent (Figure 5.7.1), which includes also not being recognised for the work that they do. Even though they are not being recognised, 43.4 percent still believe that they have better chances of getting ahead if they can work even harder (Figure 5.7.3). Due to a lack of recognition shown by management of the University, respondents feel de-motivated to even enhance their achievements, at 26.6 percent (Figure 5.7.4), evidenced from the table. Therefore, they do not find it rewarding to be academics at the NUL.

**Table 5.7: RECOGNITION**

| RECOGNITION                                                    | Component |
|----------------------------------------------------------------|-----------|
|                                                                | 1         |
| Hard work is usually rewarded at my university                 | .701      |
| I receive enough recognition for the work that I do            | .811      |
| If I do a better job, I have a better chance of getting ahead  | .765      |
| Recognition of my work motivates me to enhance my achievements | .833      |
| I find it rewarding to be an academic at NUL                   | .585      |

A component test was conducted on the statement regarding recognition of academics at the University. The respondents have indicated to only one category of components, with all components showing a positive significant of 0.701 for the statement regarding hard work being rewarded at the university. A figure of 0.811 is shown for employees who receive enough recognition for the work that they do, while the other group has indicated 0.765 for respondents that believe they have a better chance of getting ahead if they do a better job. On the variable regarding recognition, the category of the group component shows 0.833, while the last variable shows only 0.585. Therefore, all the tested variables indicate a strong significance to the recognition of academics at the university.

Ololube (2006: 2) conducted a study on teachers and the findings indicate that the teachers are dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

## Figure 5.8: ADVANCEMENT

Figure 5.8.1

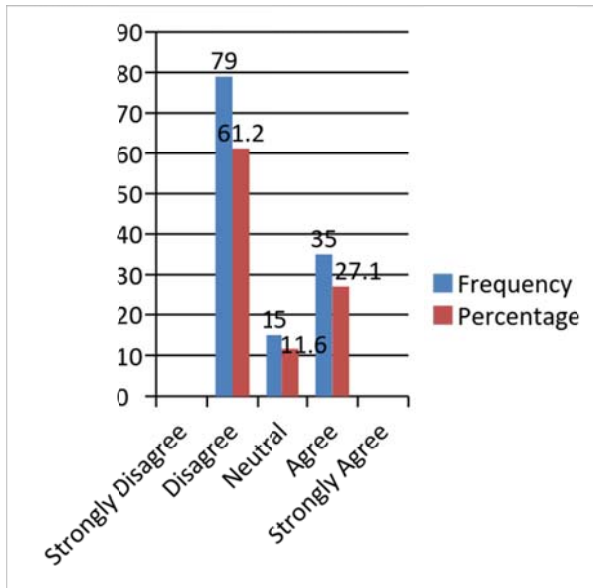


Figure 5.8.2

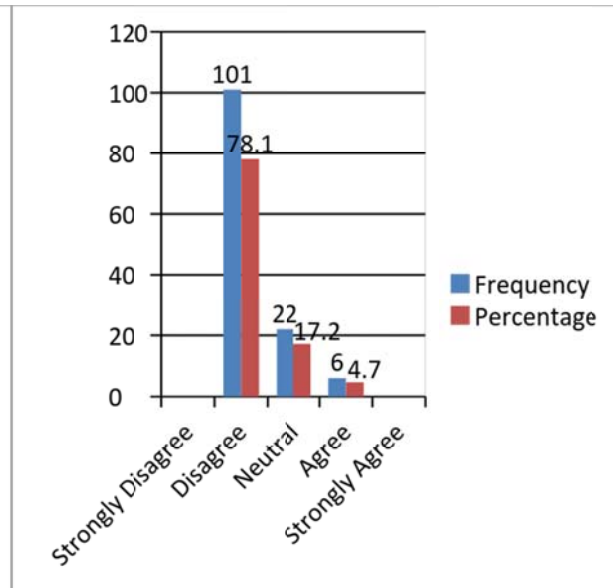


Figure 5.8.1 shows the findings as to whether respondents are encouraged to undertake research at the NUL and Figure 5.8.2 illustrates the respondents' views, with regard to working conditions that support their advancement.

Figure 5.8.3

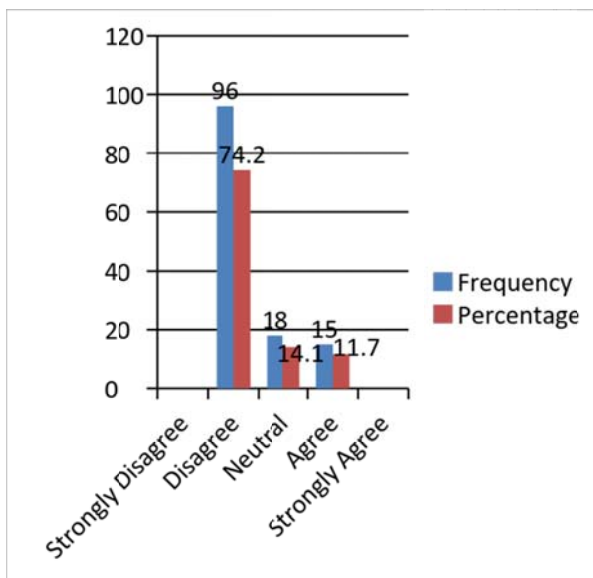


Figure 5.8.4

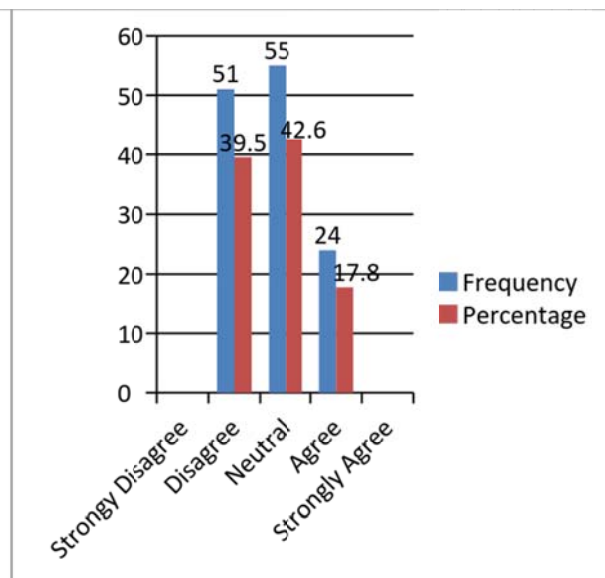


Figure 5.8.3 reveals the findings as to whether respondents perceive that opportunities exist for training and development at the NUL and Figure 5.8.4 shows the responses with regard to whether they have strong research profiles.

Figure 5.8.5

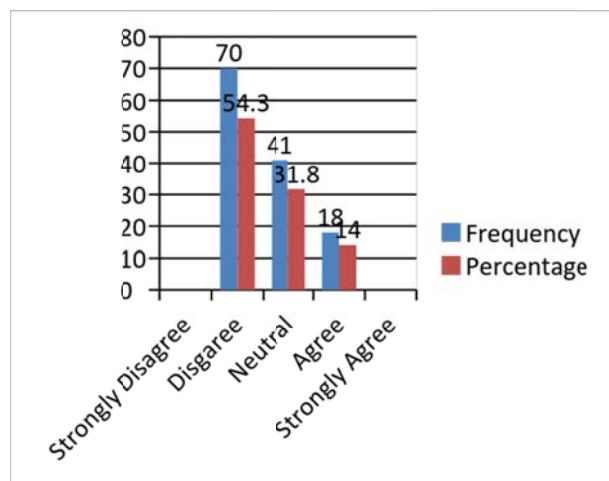


Figure 5.8.5 illustrates the responses, in terms of whether respondents feel there are opportunities for them to be promoted at the NUL.

There is definitely minimal sign of advancement for academics at the NUL, looking at the 61.2 percent rate of disagreement on lack of encouragement to academics to undertake research (Figure 5.8.1). This contradicts with the University's Strategic Plan (2007-2012), which envisages a doubling of research income by the year 2012, to be achieved by a variety of means. This shows that there is clearly no link between the working conditions of academics and their possibility to advance within the institution. At 78.1 percent, there is a high level of disapproval (Figure 5.8.2). There is also a perception of no opportunities for training and development, however the NUL's Localization and Training Board (LTB) 2013, indicates that allowances are given to fellows who have proceeded on staff development leave (SDL) on a full-time basis. This training board showed that there is almost one fellow per faculty being given the opportunity to further their studies and still receiving 100 percent of their Dependents Allowance (DA) for the first two years of study and 60 percent for the remaining years and extensions, if any. However, academics still feel that there are no opportunities for them to be promoted. This is shown by a 54.3 percent rate on their responses on that statement (Figure 5.8.5).

**Table 5.8: ADVANCEMENT**

| ADVANCEMENT                                                    | Component |       |
|----------------------------------------------------------------|-----------|-------|
|                                                                | 1         | 2     |
| Academics are encouraged to undertake research                 | .715      | .391  |
| Working conditions for academics supports their advancement    | .095      | .851  |
| Opportunities exists for training and development of academics | .218      | .842  |
| Academics have strong research profiles                        | .741      | .192  |
| There are opportunities for academics to be promoted           | .810      | -.005 |

A component test was conducted on the statement whether academics have the chance to advance themselves at the University. The respondents have indicated to two categories of components, where other components shows 0.715 as to whether academics are encouraged to undertake research, while the other group has indicated 0.391, which shows respondents did not have the same opinion with regard to this variable. On the other variables, regarding academics having strong research profiles, the first category of the group component shows 0.741, while the second group component shows 0.192. Therefore, the other tested variables do not indicate a strong significance to academic advancement.

## 5.9 QUALITATIVE ANALYSIS

The purpose of this section, is to state the findings that emanated from the open-ended questions, in interviews conducted with the HoD's of the selected departments, as part of this study. The aim of the open-ended questions was to give respondents the opportunity to express some of the issues that might have not been covered in the questionnaire-based survey and to gain a greater, in-depth understanding about the perceptions of academic employees, concerning job satisfaction.

This section covers questions 1 to 9. The analysis of this section was done by looking at the most common statements by the respondents to a particular question.

Question 1: What do you find satisfactory being an HoD at the NUL?

It was evident, with 18.7 percent of respondents indicating their ability to work as a team, that this is the only factor that has enabled them to continue working at the NUL. A total of 12.5

percent of respondents showed that the only satisfaction they receive from being HoD's, is that of flexible working hours. Otherwise, the indication was that there is really nothing satisfactory being an HoD, which is evident with a response rate of 25 percent.

Question 2: What areas relating to job satisfaction would you like to improve, and why?

The results show 44 percent of respondents indicating that salaries are a major concern, if they need to remain satisfied at the NUL. The reason being that, it de-motivates employees to a great extent, with 31.2 percent showing concern about the lack of allowance and benefits not really complementing their hard work. Furthermore, 37.5 percent of respondents indicated their concern about the poor working conditions, which lowers their job satisfaction.

Question 3: What challenges do academics experience at the NUL?

The results show 44 percent of respondents indicated that the major challenge they experience, is with regard to a lack of tools and equipment to do their job. They indicated that this has elevated to the extent, where employees are bringing their own facilities, such as laptops, stationery, and so forth, in order to enhance students' learning. The other major perceived challenge, was the lack of resources, either financial or administrative and this too was evident with a 25 percent rate of response. Promotions were also indicated as challenging to some extent, and this was evident with only 18.7 percent of responses showing that, should employees receive proper salaries, allowances and resources, promotion would not really be a problem.

Question 4: Which of the following factors, in terms of remuneration, fringe benefits, promotions, working conditions, rank and workload, require attention to improve job satisfaction at the NUL?

The findings on this statement indicated that 87.5 percent of respondents were not happy with their remuneration, fringe benefits, promotions, as well as working conditions, and urged that these factors needed greater consideration and attention, in order to improve their satisfaction. However, 81.2 percent of respondents indicated that rank is not really an issue to them, since

everyone is being treated the same, regardless of their positions and qualifications held, in terms of satisfaction.

Question 5: What can be done to improve teamwork and cooperation?

The findings show that 37 percent of respondents indicated that teambuilding functions/activities were perceived to improve teamwork and cooperation. A quarter (25 percent), however, indicated that regular meetings with staff members would also bring about a difference, in terms of cooperation, while also improving relations among departments. The lowest rate regarding this statement, being 19 percent, indicates that proper communication channels may also improve teamwork and cooperation.

Question 6: What are some of the reasons that would cause you to leave the NUL in the next one-to-two years?

The results reveal that 38 percent of respondents indicated that remuneration is the main factor that would cause them to leave the NUL. However, 18.7 percent indicated that they could only leave if their contracts were not being renewed, since most of them are working on a contract basis. In addition, 12.5 percent responded that, if they could receive a better offer elsewhere, there was no reason to remain at the NUL.

Question 7: What are some of the reasons that would make you continue to work for the NUL?

The results show that 38 percent of respondents indicated that student education is their first priority and they value it the most, which is one of the reasons for staying at the NUL. However, 31.2 percent indicated that they continue to work for the NUL in order to support their families. Only 13 percent indicated their satisfaction with their jobs and showed that essentially, they have a very instrumental orientation to their job, since it suits their needs.

Question 8: How does satisfaction impact efficiency and effectiveness at the NUL?



The results show 37 percent of respondents indicating that a lack of satisfaction on any part of the organisation affects the effectiveness and efficiency of the entire institution, due to poor performance.

Question 9: Please share any additional feedback you would like regarding your overall satisfaction.

The findings indicate that 87.5 percent of respondents agreed that, if more attention would be made to all factors mentioned in question four, their satisfaction would improve. They further indicated that those aspects are very critical in terms of job performance. The respondents further urged that the institution should use both top-bottom and bottom-up communication channels, and changes should be undertaken with people who hold managerial positions, since their management was very poor.

## **5.10 CONCLUSION**

The analysis of data indicated the conclusions that can be drawn from the study. From the given analysis of this study, it can be summarised that there are more factors that contribute to job dissatisfaction than satisfaction at the NUL. This should be a concern, especially for top management, as it seems that a high number of people are unhappy with their working environment.

Most of the factors can be attributed to the literature from previous researchers on this topic, which has been discussed in detail in previous chapters. It was evident that recent challenges in HE in different SADC countries, including Lesotho, are still going through major changes, in terms of the structuring and transformation of HE.

The following chapter will provide conclusions for the entire research, based on the main objectives of the research; it will also include recommendations by the researcher.

## **CHAPTER SIX**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

This chapter summarises the study, the findings related to the literature review, research questions, conclusions, and implications of the study, as well as recommendations for further study, along with a brief conclusion of this chapter.

#### **6.2 SUMMARY OF KEY FINDINGS**

- The research study revealed that academic employees at the NUL may not be satisfied with other aspects related to job satisfaction, but their relationship with colleagues is very good. Although the good relations among academic staff members will ensure better performance, there are still no strong values that support academic excellence.
- The findings indicated 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 there are inadequate resources for smooth operations of the institution, while a lack of equipment and tools for employees to carry out their tasks, was one of the major challenges that academics experienced. It was evident that, due to the lack of technological innovations, the institution could not improve on certain aspects, such as teaching, learning and research, mainly because of inadequate, financial resources.
- The study also revealed that a lack of top management skills affected the operation of the entire institution. Management at the NUL seems to be using a more centralised approach, with regard to the management of the institution. Academics are not involved in most of the decisions made at the University.
- In general, the study revealed that academic employees at the NUL are almost entirely not satisfied with being academics at the University and that this should be addressed, in order to ensure their satisfaction. However, there is no cooperation among the entire staff and management at the NUL.

- Management at the NUL do not influence expectancy by providing training or even allowing academics to take study leave to advance themselves, in order to execute teaching, learning and research more effectively. The management also failed to influence instrumentality, by ensuring that a fair reward system was put in place and recognition given for jobs well-done. This is one of the main reasons, why the NUL academic employees participated in strikes. With regards to valence, management at the NUL could take into consideration what every employee's personal preferences are, in order to ensure their satisfaction, which is an integral part for the success of any institution.

### **6.3 FINDINGS RELATING TO LITERATURE REVIEW**

- According to Smerek and Peterson (2007: 230) management at HEIs have the challenge of determining the dominant need of their academics and offering opportunities, whereby they can develop as academics. Therefore, it shows that even though management at HEIs remains challenged they should, however, develop and maintain sound relationships with their employees, in order to ensure academic excellence.
- Literature indicates that different organisations or institutions use promotions as a reward for higher productivity of their employees, which accelerates their efforts. Nonetheless, this is different at the NUL, as employees indicated that they are not being promoted, and that this becomes a challenge to them and they, therefore, do not find a reason to develop and advance themselves.
- Noordin (2009: 122) indicates that the relationship with colleagues stands out clearly as an element affecting job satisfaction because, without their cooperation, smooth operations at universities can be jeopardised. The findings of this study revealed that academics at the NUL have a really strong relationship with one another and they try by all means to work together on academic issues.
- A lack of salaries was found to be a major challenge that needed greater attention for academics at the NUL to remain satisfied. This is supported by Oshagbemi (1999: 31),

who believes that pay is an aspect of job satisfaction that deserves attention, as it affects the employees' overall levels of satisfaction/dissatisfaction.

- Literature indicates that an understanding of how lecturers remain satisfied and committed to their organisation and the degree to which various factors contribute to their level of commitment, relies on the organisation and is very important to boost their morale (Malik *et al.* 2010: 18). Therefore, employee satisfaction is highly recognised through performance of students at university. However, the NUL had failed to produce good results in 2011, with the number of students passing having dropped drastically. Lecturers embarked on massive strikes, which led to the university being shut down and students failing to write their final year examination.

Based on the findings from the literature and this study, it is evident that academic employees' job satisfaction remains an important variable and massive action should be taken, in order to ensure that academics are satisfied at HEIs.

## **6.4 CONCLUSIONS**

### **6.4.1 The following conclusions that were drawn, based on the intrinsic factors that affect job satisfaction of academic employees at the NUL**

- This study concludes that colleagues at the NUL communicate on a regular basis, which is evident from 65,1 percent of respondents who were in agreement, they also indicated that there are satisfactory relations between them, which is good for better performance.
- A further 38.8 percent of respondents also indicated that the NUL does not have strong values that support academic excellence. Therefore, this could jeopardise some of the output performance, with regard to the performance of the entire institution.
- The study further concluded that 76.7 percent of respondents emphasised that, regardless of the efforts and hard work they put in for the University, employees do not receive recognition. Some 63.6 percent indicated that they definitely do not find it rewarding to be academics at the NUL. Most of the respondents indicated that there are no opportunities for training and development at the University.

- The results additionally indicated that 69.8 percent of the respondents really believe in working as a team for good performance. A total of 88.4 percent had shown that, maintaining good relations within departments is also very important and that ultimately boosts their morale. The study also found that 65.9 percent of respondents receive support from each other to address academic issues.
- Of the respondents, 77.5 percent believe that there are clearly defined reasons for academics as employees. The study concludes that the NUL does understand that their existence as employees is very important and valued.
- A total of 86 percent of the respondents revealed that they contribute to the overall output of the university. Therefore, this study concludes that respondents felt that their job was very important to university operations and will therefore, maintain a better image of the institution.

**6.4.2 The following are conclusions that were drawn, based on the extrinsic factors that affected job satisfaction of academic employees at the NUL:**

- There was a total of 94.5 percent of respondents, who indicated that the NUL does not have adequate financial resources to support teaching, learning and research, while 91.4 percent added that there is a lack of tools and equipment, with which to carry out tasks, and this becomes a problem for student learning.
- Most of the respondents indicated that, as academics, they do not have opportunities to develop their skills and competencies, since the NUL does not lately grant them the opportunity to take study leave. This could leave the institution with less qualified staff to advance teaching, learning and research.
- This study concludes that 82.9 percent of respondents indicated that they do not receive satisfactory salaries and. 81.4 percent indicated that they do not receive any benefits. This could definitely lower their morale as employees.
- The results further indicated that 61.3 percent of academics were not satisfied with regard to advancement. Most indicated that there is no encouragement for them to undertake research.

- An additional indication was that employees at the NUL were lately not being promoted, reflected in 78.1 percent showing that the university does not support their advancement, due to poor working conditions.

## **6.5 IMPLICATIONS OF THE STUDY**

The study has highlighted some of the critical factors affecting job satisfaction of academic employees at the NUL.

## **6.6 RECOMMENDATIONS**

The following recommendations are made, based on the findings of this study:

- Management at the NUL should implement academic support services for continuous professional development of academic employees. This will assist the University in having competent people, with good experience, while still employed within the University. The image and brand of the University will therefore, be enhanced, as well as contributing to competitiveness in the education sector, on national and international levels.
- Management at the NUL should capacitate academic employees to understand and take ownership of the NUL values. This will ensure that academic staff understand the processes and procedures within the University and will therefore, become part of the University stakeholders who are involved in decision-making processes that affect any developments taking place within the University. This will motivate and even boost academic morale and lead to better performance in general.
- It is recommended that management at the NUL should consider academics as important and involve them in decision-making processes, as well as ensuring good communication channels for the smooth operation of the university. Due to their important roles and because academic staff are the human capital of the university, management should always share information in time and ensure that staff is properly informed regarding all aspects of what is happening within the University.

- The University should use technology to improve teaching, learning and research, which are fundamental aspects for the success of HEIs. Therefore, this study recommends that the use of technology, as additional support to teaching and learning, and the improvement of research in the University, needs implementation of technology by staff members, as this will ensure they remain motivated with their job.
- Management should also refrain from engaging employees on contract employment, as long as they have served their probation period and are deemed proper candidates for their positions. Most of the academics feel that they do not have job security and they are therefore, unsure of the stability of their positions, while continuity at the NUL is not very clear. However, the reasons for their existence as employees and their overall output are clearly defined.
- It is also recommended that management at the NUL should reward employees for their achievements and afford them the opportunity to advance, since money is not always a motivator. Employees can be rewarded in terms of extra work, such as research and being given the opportunity to advance.
- The study further recommends that academics should be given an opportunity to attend research seminars and workshops, in order to support their teaching, learning and research output.

## **6.7 RECOMMENDATIONS FOR FURTHER STUDY**

This study set out to analyse the factors that affect academic employees' job satisfaction in the context of the NUL. This project aims to provide information for HEIs in developing countries, such as Lesotho. Therefore, based on the findings of the research study, the following is recommended for further study:

The study recommends further research on other institutions of HE be included, in order to evaluate and analyse internal working relationships amongst academic staff and how that relationship impacts job satisfaction and academic performance.

## **6.8 CONCLUSION**

The main focus for this chapter was to provide a summary of the study findings related to the literature, conclusions, recommendations and suggestions for further research for this study.



## REFERENCES

- Abudullah, Z., Ahsan, Yong Gun Fie, D. Shan, and Alam, S. 2009. A study of Job Stress on Job Satisfaction among University Staff in Malaysia: Empirical Study. *European journal of social sciences*, 8(1): 121-131.
- Altbach, P. G., Reisberg, L., and Rumbley, L. 2009. Trends in Global Higher Education: Tracking an Academic Revolution. *A report prepared for UNESCO World Conference on Higher Education* (online), Available: <http://www.uis.unesco.org>. (Accessed 21 March 2014).
- Adekola, B. 2012. The role of status in the job satisfaction level of staff in Nigerian Universities. *International journal of management & business affairs*, 2(1): 01-10.
- Airasia, P., Gay, L. R. and Mills, G. E. 2010. *Educational Research Competencies for Analysis and Application*, 9<sup>th</sup> Edition. New Jersey: Pearson.
- Amutuhaire, T. 2008. Terms Of Service And Job Retention Among Academic Staff In Makerere University (online), Available: <http://ahero.uwc.ac.za/index.php?module=cshe&action=downloadfile&fileid=8710043012888746635559> (Accessed 17 September 2014).
- Arimoto, A. and Daizen, T. 2013. Job satisfaction around Academic World (online), Dordrecht Heidelberg, New York London: Available: DOI 10.1007/978-94-007-5434-8. (Assessed 20 May 2014).
- Ayranci, E. 2011. The study on the Factors of Job Satisfaction among Owners of Small and Medium-Sized Turkish Businesses. *International journal of business and social sciences*, 2(5): 87-100.
- Ayub, N., and Rafif, S. 2010. The Relationship Between Work Motivation and Job Satisfaction. *Journal of economic literature*, 13(2): 209-332.
- Bacchus, M. K. 2008. The education challenges facing small nation states in the increasingly competitive global economy of the twenty-first century (online), Available: <http://www.tandfonline.com/loi/cced20> (Assessed 27 January 2015).

- Barifaijo, M. K., Nkata, J. M. and Ssempebwa, J. 2009. Human Resources Management Related Factors Affecting Performance among Part-time Academic Staff in Ugandan Public Universities. Uganda. *Higher education: Makerere journal of higher education* (online), Available: <http://ajol.info/index.php/majohe/cart/view> (Accessed 8 October 2012).
- Bhutto, N. A., and Anwar, N. 2012. Relationships of Age, Gender, Tenure, Rank and Job Satisfaction- Empirical Evidence from Business Institute of Pakistan: *International journal of contemporary business studies* 3(6): 1-16.
- Bleiklie, I. 1998. Justifying the Evaluative State: New Public Management Ideals in Higher Education. *European journal of education*, 33(3): 308-340.
- Bloom, D., Canning, D. and Chan, K. 2006. *Higher Education and Economic Development: Africa Human Development Series No. 102*. Washington DC. World Bank.
- Bonds-Raake, J. 2012. *Research methods*, 6<sup>th</sup> edition. Prentice Hall.
- Bonsu, C. A. and Kusi, A. 2014. Effects of Motivation on Job Performance of Local Government worker in Ghana: A case study of Atwima Nwabiagya District Assembly in the Ashanti Region. *International journal of management sciences*, 2(8): 337-350.
- Brevis, T., Cronje, G. T, Smit, P. J., and Vrba, M. J. 2011. *Management Principles: A contemporary edition for Africa*. South Africa: Juta.
- Buchanan, K. 2010. *Job Performance and Satisfaction* (online), Available: <http://ezinearticles.com> (Accessed 12 September 2014).
- Castillo, J. X. and Cano, J. 2004. Factors Explaining Job Satisfaction Among Faculty. *Journal of agricultural education*. 45(3): 65-74.
- Chimanikire, P., Mutandwa, E., Gadzirayi, C. T., Muzondo, N., and Mutandwa, B. 2007. Factors affecting job satisfaction among academic professionals in tertiary institutions in Zimbabwe. *Higher education: The African journal of business management*, 1(6): 166-175.

Commonwealth Education Partnerships, 2009. Gender-inclusive higher education: How is Africa faring in this key area of university education? (online), Available: <http://www.cedol.org/wp-content/uploads/2012/02/111-112-2009.pdf> (Accessed: 11 March 2013).

Cooper, D. R. and Shindler. P. S. 2009. *Business research methods*. New York: McGraw-Hill.

Council of Higher Education (CHE) Strategic Plan 2010/11-2014/15. A programme for the Transformation of Higher Education (online), Available: <http://www.che.ac.za> (Accessed 18 October 2014)

Cumming, W. K., Fisher, D. and Locke, W. 2011. Changing Governance and Management in Higher Education; The Changing Academy Profession in International Comparative Perspective 2, DOI 10.007/978-007-007-1140-2-1.

Du Toit, A. 2014. Revisiting 'Co-operative Governance in Higher Education: A Discussion Document, Higher Education South Africa (HESA), March 2014.

Du Toit, G. E., Erasmus, B. J., and Strydom, J. W. 2007. *Introduction to Business Management*, Cape Town: Oxford University Press Southern Africa.

Eldredge, E. A. 1993. *A South African Kingdom: The pursuit of security in nineteen-century Lesotho*, Cambridge University Press.

Eyopoglu, S. Z., and Saner, T. 2009. The relationship between job satisfaction and academic rank: A study of academicians in Northern Cyprus. Paper presented at the World Conference on educational science. Northern Cyprus, 20 October 2008. Business Administration Department: East University Lefkosa, 686-691.

Fink, A. 2010. *Conducting research literature reviews*, 3<sup>rd</sup> edition. SAGE Publications.

Flick, U. 2006. *An introduction to quantitative research* 3<sup>rd</sup> edition, SAGE Publication. London. Thousand Oak: New Delhi.

Fourie, M. 1999. Institutional transformation at South African universities: Implication for academic staff. *Higher education* 1(38): 275-290.

- Gilbert, A. D. 1996. Heeding Machiavelli: Managing change in a collegial culture. Paper presented to the Association of Commonwealth Universities Executive Heads Conference, Malta, March.
- Groves, R. M., Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E. and Tourangeau, R. 2009. *Survey methodology*. 2nd ed. Wiley.
- Hagedorn, L. S. 2000. *Conceptualizing faculty job satisfaction: Components, theories, and outcomes* (online). Available: DOI:10/1002/iv.1050i (Accessed 6 June 2013).
- Hashim, R. A., and Mahmood, R. 2011. What is the State of Job Satisfaction among academic Staff at Malaysian Universities? *Universititun Abdul Razakae-journal* 7(1).
- HEFCE 2010/05. *The higher education workforce framework 2010: overview report*: (online), Available: [http://www.hefce.ac.uk/media/hefce/content/pubs/2010/201005/10\\_05.pdf](http://www.hefce.ac.uk/media/hefce/content/pubs/2010/201005/10_05.pdf) (Accessed 10 March 2013).
- Hénard, F. and Roseveare, D. 2012. Fostering Quality Teaching in Higher Education: Policies and Practices, An IMHE Guide for Higher Education Institutions (online), Available: [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/091EN\\_Higher Education Governance in Europe: Policies, structures, funding and academic staff](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/091EN_Higher_Education_Governance_in_Europe:_Policies,_structures,_funding_and_academic_staff) (Accessed 12 March 2013).
- Herzberg, F. 1959. *The motivation to work*. New York. Wiley.
- Higher Education South Africa (HESA) Insight. 2009. (online), Available: [www.hesa.org.za](http://www.hesa.org.za), Issue 01 October (Accessed March 2013).
- Higher Education Statistics Agency. 2013. (online), Available: <http://stats.oecd.org/glossary/detail.asp?ID=10> (Accessed 12 March 2013).
- Hugo, G. 2008. The demographic outlook for Australian universities' academic staff (online), Available: <https://www.chass.org.au/papers/pdf/PAP20081101GH.pdf> (Accessed 17 September 2014).

- Hussain, R. I., Usman, S., Sarmad, S. M. and Haq, I. U. 2012. Effect of Work Motivation on Job Satisfaction in Telecommunications Sector of Pakistan: A case study of Pakistan Telecommunications Company Limited (PTCL): *International journal of Asians social sciences*, 2(11):1925-1933.
- Javed, L. and Javed, N. 2013. An empirical study on the factors that affect employee motivation and their relation with job performance. *International journal of management sciences*, 1(4): 114-124.
- Jobbins, D. 2012. Universities pledge to do more to secure gender equality (online), Available: <http://www.universityworldnews.com/article.php?story=20120711104648901> (Accessed 17 September 2014).
- Kalanda, K. and De Villiers, R. 2008. Toward ICT Integration in the Science Classroom: A Comparative Study of Cases in Lesotho and South Africa. In J. Luca & E. Weippl (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008* (pp. 3175-3182). Chesapeake, VA: AACE.
- Kalimullah, N. A., Alam, K. M. A., and Nour, M. M. A. 2012. *New Public Management: Emergence and Principles*, 1(1): 1-89.
- Khalid, S. 2012. Job satisfaction among academic staff: A comparative analysis between public and private sector, university of Punjab, Pakistan. *Higher education: The international journal of business management*, 7(1):126-136.
- Kirsten, H. W. 2011. *Human Resources Management N Series*. Ed: Anthony Hill.
- Kirsten, H. W. 2012. *Human Resource Management N Series*. Ed: Anthony Hill.
- Leedy, P. D. and Ormrod, J. E. 2010. *Practical research Planning and Design*. New Jersey: Prentice Hall.
- Lesotho Vision 2020, 2001. *National vision for Lesotho*, Maseru. Government Printers.

Long, J. L., and Swortzel, K. A. 2007. Influencing Individual Job Performance of Extension Agents in the Mississippi State University Extension Service. *Proceedings of the 2007 (AAAE) Research Conference*. Mississippi State University, 34: 29-40.

Lu, H., While, A. E., and Barriball, K. L. 2005. Job Satisfaction among nurses: a literature review. *International journal of nursing studies* (online), 1(42): Available: [www.sciencedirect.com](http://www.sciencedirect.com) (Accessed 22 January 2015).

Lumley, E. J., Coetzee, M., Tladinyane, R, and Ferreira, N. 2011. Exploring the job satisfaction and organizational, commitment of employees in the information technology environment. 75(1): 100-118.

Lunenburg, F. C. 2011. Expectancy Theory of Motivation: Motivating by Altering Expectations. *International journal of management, business and administration* 5(1): 1-6.

Mabelebele, J. 2013. Why Governance, Leadership and Management in Higher Education matter? (online), Available: <http://www.hesa.org.za/sites/hesa.org.za/files/Address%20at%20HELM%20Lead%20workshop%20-%202015%20Oct13.pdf> (Accessed 11 October 2014).

Machado-Taylor, M., Soares, V. M., Ferreira, J. B., and Gouveia, O. M. R. 2011. What factors of satisfaction and motivation are affecting the development of the academic career in Portuguese higher education institution? 45(1): 33-44.

Mafini, C. and Dlodlo, N. 2014. The relationship between extrinsic motivation, job satisfaction and life satisfaction amongst employees in a public organisation (online), Available: <http://www.sajip.co.za> (Assessed 23 January 2015).

Malik, M. E., Danish, R. Q., and Munir, J. 2012. The impact of Pay and Promotion on Job Satisfaction: Evidence from Higher Education Institutes of Pakistan: *American journal of economics*, special issue 6-9.

Malik, M. E., Nawab, S., Naeem, B. and Danish, Q. R. 2010. Job Satisfaction and Organisational Commitment of University Teachers in Public Sector of Pakistan. *International journal of business and management*, 5(6): 1-10.

Mapesela, M. and Hay, D. H. 2006. The effect of change and transformation on academic staff and job satisfaction: a case of South African university. *Higher education: The international journal of higher educational planning* (online), 52(4): 711-747. Available: <http://search.epnet.com> (Accessed 11 May 2012).

Mashau, S., Steyn, E. Van der Walt, J., and Wolhunter, C. 2008. Support services perceived necessary for learner relationship by Limpopo educators. *South African journal of education*, 28(1): 415-430.

Maya, M. 2007. International human resources and labour relations management. Copyright 2007: Academy of York.

Mehboob, F., Azhar, S. M. and Bhutto, N. A. 2011. *Factors affecting job satisfaction among faculty members: Herzberg's two factor theory perspective*. Pakistan.

Ministry of Education and Training (MOET) 2006. Education Challenges in Lesotho: Overview and Country Perspectives Singapore (online), Available: [http://siteresources.worldbank.org/EDUCATION/Resources/278200-1121703274255/1439264-1153425508901/Lesotho\\_Issues\\_Paper.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1121703274255/1439264-1153425508901/Lesotho_Issues_Paper.pdf) (Accessed 12/10/2014).

Mohamedbhai, G. 2011. Higher Education in Africa: Facing the Challenges in the 21st Century (online), Available: <http://ahero.uwc.ac.za/index.php?module=cshe&action=downloadfile&fileid=18409092513179282129760>.(Accessed 11 October 2014).

Morris, M. G., and Venkatesh, V. 2010. Job Characteristics and Job Satisfaction: Understanding the Role of Enterprise Resource Planning Systems Implementation. *MIS Quarterly*, 34(1): 143-161 March 2010.

Mothman, H. 2009. Teachers Job Satisfaction and Dissatisfaction: Herzberg Theory. Oppapers (online), Available: <http://www.academia.edu/3128136> (Accessed 21 October 2014).

Munir, S., Shah, A., Samo, S. S and Mughal, S. H. 2014. Factors influencing motivation level of academic staff in Education of IBA Community College, Khaiipur Mir's: *International journal of computers and technology*, 5(13): 143-166.

National University of Lesotho, 2007. Strategic Plan 2007-2012, Draft3. *In the service of the Nation*. Lesotho.

Noordin, F. 2009. Levels of Job Satisfaction amongst Malaysian Academic Staff. *Asian social science* (online), 5(5): 122-128. Available: <http://www.ccsenet.org/journal.html> (Accessed: 9 October 2012).

Ntaote, B. 2011. Damning NUL report released. *Lesotho Times Newspaper* (online), October 17: 3. Available: <http://lestime.com/damning-nul-report-released>. (Accessed 26 March 2014).

Ntho, N. M. 2013. *Lesotho Effective Delivery of Public Education Services: A review by AfriMAP and Open Society Initiative for Southern Africa*. Johannesburg: South Africa.

Nyanga, T., Mudhovozi, P., Chireshe, R. and Maunganidze, L. 2012. A survey of Job Satisfaction of Employees at Higher Learning Institutes in Masvingo Province, Zimbabwean Anthropologist. 14(1): 73-79.

Ololube, N. P. 2006. Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment, Online Submission.

Ololube, N. P. 2010. Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment. University of Helsinki, Finland.

Oluseye, O. O., Amos. A. O., and Abiola, O. O. 2014. Effect of Motivation on Job Satisfaction of Selected Sales Representatives. *Journal of educational and social research*. 4(1): 197-203.

Oshagbemi, T. 1999. Academics and their managers: a comparative study in job satisfaction. 1(28): 108-123.

Park, J. S. and Kim, T. H. 2009. “Do types of organisational culture matter in nurse job satisfaction and turnover intention?” *Leadership in health services* (online), Available: <http://dx.doi.org/10.1108/175118709109280011>. (Accessed 7 January 2015).

Parvin, M. M., and Kabir, M. M. N. 2011. Factors Affecting Employee Job Satisfaction of Pharmaceutical Sector. *Australian journal of business management research*. 1(9): 113-123.



Pitso, R. 2011. NUL lecturers strike, exam cancelled. *Public Eye Newspaper* (online), November 17:2 Available: <http://nul-lecturers-strike-exam-cancelled>.

Preece, J. 2011. Higher Education and Community Service: Developing the National University of Lesotho's third mission. *Journal of adult and continuity education*, 19(1): 81-07.

Qasim, S., Cheema, F. E. A., and Syed, N. A. 2012. Exploring Factors Affecting Employees Job Satisfaction at work. *Journal of management and social sciences*, 8(1):31-39.

Qhubu, N. T. 2014. The development of restorative justice in Lesotho (online), Available: <http://www.justice.gov.za> (Accessed 21 October 2014).

Robbins, S. P., and Coulter, M. 2010. Management Pearson: Prentice Hall, Indian Pearson Education, Inc., Delhi: 11092.

Rowley, J. 2000. Is Higher Education ready for knowledge management? *International journal of educational management*, 14(7): 325-333.

Saba, I. 2011. Measuring the job satisfaction level of the academic staff in Bahawalpur colleges. *International journal of academic research in business and social sciences*, (1).

Saba, I. and Iqbal, F. 2013. Determining the Job Satisfaction Level of the Academic Staff at Tertiary Academic Institutes of Pakistan. *International SANANM journal of business and social sciences*, 1(2): 1-11

Saetang, J., Sulumnad, K., Thampitak, P. and Sungkaew, T. 2010. Factors Affecting Perceived Job Performance among Staff: A case study of Ban Karuna Juvenile Vocational Training Center for Boys. *The journal of behavioral sciences*, 5(1): 33-45.

Saint, W. 2009. Legal Frameworks for Higher Education Governance in Sub-Saharan Africa: *Higher Education Policy*. 22(1): 523-550.

Samoff, J. and Carrol, B. 2003. From Manpower Planning to the knowledge Era: World Bank Policies on higher education in Africa (online), Available: <http://portal.unesco.org/education/en/file>. (Assessed 20 March 2014).

Santhapparaj, A. S. and Alam, S. S. 2005. Job satisfaction among academic staff in private universities in Malaysia. *Journal of social sciences*, 1(2): 72-76.

SARUA 2009. Towards a Common Future: Higher Education in the SADC. Region Regional Country Profiles (online), Available: [http://www.sarua.org/files/countryreports/Country\\_Report\\_Lesotho.pdf](http://www.sarua.org/files/countryreports/Country_Report_Lesotho.pdf) (Accessed: 12 March 2013).

SARUA 2012. A profile of Higher Education in South Africa. Vol. (1): A Regional Perspective 1-84.

SASCO 2009 16TH NATIONAL CONGRESS Discussion Document: Education Transformation (online), Available: [http://www.sasco.org.za/docs/congress/16\\_congress/inst\\_autonomy.pdf](http://www.sasco.org.za/docs/congress/16_congress/inst_autonomy.pdf) (Accessed 11 October 2014).

Savin-Baden, M. and Major, C. H. 2013. *Qualitative research: The essential guide to theory and practice*. New York. NY: Routledge.

Schultze, C. M. 2009. Building a human resource strategy for a major higher education institution in South Africa. *South African journal of labour relations*, 33(2): 100-119.

Shamaila, G. and Zaidi, A. A. 2012. Impact of Organizational Politics and Employee's Job Satisfaction in the Health Sector of Lahore Pakistan. *Interdisciplinary journal of contemporary research in business*, 4(2): 156-170.

Siddiqui, A. and Saba, I. 2013. Determining the Job Satisfaction Level of the Academic Staff at Tertiary

Smerek, R. E., and Peterson, M. 2007. Examining Herzberg's theory: Improving Job Satisfaction among Non-Academic Employees at a University (online), 48(2): 229-250. Available: <http://www.doi.org/10.1007/s1162-006-9042-3> (Accessed 10 March 2013).

Ssesanga, K. and Garret, R.M. 2005. Job satisfaction of university academics: Perspective from Uganda. *Higher education*, 50(1): 33-56.

- Struwing, F. and Stead, G. 2006. Planning, designing, and reporting research. Cape Town: Pearson Education South Africa.
- Subramanian B. L. S., and Saravanan, R. 2012. Empirical Study on Factors Influencing on Quality of Work Life of Commercial Bank Employees. *European journal of social sciences*, 28(1): 119-127.
- Teferra, D. and Altbach, P. G. 2004. African higher education: challenges for the 21<sup>st</sup> century. *Higher Education*, (47): 21-50.
- Tennant, M., McMullen, C. and Kaczynsk, D. 2010. Teaching, Learning and Research in Higher Education: Acritical approach. Routledge. New York and London.
- The Turkish Language Association. 2010. Genelsözlük: Tatmin [General dictionary: Satisfaction. (online), Available: <http://www.tdk.gov.tr/TR/Genel/SozBul.aspx?F6E10F8892433CFFAAF6AA849816B2EF4376734B> (Accessed 11 March 2013).
- Tizikara, M. K. 1998. Correlates of Academic Staff Satisfaction in Universities in Uganda, Unpublished Master's Dissertation, Makerere University.
- Toker, B. 2011. Job satisfaction of academic staff: an empirical study on Turkey. *Quality Assurance in Education*, 19(2): 156-169.
- Ucho, A., Mkavga, T. and Onyish, I. K. 2012. Job satisfaction, gender, tenure and turnover intentions among civil servants in Benue State. *Interdisciplinary journal of contemporary research in business*, 1(3): 378-387.
- United Nations Educational Scientific and Cultural Organization (UNESCO). 2010. World Data on Education. August VII ED. 2010/11 1-27.
- Waswa, F. and Katana, G. 2008. Academic staff perspectives on operating beyond industrial actions for sustainable quality assurance in public universities in Kenya. *International journal environment, workplace and employment*, 4(1): 45-58.

weMfundo, U. 2007. Review of the Status and Capacities for the Implementation of the Protocol on Education and Training (online), Available: [http://ancefa.org/IMG/pdf/SADC\\_PROTOCOL\\_REVIEW.pdf](http://ancefa.org/IMG/pdf/SADC_PROTOCOL_REVIEW.pdf) (Assessed 20 January 2015).

Wessels, J. S. and Van Jaarsveldt, L. C. 2007. The role of higher education in developing and retaining the best managers for public service: *A South African perspective*. 26(2):103-121.

White, H. 2008. Of probits and participation: The use of mixed methods in quantitative impact evaluation (online), Available: <http://www.worldbank.org/ieg/nonie/docs>. (Accessed 19 May 2014).

Yizengaw, T. 2008. Changes of Higher Education in Africa and Lessons of Experience for Africa. Oxford University Press.

# **APPENDICES**

LETTER OF INFORMATION AND CONSENT  
FOR ACADEMICS

**Factors affecting job satisfaction among academic employees: A case study of the National University of Lesotho.**

Dear participant

I am currently undertaking a research project as part of my studies towards a Masters degree in Technology: Public Management and Economics at Durban University of Technology. The aim of this research, is to investigate the factors affecting job satisfaction for academic employees at universities, in the context of the National University of Lesotho.

Would you agree to complete a questionnaire? The questionnaire will take approximately 20-25 minutes. Participation is voluntary and you may withdraw from the study at any time, without prejudice or any adverse consequences. The information you give will only be used for research purposes and will be aggregated with other responses and only the overall or average information will be used. Your identity and individual answers will be kept totally confidential. Should you wish to discuss this further, please feel free to contact me or my supervisor (Prof N Dorasamy, telephone: 031 373 6862 or [nirmala@dut.ac.za](mailto:nirmala@dut.ac.za)), or the IREC Administrator (Lavisha Deonarian: 031 373 2900 or [LavishaD@dut.ac.za](mailto:LavishaD@dut.ac.za)).

Your assistance will be much appreciated.

Yours faithfully,

Mateko Edith Moloantoa

Cell number: (00266) 58481566/+27833430647

Email address: [moloa@webmail.co.za](mailto:moloa@webmail.co.za)

Please complete the following, as confirmation of your willingness to participate in this research project:

I.....have adequately discussed the study with the researcher, understand that I may withdraw from it at any time without giving reasons, and voluntarily agree to participate by completing a questionnaire/being interviewed.

## **RESEARCH QUESTIONNAIRE**

**Title: Factors affecting job satisfaction among academic employees: A case study of the National University of Lesotho (NUL)**

Please read each statement carefully and then indicate your level of agreement with the opinion expressed in the statement, by marking the appropriate number on the scale.

### **BIOGRAPHICAL INFORMATION**

#### **1. FACULTY:**

|                        |   |
|------------------------|---|
| Agriculture            | 1 |
| Education              | 2 |
| Health Sciences        | 3 |
| Humanities             | 4 |
| Law                    | 5 |
| Science and Technology | 6 |
| Social Sciences        | 7 |

#### **2. GENDER**

|        |   |
|--------|---|
| Male   | 1 |
| Female | 2 |

#### **3. AGE**

|              |   |
|--------------|---|
| <20          | 1 |
| 20-35        | 2 |
| 36-45        | 3 |
| 46-55        | 4 |
| 56 and older | 5 |

#### **4. TOTAL YEARS OF SERVICE AT (NUL)**

|             |   |
|-------------|---|
| 1 – 3 years | 1 |
| 4 – 6 years | 2 |



|                      |   |
|----------------------|---|
| 7 – 9 years          | 3 |
| 10 – 15 years        | 4 |
| Longer than 15 years | 5 |

**5. LEVEL**

|                 |   |
|-----------------|---|
| Dean            | 1 |
| Deputy Dean     | 2 |
| HOD             | 3 |
| Senior lecturer | 4 |

|                     |   |
|---------------------|---|
| Lecturer            | 5 |
| Professor           | 6 |
| Associate Professor | 7 |

**6. RACIAL GROUP**

|          |   |
|----------|---|
| Black    | 1 |
| Coloured | 2 |
| Indian   | 3 |
| White    | 4 |

**7. QUALIFICATION**

|                      |   |
|----------------------|---|
| PHD                  | 1 |
| Masters              | 2 |
| Undergraduate degree | 3 |
| Postgraduate diploma | 4 |
| Diploma              | 5 |
| Certificate          | 6 |

**SECTION B:**

This section measures aspects related to employee job satisfaction. Please mark with an x in the appropriate box.

**ACADEMIC WORKING CONDITIONS**

|                                                                           | Strongly<br>Disagree | Disagree | Neutral | Agree | Strongly<br>Agree |
|---------------------------------------------------------------------------|----------------------|----------|---------|-------|-------------------|
| 1. The NUL has strong values, which support academic excellence.          |                      |          |         |       |                   |
| 2. Academics receive satisfactory salaries.                               |                      |          |         |       |                   |
| 3. Academics receive satisfactory benefits.                               |                      |          |         |       |                   |
| 4. My senior manager is a good mentor.                                    |                      |          |         |       |                   |
| 5. Conditions in my department allow me to perform at a high standard.    |                      |          |         |       |                   |
| 6. I feel confident about the skills and competencies of other employees. |                      |          |         |       |                   |

**RELATIONSHIP WITH COLLEAGUES**

|                                                                         | Strongly<br>Disagree | Disagree | Neutral | Agree | Strongly<br>Agree |
|-------------------------------------------------------------------------|----------------------|----------|---------|-------|-------------------|
| 1. My colleagues always communicate with each other on academic issues. |                      |          |         |       |                   |
| 2. Academics in my department work as a team.                           |                      |          |         |       |                   |
| 3. We plan and coordinate our                                           |                      |          |         |       |                   |

|                                                                      |  |  |  |  |  |
|----------------------------------------------------------------------|--|--|--|--|--|
| efforts together as an institution.                                  |  |  |  |  |  |
| 4. I have a good relationship with other academics in my department. |  |  |  |  |  |
| 5. The morale in my department is high.                              |  |  |  |  |  |
| 6. I receive support from my colleagues to address academic issues.  |  |  |  |  |  |

### **ACCESS TO RESOURCES**

|                                                                                                          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----------------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| 1. There is adequate financial administration to support teaching, learning and research.                |                   |          |         |       |                |
| 2. I have adequate tools/equipment to do my job.                                                         |                   |          |         |       |                |
| 3. Research funds are available to support academic advancement.                                         |                   |          |         |       |                |
| 4. Academics have opportunities to develop their skills and competencies.                                |                   |          |         |       |                |
| 5. My workload is manageable.                                                                            |                   |          |         |       |                |
| 6. The NUL supports the use of different types of technology to improve teaching, learning and research. |                   |          |         |       |                |

**JOB SECURITY**

|                                                                                          | Strongly<br>Disagree | Disagree | Neutral | Agree | Strongly<br>Agree |
|------------------------------------------------------------------------------------------|----------------------|----------|---------|-------|-------------------|
| 1. I feel free to express my opinions without worrying about negative actions/responses. |                      |          |         |       |                   |
| 2. I have job security as an academic.                                                   |                      |          |         |       |                   |
| 3. I have clearly defined reasons for my existence as an employee.                       |                      |          |         |       |                   |
| 4. My job is important for the overall output of the university.                         |                      |          |         |       |                   |
| 5. Academics want to be employees at NUL.                                                |                      |          |         |       |                   |
| 6. There is a sense of stability and continuity in my department.                        |                      |          |         |       |                   |

**RECOGNITION**

|                                                                   | Strongly<br>Disagree | Disagree | Neutral | Agree | Strongly<br>Agree |
|-------------------------------------------------------------------|----------------------|----------|---------|-------|-------------------|
| 1. Hard work is usually rewarded at my university.                |                      |          |         |       |                   |
| 2. I receive enough recognition for the work that I do.           |                      |          |         |       |                   |
| 3. If I do a better job, I have a better chance of getting ahead. |                      |          |         |       |                   |
| 4. Recognition of my work                                         |                      |          |         |       |                   |

|                                                  |  |  |  |  |  |
|--------------------------------------------------|--|--|--|--|--|
| motivates me to enhance my achievements.         |  |  |  |  |  |
| 5. I find it rewarding to be an academic at NUL. |  |  |  |  |  |

### **ADVANCEMENT**

|                                                                    | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| 1. Academics are encouraged to undertake research.                 |                   |          |         |       |                |
| 2. Working conditions for academics supports their advancement.    |                   |          |         |       |                |
| 3. Opportunities exists for training and development of academics. |                   |          |         |       |                |
| 4. Academics have strong research profiles.                        |                   |          |         |       |                |
| 5. There are opportunities for academics to be promoted.           |                   |          |         |       |                |

Thank you for your cooperation in completing this questionnaire.

## **OPEN-ENDED INTERVIEW QUESTIONS (HOD'S)**

**Title: Factors affecting job satisfaction among academic employees: A case study of the National University of Lesotho (NUL)**

1. What do you find satisfactory being an HoD at NUL?

.....  
.....  
.....

2. What areas relating to job satisfaction would you like to be improved? Why?

.....  
.....  
.....  
.....

3. What challenges do academics experience at NUL?

.....  
.....  
.....  
.....

4. Which of the following factors require attention to improve job satisfaction at NUL?

- Remuneration

.....  
.....  
.....

- Fringe benefits

.....  
.....  
.....

- Promotion

.....  
.....  
.....

- Working conditions

.....  
.....  
.....

- Rank

.....  
.....  
.....

- Workload

.....  
.....  
.....

5. What can be done to improve teamwork and cooperation?

.....  
.....  
.....

6. What are some of the reasons that can cause you to leave NUL in the next one-to-two years?

.....  
.....  
.....

7. What are some of the reasons that can make you continue to work for NUL?

.....  
.....  
.....

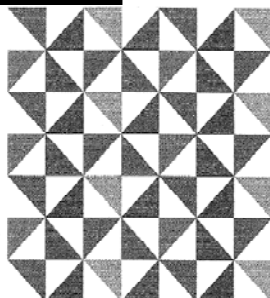
8. How does job satisfaction impact on the efficiency and effectiveness at NUL?

.....  
.....

9. Please share any additional feedback you would like regarding your overall job satisfaction.

.....  
.....  
.....





**Institutional Research Ethics Committee**  
Faculty of Health Sciences  
Room MS 49, Mansfield School Site  
Gate 8, Ritson Campus  
Durban University of Technology

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2900

Fax: 031 373 2407

Email: lavishadi@dut.ac.za

[http://www.dut.ac.za/research/institutional\\_research\\_ethics](http://www.dut.ac.za/research/institutional_research_ethics)

[www.dut.ac.za](http://www.dut.ac.za)

25 October 2013

IREC Reference Number: **REC 55/13**

Ms M E Moloantoa  
36 Meyer Gardens  
5 Fenhull Court  
Umbilo  
4001

Dear Ms Moloantoa

**Factors affecting job satisfaction of academic employees: A case study of the National University of Lesotho**

I am pleased to inform you that Full Approval has been granted to your proposal REC 55/13.

The Proposal has been allocated the following Ethical Clearance number IREC 089/13. Please use this number in all communication with this office.

Approval has been granted for a period of one year, before the expiry of which you are required to apply for safety monitoring and annual recertification. Please use the Safety Monitoring and Annual Recertification Report form which can be found in the Standard Operating Procedures [SOP's] of the IREC. This form must be submitted to the IREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's. In addition, you will be responsible to ensure gatekeeper permission.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Please note that you may continue with validity testing and piloting of the questionnaire. Research on the proposed project may not proceed until IREC reviews and approves the final questionnaire. If there are no changes to the questionnaire kindly notify IREC in writing.

Yours Sincerely

Prof J K Adam  
Chairperson: IREC

Table 5.2 Age (years) – Gender cross-tabulations

|     |         |                 | Gender |        | Total  |
|-----|---------|-----------------|--------|--------|--------|
|     |         |                 | Male   | Female |        |
| Age | 20 – 35 | Count           | 17     | 8      | 25     |
|     |         | % within Age    | 68.0%  | 32.0%  | 100.0% |
|     |         | % within Gender | 21.2%  | 16.7%  | 19.5%  |
|     |         | % of Total      | 13.3%  | 6.2%   | 19.5%  |
|     | 36 – 45 | Count           | 26     | 25     | 51     |
|     |         | % within Age    | 51.0%  | 49.0%  | 100.0% |
|     |         | % within Gender | 32.5%  | 52.1%  | 39.8%  |
|     |         | % of Total      | 20.3%  | 19.5%  | 39.8%  |
|     | 46 – 55 | Count           | 28     | 9      | 37     |
|     |         | % within Age    | 75.7%  | 24.3%  | 100.0% |
|     |         | % within Gender | 35.0%  | 18.8%  | 28.9%  |
|     |         | % of Total      | 21.9%  | 7.0%   | 28.9%  |
|     | > 55    | Count           | 9      | 6      | 15     |
|     |         | % within Age    | 60.0%  | 40.0%  | 100.0% |

|       |                 |        |        |        |
|-------|-----------------|--------|--------|--------|
| Total | % within Gender | 11.2%  | 12.5%  | 11.7%  |
|       | % of Total      | 7.0%   | 4.7%   | 11.7%  |
|       | Count           | 80     | 48     | 128    |
|       | % within Age    | 62.5%  | 37.5%  | 100.0% |
|       | % within Gender | 100.0% | 100.0% | 100.0% |
|       | % of Total      | 62.5%  | 37.5%  | 100.0% |

## BI-VARIAT CORRELATIONS

The purpose of a correlation coefficient is to show how much two variables “go together” or covary. Ideally, the variables have a rational level of measurement. In this study, correlation analysis was used to measure the relationship between variables perceived as factors affecting the level of academic employees job satisfaction, in order to determine the significant level of variables (See Appendix C3).

Table 5.5 The position and qualification levels of respondents.

|               |         |                        | Level  |                    |         |                            |              |               |                                | Total  |
|---------------|---------|------------------------|--------|--------------------|---------|----------------------------|--------------|---------------|--------------------------------|--------|
|               |         |                        | Dean   | Dep<br>uty<br>Dean | HO<br>D | Seni<br>or<br>Lect<br>urer | Lectur<br>er | Prof<br>essor | Asso<br>ciate<br>Prof<br>essor |        |
| Qualification | Ph<br>D | Count                  | 2      | 1                  | 5       | 15                         | 12           | 5             | 4                              | 44     |
|               |         | % within Qualification | 4.5%   | 2.3%               | 11.4%   | 34.1%                      | 27.3%        | 11.4%         | 9.1%                           | 100.0% |
|               |         | % within Level         | 100.0% | 100.0%             | 62.5%   | 53.6%                      | 15.2%        | 100.0%        | 100.0%                         | 34.6%  |

|                        |                                             |                        |      |      |       |       |        |      |      |        |
|------------------------|---------------------------------------------|------------------------|------|------|-------|-------|--------|------|------|--------|
| a<br>ti<br>o<br>n<br>s | Ma<br>ster<br>s                             | % of Total             | 1.6% | 0.8% | 3.9%  | 11.8% | 9.4%   | 3.9% | 3.1% | 34.6%  |
|                        |                                             | Count                  | 0    | 0    | 3     | 12    | 60     | 0    | 0    | 75     |
|                        |                                             | % within Qualification | 0.0% | 0.0% | 4.0%  | 16.0% | 80.0%  | 0.0% | 0.0% | 100.0% |
|                        |                                             | % within Level         | 0.0% | 0.0% | 37.5% | 42.9% | 75.9%  | 0.0% | 0.0% | 59.1%  |
|                        | Un<br>der<br>gra<br>dua<br>te<br>deg<br>ree | % of Total             | 0.0% | 0.0% | 2.4%  | 9.4%  | 47.2%  | 0.0% | 0.0% | 59.1%  |
|                        |                                             | Count                  | 0    | 0    | 0     | 0     | 6      | 0    | 0    | 6      |
|                        |                                             | % within Qualification | 0.0% | 0.0% | 0.0%  | 0.0%  | 100.0% | 0.0% | 0.0% | 100.0% |
|                        |                                             | % within Level         | 0.0% | 0.0% | 0.0%  | 0.0%  | 7.6%   | 0.0% | 0.0% | 4.7%   |
|                        | Pos<br>tgr<br>adu<br>ate<br>dip<br>lo       | % of Total             | 0.0% | 0.0% | 0.0%  | 0.0%  | 4.7%   | 0.0% | 0.0% | 4.7%   |
|                        |                                             | Count                  | 0    | 0    | 0     | 0     | 1      | 0    | 0    | 1      |

|                 |                        |        |        |        |        |        |        |        |        |
|-----------------|------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| ma              | % within Qualification | 0.0%   | 0.0%   | 0.0%   | 0.0%   | 100.0% | 0.0%   | 0.0%   | 100.0% |
|                 | % within Level         | 0.0%   | 0.0%   | 0.0%   | 0.0%   | 1.3%   | 0.0%   | 0.0%   | 0.8%   |
|                 | % of Total             | 0.0%   | 0.0%   | 0.0%   | 0.0%   | 0.8%   | 0.0%   | 0.0%   | 0.8%   |
|                 | Count                  | 0      | 0      | 0      | 1      | 0      | 0      | 0      | 1      |
| Di<br>plo<br>ma | % within Qualification | 0.0%   | 0.0%   | 0.0%   | 100.0% | 0.0%   | 0.0%   | 0.0%   | 100.0% |
|                 | % within Level         | 0.0%   | 0.0%   | 0.0%   | 3.6%   | 0.0%   | 0.0%   | 0.0%   | 0.8%   |
|                 | % of Total             | 0.0%   | 0.0%   | 0.0%   | 0.8%   | 0.0%   | 0.0%   | 0.0%   | 0.8%   |
|                 | Count                  | 2      | 1      | 8      | 28     | 79     | 5      | 4      | 127    |
| Total           | % within Qualification | 1.6%   | 0.8%   | 6.3%   | 22.0%  | 62.2%  | 3.9%   | 3.1%   | 100.0% |
|                 | % within Level         | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
|                 | % of Total             | 1.6%   | 0.8%   | 6.3%   | 22.0%  | 62.2%  | 3.9%   | 3.1%   | 100.0% |

### CHI-SQUARE TEST

According to Struwing and Stead (2006: 481), the chi-square test is frequently used to test significance in social sciences. It is based on the null hypothesis: the assumption that there is no relationship between the two variables in the total population, given the observed distribution of values on the separate variables. The test of significance assesses the strength of the evidence against the null hypothesis, in terms of probability. The null hypothesis states that there is no

significant association between the dependent variable and the factor whose strength is being tested. The hypothesis is rejected at the alpha level of significance, which is 0.05, i.e. five percent, otherwise the null hypothesis is accepted (Cooper and Shindler, 2009: 54). When alpha is 0.05, it means that there are five chances in 100 that the hypothesis would be rejected. In this study, objectives were used to determine the relationships of variables. Chi-square tests were conducted on demographics, as well as aspects perceived to either satisfy or dissatisfy employees at HEI, more specifically, because relationship testing is incorporated for this study. Therefore, in this study, chi-square test was used to compute the conjoint distribution that would be expected, if there were no relationship between variables (See Appendix D4 for more analysis on Chi-square tests).

## **FREQUENCY**

Table 5.6: Scores as per different sections of the questionnaire

| Section                      | Cronbach's Alpha |
|------------------------------|------------------|
| ACADEMIC WORKING CONDITIONS  | .641             |
| RELATIONSHIP WITH COLLEAGUES | .464             |
| ACCESS TO RESOURCES          | .610             |
| JOB SECURITY                 | .585             |
| RECOGNITION                  | .793             |
| ADVANCEMENT                  | .719             |
| Overall                      | .845             |

Certain components divided into finer components. This is explained below in the rotated component matrix.

Table 5.13: Summary of the results from the chi square tests.

|                                                                       | Faculty | Gender | Age   | Years'<br>service | Level | Race  | Quali<br>ficati<br>on |
|-----------------------------------------------------------------------|---------|--------|-------|-------------------|-------|-------|-----------------------|
| The NUL has strong values which support academic excellence           | 0.273   | 0.62   | 0.159 | 0.618             | 0.387 | .034* | 0.434                 |
| Academics receive satisfactory salaries                               | 0.292   | 0.861  | 0.202 | 0.19              | 0.841 | .000* | .001*                 |
| Academics receive satisfactory benefits                               | 0.122   | 0.765  | .043* | 0.063             | .000* | 0.052 | .004*                 |
| My senior manager is a good mentor                                    | .022*   | .218   | .005* | 0.331             | 0.415 | .003* | 0.065                 |
| Conditions in my department allow me to perform at a high standard    | 0.954   | 0.181  | 0.236 | 0.172             | 0.471 | 0.417 | 0.926                 |
| I feel confident about the skills and competencies of other employees | 0.455   | 0.219  | 0.654 | 0.118             | 0.737 | 0.312 | 0.908                 |
| My colleagues always communicate with each other on academic issues   | 0.381   | 0.769  | .011* | 0.262             | .003* | .000* | 0.836                 |
| Academics in my department work as a team                             | .017*   | 0.776  | 0.13  | 0.529             | .049* | .000* | 0.894                 |
| We plan and coordinate our efforts together as an institution         | .002*   | .159   | 0.366 | 0.469             | 0.162 | 0.465 | 0.141                 |
| I have a good relationship with other academics in my department      | 0.368   | 0.564  | 0.63  | 0.404             | .000* | .000* | 0.752                 |
| The morale in my                                                      | 0.148   | 0.465  | 0.834 | 0.377             | 0.337 | .006* | 0.154                 |

|                                                                                                      |       |       |       |       |       |       |       |
|------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|-------|-------|
| department is high                                                                                   |       |       |       |       |       |       |       |
| I receive support from my colleagues to address academic issues                                      | .019* | 0.967 | 0.865 | 0.169 | 0.233 | .000* | .026* |
| There is adequate financial administration to support teaching, learning and research                | 0.321 | 0.929 | 0.34  | 0.212 | .000* | .000* | 0.839 |
| I have adequate tools/equipment to do my job                                                         | 0.434 | 0.434 | 0.838 | 0.369 | 0.925 | .000* | 0.983 |
| Research funds are available to support academic advancement                                         | 0.226 | 0.31  | 0.166 | .001* | 0.141 | 0.179 | 0.564 |
| Academics have opportunities to develop their skills and competencies                                | 0.056 | 0.733 | 0.118 | 0.17  | 0.37  | 0.903 | 0.083 |
| My workload is manageable                                                                            | .026* | 0.392 | 0.198 | .037* | 0.21  | 0.775 | 0.335 |
| The NUL supports the use of different types of technology to improve teaching, learning and research | 0.667 | 0.177 | 0.917 | 0.827 | .000* | .000* | 0.641 |
| I feel free to express my opinions without worrying about negative actions / responses               | 0.13  | .946  | .001* | 0.097 | 0.072 | 0.205 | .043* |
| I have job security as an academic                                                                   | 0.103 | .003* | .014* | .007* | 0.133 | 0.382 | 0.31  |



|                                                                |       |       |       |       |       |       |       |
|----------------------------------------------------------------|-------|-------|-------|-------|-------|-------|-------|
| I have clearly defined reasons for my existence as an employee | 0.131 | 0.66  | 0.227 | 0.319 | .000* | .000* | 0.254 |
| My job is important for the overall output of the university   | .013* | .030* | 0.43  | .040* | 0.113 | .000* | 0.22  |
| Academics want to be employees at NUL                          | 0.077 | 0.666 | 0.153 | 0.458 | 0.172 | .001* | 0.158 |
| There is a sense of stability and continuity in my department  | 0.229 | 0.699 | 0.223 | 0.373 | 0.734 | 0.372 | 0.175 |
| Hard work is usually rewarded at my university                 | 0.286 | 0.673 | 0.108 | 0.055 | 0.76  | .015* | 0.234 |
| I receive enough recognition for the work that I do            | 0.902 | 0.739 | 0.086 | 0.248 | 0.15  | 0.678 | 0.552 |