



**THE IMPACT OF TRAINING AND DEVELOPMENT OF ACADEMIC
STAFF AS A STRATEGIC TOOL FOR ENHANCING JOB
SATISFACTION AT BULAWAYO POLYTECHNIC IN ZIMBABWE -**

A CASE STUDY

By

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ABSTRACT

The research focused on the impact of training and development of academic staff as a strategic tool for enhancing job satisfaction at Bulawayo Polytechnic in Zimbabwe. The literature suggests that training and development can be a strategic tool to enhance job satisfaction. The target population for this study was 135 academic staff at Bulawayo Polytechnic in Zimbabwe. Due to a relatively small population, the survey method was employed. In this study, both the primary and secondary data sources were used in the study. A quantitative research design was adopted to conduct this research. The primary data was collected by way of a closed-ended questionnaire using the personal method of data collection. There was a significantly high response rate of (93,33%) which was largely due to the fact that the personal method was used for the administration of the questionnaire. The Statistical Program for the Social Sciences (SPSS) version 24.0 for windows was used for the statistical analysis. There were some significant and non-significant findings that emerged from the empirical analysis and results. The findings were analysed using various statistical techniques such as descriptive statistics, Fisher's Exact test and the Pearson's Chi-square. The majority of respondents (50.90%) revealed that academic staff training and development at Bulawayo polytechnic was not satisfactory. In addition, 56.30% of the academic staff at Bulawayo Polytechnic expressed that the unconducive working conditions did not permit them to perform well and 75.0% expressed that academic staff training and development at Bulawayo Polytechnic was not implemented successfully. The findings of this study revealed that there was no significant relationship between training and development strategies and job satisfaction at Bulawayo Polytechnic and this was also revealed by the hypotheses tested. The study recommends that Bulawayo Polytechnic management should organise more training workshops and seminars, improve the working conditions, open communication channels and ensure equitable compensation and benefit packages. The recommendations could be used in improving training and development and job satisfaction at Bulawayo Polytechnic in Zimbabwe. The study concludes by highlighting the directions for future research.

DECLARATION

I hereby declare that the dissertation submitted for the degree Masters: Management Sciences in the Department of Human Resources Management at the Durban University of Technology is the result of my own investigation and research and that it has not been submitted for any other degree at any other institution of higher education. This is my original work, caution and attentiveness has been taken to comply with declaration. I further declare that all sources were cited, referenced and acknowledged as highlighted in the bibliography.



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DEDICATION

I dedicate this research to the Almighty God, the blesser of my life, the creator of heaven and earth. To my parents, Reuben Rumutsa your life stories inspires me and Esther Makota Rumutsa, this research is specifically dedicated to you.

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

According to Quinn (2012: 4) countries are undergoing processes that are influenced by global trends and pressures. This transformation is also influencing the higher education sector all over the world. Zimbabwe is no exception. Changes in higher education have led to changes in the workplace for academic staff, in which they have to seek new skills, knowledge and keep abreast of trends in their fields of expertise (Shava 2015: 11). The quality of staff in tertiary institutions such as polytechnics, colleges and universities is central to their effectiveness. Maponga (2015: 1) states that the national call for improved teaching, research and learning quality has focused the lens on academic staff training and development. According to Mapolisa (2014: 16) researchers in Zimbabwe have established that there is lack of academic staff development in higher education institutions. In addition, Nyanga, Mudhovozi, Chireshe and Maunganidze (2012: 73) acknowledge that academic staff in Zimbabwe are frequently not performing up to the expected standard. Therefore, there is a need for a strategic approach to the training and development of academic staff at Bulawayo Polytechnic to improve the quality of teaching and learning (Shava 2015: 23).

Topno (2012: 16) explains that training and development is an important institutional investment that provides career progression and job satisfaction of academic staff in the long term. Nyanga, Mudhovozi, Chireshe and Maunganidze (2012: 77) found that most academic staff are not satisfied with their jobs due to poor working conditions, remuneration and lack of training and development as a result of the economic turmoil ravaging Zimbabwe. According to Basak (2014: 104), job dissatisfaction of academic staff leads to poor performance. In addition, Majoni (2014: 20)

recommends institutions of higher learning to determine the factors that affect job satisfaction.

Bulawayo Polytechnic is an academic institution which was formed in 1927 in Bulawayo city of Zimbabwe initially as a technical school. The Polytechnic provides a number of Higher Education qualifications. Bulawayo Polytechnic provides technical and vocational education for the nation. Bulawayo Polytechnic is one of the largest technical colleges in Zimbabwe. The institution offers various programmes on both full time and part time basis. It is administered by the Ministry of Higher and Tertiary Education. Bulawayo Polytechnic Handbook (2018:3) states that Bulawayo Polytechnic offers 18 courses which are: Applied Art and Design, Automotive Engineering, Business Studies, Communication and Information Science, Computer Science, Civil Engineering, Electrical Engineering, Mass Communication, Quantity Surveying, Beauty and Cosmetology, Tourism and Hospitality, Mechanical Engineering, Printing and Graphic Arts, Science and Technology, Secretarial Studies, Library and Information Science, National Strategic Studies and Office Management. These courses are offered at different levels which include National Certificate, Higher National Certificate, Diploma, Higher National Diploma and Bachelor of Technology. The courses offered at Bulawayo Polytechnic are aligned to its Vision and Mission. The vision of Bulawayo polytechnic is to develop highly skilled and innovative human capital for the sustainable development of the society and the nation and the mission statement of Bulawayo Polytechnic is to provide a Dynamic Quality Technical and Vocational Education and Training for the formal and informal sectors of the economy. In the same context, this study investigated the influence of training and development of academic staff as a strategic tool for enhancing job satisfaction at Bulawayo Polytechnic.

1.2 THE PROBLEM STATEMENT

Globalisation and rapid changes in technology have triggered stiff competition in human resource management (Elnaga and Imran 2013: 137). According to Wankede and Rajashree (2014: 5) academic staff development through training and development is one of the crucial functions of human resource management. This

entails empowering the academic staff through capacity building and therefore benefiting the whole institution. Tertiary institutions such as Bulawayo Polytechnic are labour intensive and they depend on academic staff to deliver quality services. Barnah (2011: 13) found that academic staff require training and development to be an on-going process rather than an ad hoc activity. Failure to provide training and development may result in academic staff being dissatisfied with their jobs. According to Mpumalanga (2010: 31) education levy to support training and development in higher education institutions in Zimbabwe is very low. In addition, Maponga (2015: 1) states that academic staff at higher education institutions in Zimbabwe must upgrade themselves to doctorate degrees by 2017 or risk losing their jobs. The Bulawayo Polytechnic Report (2014: 24) states that in Zimbabwe, tertiary institutions face numerous challenges in satisfying academic staff. According to the Bulawayo Polytechnic Report (2011: 33) academic staff are earning a low salary; stagnation in one post level, lack of training and development, lack of recognition and job security. As a result of these factors, job dissatisfaction and low morale has emanated, therefore affecting the dissemination of new knowledge to the students. However, training and development is believed to be one of the strategies that enhance job satisfaction among academic staff (Chisita 2009: 5). According to Niazi (2011) training and development contributes to an escalation in productivity and quality of work. Additionally, training and development is significant as it reduces absenteeism, staff turnover and assists in improving morale of academic staff, thus enhancing job satisfaction.

1.3 TERMINOLOGY

1.3.1 TRAINING

According to Devi and Shaik (2012: 723) training is a planned learning experience intended to bring about permanent change in an individual's knowledge, attitudes and skills.

1.3.2 STAFF DEVELOPMENT

Marriss (2010: 1) defines staff development as the process where employees of an organisation improve their knowledge and skills in directions that are valuable to their role in the organisation.

1.3.3 JOB SATISFACTION

According to Kinicki and Kreitner (2008: 162) job satisfaction refers to an emotional response by an individual, towards the numerous facets of his or her job.

1.4 AIMS AND OBJECTIVES OF THE STUDY

The main aim of this study was to examine the impact of training and development of academic staff as a strategic instrument for enhancing job satisfaction at Bulawayo Polytechnic in Matabeleland province of Zimbabwe.

The objectives of this study are:

- To determine the types of training and development methods for academic staff at Bulawayo Polytechnic in Zimbabwe.
- To analyse the current training and development strategies that are being employed at Bulawayo Polytechnic in Zimbabwe.
- To determine the significance of training and development on job satisfaction at Bulawayo Polytechnic in Zimbabwe.

1.5 RESEARCH QUESTIONS

The research questions of this study are:

- What are the training and development methods needed for academic staff at Bulawayo Polytechnic?
- How effective is the current training and development strategies that are being employed at Bulawayo Polytechnic for their academic staff?
- What is the significance of training and development on academic staff's job satisfaction at Bulawayo Polytechnic?

1.6 SCOPE OF THE STUDY

The study was limited to Bulawayo Polytechnic in Zimbabwe. The study focuses on the academic staff only. This was an in-house study at Bulawayo Polytechnic. Therefore, other tertiary institutions in Zimbabwe were not included.

1.7 SIGNIFICANCE OF THE STUDY

The significance of carrying out detailed research on training and development on job satisfaction in the higher education sector cannot be overstated. In this regard, it is trusted that this study would make a significant contribution towards the existing body of knowledge in the field of training and development on job satisfaction of academic staff in the higher education sector. The study intends to provide an integrated picture of training and development on job satisfaction in the higher education sector. This study suggests ways of implementing training and development programmes that will benefit academic staff at Bulawayo Polytechnic

1.8 LITERATURE REVIEW

The literature for this study was drawn from various secondary sources to build a theoretical framework.

1.8.1 OVERVIEW OF TRAINING AND DEVELOPMENT

According to Philips (2007: 253) training and development is defined as an endeavour to improve the effectiveness of academic staff through a process that is both planned and deliberate. Training and development is differentiated from management development in that training and development is designed for the short term purpose, whereas development on its own is for broader, long-term purpose. Training and development can therefore be viewed as intertwined activities that should lead to development in skills, knowledge and behaviour (Robbins, Odendaal and Roodt, 2004: 51). Training and development are described as substitutes. Training and development in higher education institutions is a process of developing the skills of academic staff through continuous training and development programmes. Shava (2015: 123) states that training and development programmes are designed in such a manner so as to meet the goals of the institution. Swanson and Holton (2009: 226) state that training and development is a method used to link academic staff with the institution through knowledge and expertise that is related to work with the main aim of improving performance and academic staff satisfaction.

1.8.2 SIGNIFICANCE OF TRAINING AND DEVELOPMENT

The 21st century has seen training and development as the core aspect of institutional and organisational success. Although training and development is viewed as expensive, institutions need to be aware that the return on investment is noticeable in the long term (Khan, Khan and Khan 2011: 68). This is because

academic staff are the driving force or the backbone of every institution (Abdullar 2009: 12). Training refers to a process of enhancing the knowledge, developing skills and altering academics' attitudes, actions and abilities in order to enhance effectiveness whilst development involves employee growth and planning for the future (Divyaranjani and Rajasekar 2014: 110). Obisi (2011: 83) affirms that training involves short term efforts aimed at specific job purposes whilst development focuses on long term activities that enhance job performance and personal growth. According to Tahir, Yousafzai, Jan and Hashim (2014: 88) training and development consists of activities that focus on the acquisition of understanding and knowledge thereby assisting employees in performing current and future jobs effectively. Terera and Ngirande (2014: 43) postulate that institutions need to view training and development as a commitment and retention tool than as a cost and unworthy human resource development initiative. In addition, Dardar, Jusor and Rasli (2012: 30) affirm that training and development practices assists employees in gaining knowledge and skills aimed at enhancing competitiveness and sustainability. Truitt (2011: 2) highlights that training and development is an intervention that is integral in the employment relationship and is vital for the successful accomplishment of the goals and objectives of any institution. Training and development is a process that focuses on academic staff and connects them with the institution through work related knowledge and know-how for the purpose of fostering performance (Swanson and Holton 2009: 226).

Bhattacharyya (2006: 196) notes that training and development averts skills obsolescence, increases academic staff performance and ensures the effective utilisation of human resources. However, Obisi (2011: 82) warns that in order for training and development to foster creativity and prevent skills obsolescence it must be a continuous activity. Training and development is also significant as it results in both individual and institution benefits. Institution benefits include increased market growth, academic staff retention and enhanced institution effectiveness (Erasmus, Loedolff, Mda and Nel 2007: 4). This is because training and development prepares and encourages academic staff to perform satisfactorily and to exercise increased responsibilities effectively (Armstrong 2009: 74). Furthermore, Jehanzeb and Bashir (2013: 244) highlight that training and development leads to individual benefits such

as enhanced career competencies, improved employee performance and academic staff job satisfaction.

1.8.3 TRAINING AND DEVELOPMENT METHODS

Goldenstein and Ford (2005: 247) state that training and development methods develop academic staff from the initial entry into the institutions and throughout the course of an individual's career. Blanchard and Thacker (2010: 209) explain that training and development methods can be divided into cognitive and behavioural approaches. According to Erasmus, Leodolff, Mda and Nel (2007: 247) cognitive methods emphasise knowledge and attitude by development by providing instructions on how to do something. On the other hand, behavioural methods focuses on the employee's behaviour and are best used for skill development and attitude change (Alipour, Salchi and Shahnava 2009: 64). Therefore, there are various common forms of academic staff training and development. Shava (2015: 12) states that they include institution networks, on-the-job training, workshops, seminars, coaching, mentoring, conferences, job instruction technique, induction programmes, job transfers and job rotation.

According to Mizell (2010: 19) professional development for academic staff includes both formal and informal methods and activities that are conducted within or outside institutions to develop skills and knowledge. Cheng and Tam (2010: 170) state that there are general activities for the development of knowledge, skills, attitudes, values and beliefs which includes in-house development and outside activities. Outside training programmes include certification programmes. According to Noe (2008: 238), training and development includes on-the-job training or off-the-job training. On-the-job training involves new or inexperienced employees learning in the work area and during work. The purpose of on-the-job training is to provide academic staff with task-specific knowledge in the work area (Chand 2015: 1). Job rotation, job instruction techniques, coaching and mentoring and apprenticeship training are the common on-the-the-job training methods (Van Dyk and Erasmus 2005: 206). Mhlanga (2013: 120) states that training which is conducted in an environment other

than the actual work area is called off-the-job training. According to Desimone and Werner (2011: 225), lectures, fieldwork, computer based training and simulations are common forms of of-the-job training methods.

1.8.4 TRAINING AND DEVELOPMENT OF ACADEMIC STAFF AND ITS IMPACT ON JOB SATISFACTION

According to Kinicki and Kreitner (2008: 162) job satisfaction refers to an open response by an individual towards the numerous facets of his or her job. It is of paramount consideration for any institution or business to ensure that academic staff are satisfied with their job. This is because a satisfied workforce leads to satisfied clients and reduced academic staff turnover (Choo and Bowley 2007: 341). Costen and Salazar (2011: 274) highlight that training and development has a potential of enhancing job satisfaction as it directly influences academic staff skills and competency levels. Patrick and Owens (2006 163) state that evidence from past studies show that investing in training and development is likely to positively influence academic staff satisfaction. Furthermore, Patrick and Owens (2006: 169) found that training has an important positive relationship with job satisfaction and other institution outcomes, as those employees who received training reported higher levels of job satisfaction. However, Jehanzeb, Hamid and Rasheed (2015: 210) warn that training must be grounded on the objectives and goals of the organisation in order to have an impact on job satisfaction. Sahinidis and Bouris (2007: 70) postulate that job satisfaction is low when the gap between the skills required and the skills that the academic staff possess are not linked. Truitt (2011: 2) concurs that failure to provide training and development opportunities results in employee dissatisfaction which leads to grievances and conflict. This is because the survival and sustainability of every institution is dependent upon skilled, knowledgeable and experienced academic staff (Nadeem 2010: 207). Therefore, the relationship between job satisfaction, training and development needs to be investigated.

1.9 RESEARCH METHODOLOGY AND DESIGN

Creswell and Plano-Clark (2011: 53) propose that the research design is a procedure for collecting, investigating, construing and reporting data in research studies. The methodology and research design assists the researcher in planning and implementing the study in a way that is most likely to achieve the planned goal. According to Peter (2011: 114), research methodology reveals how the research will be conducted and how the data will be collected and analysed.

1.9.1 PRIMARY DATA

According to Driscoll (2011: 153) primary data is the data that is gathered by the researcher and usually done by survey research. Primary data can be collected directly from immediate experience and specifically tailored to the research needs (Sekaran and Bougie 2010: 182). Theresa and Donald (2013: 86) highlight that primary data is acquired from a direct observation. This study uses a close-ended quantitative questionnaire (Annexure B) as a data-gathering tool.

1.9.2 SECONDARY DATA

Secondary data refers to the evidence collected by individuals or institutions other than the researcher (Dan 2012: 122). Sekaran and Bougie (2010: 181) concur with this assertion, stating that secondary data refers to data gathered from sources that already exist. Secondary data contain any data that is studied to answer a research question and information collected by individuals or institutions (Vartanian 2011: 3). Secondary data for this study will be obtained from journals, e-journals, media

articles, government publications, other dissertations and theses and company reports.

1.9.3 RESEARCH DESIGN

The research design constitutes the blueprint for the collection, measurement and analysis of data (Cooper and Schindler 2003: 192). In addition, research is a systematic, methodical search for specific information on a precise, defined theme. Davies (2007: 25) attests that there are three options open for the researcher that is quantitative, qualitative and mixed methods research. According to Cooper and Schindler (2003: 146) the following are fundamental of a research design:

- The design is an action and a time based plan.
- The design is always grounded on the research questions.
- The design monitors the selection of sources and types of information.

In addition, Coleman and Briggs (2007: 6) affirm that the research design allows the researcher to structure research questions appropriately and choose research which instruments support the purpose of the study. For the purpose of this study, a quantitative research method will be used. Quantitative research is defined as research that is concerned with the systematic measurement, statistical analysis and methods of experimentation of things that can be counted (Fox and Bayat 2007: 7).

1.9.4 TARGET POPULATION

The target population is defined by Shajahan (2009: 244) as the group of individuals under study. In addition, Welman, Kruger and Mitchell (2005: 62) support that target population consists of elements, individuals and groups. The target population for this study comprised of academic staff at Bulawayo Polytechnic Zimbabwe. The

identified target population equated to 120 academic staff from the institution's Human Resources Department:

1.9.5 SAMPLING TECHNIQUES

Sampling is the process of choosing a sufficient number of elements from the target population. Moreover, sampling takes a ration from the population as a representation of the total population. According to Silverman (2008: 380) sampling has two functions which are representativeness, and allowing the researcher to make broader inferences. There are several ways of sampling which can be narrowed down to two groups that is probability and non-probability sampling methods (Struwig and Stead 2001: 12). Therefore, survey method was used for the purposes of this research. The target population for this study was 120 academics at Bulawayo Polytechnic. O'Leary (2014:13) highlights that the survey method produces data that will be an accurate reality of what it describes.

1.9.6 PROBABILITY VERSUS NON-PROBABILITY SAMPLING

Leedy and Ormrod (2010: 204) define probability sampling as a process of randomly selecting samples from a population where each member of the population has an equal chance of being selected. Carrie and Kevin (2014: 67) postulate that in probability sampling, every portion in the population has a known non-zero probability of selection. The types of probability sampling methods include simple random sampling technique, stratified random sampling, cluster sampling and systematic random sampling (Jan and Tony 2012: 54). According to Fox and Bayat (2007: 58) in a non-probability sampling design the elements in the population do not have an equivalent probability of being nominated. Theresa and Donald (2013: 28) point out that in non-probability sampling the chance of any particular element of the population being chosen is unknown. The selection of units in non-probability sampling is quite arbitrary, as researchers rely heavily on personal judgment (Peter

2011: 61). The non-probability sampling methods includes convenience sampling, purposive sampling, quota sampling and snowball sampling (Dan 2012: 17). In this study, probability and non-probability was not used, due to the fact that the target population for this research only comprised of 120 academic staff at Bulawayo Polytechnic in Zimbabwe. Thus, the survey method was used because the population size was small.

1.9.7 SURVEY METHOD

A survey is a study of the entire population, as opposed to selection by using a sampling technique (Fox and Bayat 2007: 87). Anderson (2013: 212) states that surveys are easier and quicker than undertaking interviews. The target population at Bulawayo Polytechnic is very small to select a sample. For the purpose of this study, the total target population of 120 academic staff at the institution was included using the survey method for the empirical investigation.

1.9.8 QUESTIONNAIRE CONSTRUCTION

According to Mikken (2010: 355) a questionnaire is the major research tool for data collection in a descriptive study where the study environment is made of scattered data sources. The questionnaire design is vital to ensure that the questions asked are relevant to the problem being studied, accurate and unbiased (Wicker 2011: 150). Structured close ended questionnaires will be used for data collection. According to Gray (2009: 337) questionnaires are study instruments through which people are asked to answer to the same set of predetermined questions in a chronological order. Dornyei (2014: 115) postulates that questionnaires can be used for a large group of people with little time and cost. The questionnaire used in this research contains a five point Likert scale. The Likert scale ranges from options of strongly disagree, disagree, neutral, agree and strongly agree. For this study, the

questionnaire had a covering letter (Annexure A) requesting respondents to participate in this study.

1.9.9 PILOT STUDY

Welman and Kruger (2003: 143) state that the purpose of a pilot study is to identify errors in the measurement procedure and to allow researchers to note behaviour that may signify discomfort about the way questions are worded. . According to Welman and Kruger (2003: 191) a pilot study is essentially carried out to perfect the questions so that there will be no complications in the interpretation of the questions during the actual empirical research undertaken. For the purpose of this study, 15 respondents, participated in this study and were randomly selected to test the questionnaire so that the required amendments can be made before the questionnaire was administered.

1.9.10 VALIDITY AND RELIABILITY CONSTRUCTS

Validity is important in research, as without it results will be meaningless as results cannot be used to answer the research question, which is the main aim of the study (Triola 2006: 32). Reliability refers to the consistency or dependability with which an instrument measures the attributes it is designed to measure (Wiid and Diggines 2009: 7). Validity is the extent to which the research measures what it is intended to measure and to approximate the truthfulness of the results (Yin 2009: 145). Kumar (2005: 158) concurs that validity refers to the ability of the instrument to measure what it is designed to measure. According to Punch (2005 246) validity is the extent to which an instrument measures what it claims to measure. Denscombe (2008: 298) states that validity concerns appropriateness of the data in terms of the research question being investigated. In addition, Denscombe (2008: 298) suggests that

validity can be ensured by having a right research design, asking the right research questions, and interpreting the findings from the data appropriately. Gaur and Gaur (2009: 32) highlight that there are four aspects of questionnaire validity namely, content validity, construct validity, criterion validity as well as face validity.

Sekaran and Bougie (2010: 161) state that the reliability of a measure shows the extent to which it is without bias and hence ensures stable measurement across time and across the various items in the instruments. Denscombe (2008:298) and Schumacher (2010: 64) postulate that reliability refers to the instrument such as a questionnaire and the consistency of scores. The measuring instruments should produce the same results consistently when used repeatedly for research purposes. Moreover, Neuman (2006: 205) highlights that validity and reliability of a measuring instrument can be assessed through pilot testing.

1.9.11 DATA COLLECTION METHODS

A structured questionnaire (Annexure B) will be used to collect the data in this research. The researcher hand delivered the questionnaire with a covering letter (Annexure A) using the personal method of data collection. The researcher collected all completed questionnaires personally within a period of one and half weeks. According to Welman, Kruger and Mitchell (2005: 257) the personal method of data collection ensures a high response rate compared to other methods.

1.9.12 ANALYSIS OF THE DATA

The responses to the close-ended structured quantitative questionnaire (Annexure B) was captured to form a data set. Thereafter the responses was statistically analysed using the latest version of the Statistical Package for Social Sciences (SPSS) version 24.0 for Windows for the appropriate use of statistical tests.

1.9.13 ETHICAL CONSIDERATION

Ethical questions are often linked to such issues as voluntary participation, informed consent, absence of risk or harm, confidentiality and anonymity (Sighleton and Straits 2005: 64). Furthermore, these guidelines help to eliminate any ethical concerns often elevated in survey research. Permission to undertake this research was obtained (Annexure D). In addition, the research instrument does not require the names and identity of the respondents. Furthermore, participation in the study is strictly voluntary and respondents were informed that they could disengage from participating in the study at any stage. In addition, to ensure confidentiality, data collected from the respondents was not shared with anyone.

1.9.14 ANONYMITY AND CONFIDENTIALITY

The covering letter (Annexure A) highlights that participating is voluntary and the respondents had the right to disengage from the study at any time. The names of the respondents did not form part of the questionnaire, thus ensuring confidentiality and anonymity. Anonymity is defined as the concealment of the identities of participants in all official papers resulting from the research whereas confidentiality has to do with who has the right of access to the data delivered by the participants (Denscombe 2008: 341). According to Saunders, Lewis and Thornhill, . (2009: 178) anonymity is important in protecting the identity of the participant and in ensuring respect of a person's right for privacy in correspondence. The researcher conducted the study in a way that guarantees confidentiality and anonymity concerning the reactions of the target respondents. These facets were also strengthened in the covering letter (Annexure A) and attached to the questionnaire (Annexure B).

1.10 ORGANISATION OF THE CHAPTERS

CHAPTER 1 – OVERVIEW OF THE STUDY

This chapter introduces the study and provides an overview of the research problem, the research objectives, the significance of the study, a brief outline of related literature and the research methodology.

CHAPTER 2 – LITERATURE REVIEW

This chapter provides the discussion of the relevant literature. This chapter covers the literature on training and development on job satisfaction by reviewing various secondary sources to build a theoretical framework.

CHAPTER 3 – RESEARCH METHODOLOGY AND DESIGN

In this chapter, the research methodology and design is discussed in detail. The data collection, questionnaire, the use of the survey method and anonymity is further discussed.

CHAPTER 4 – ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

The results from statistical analysis and discussion of the findings are shown in this chapter.

CHAPTER 5 – CONCLUSION AND RECOMMENDATIONS

This final chapter of the dissertation highlights the conclusion and recommendations.

1.11 CONCLUSION

There is a need for implementing effective academic staff training and development at Bulawayo Polytechnic in order to improve job satisfaction of academic staff. This study attempts to define the impact of training and development on job satisfaction of academic staff at Bulawayo Polytechnic in Zimbabwe. The study will provide useful information regarding training and development of academic staff as well as their job satisfaction. This will in turn advance the quality of teaching and learning at Bulawayo Polytechnic. The research will be conducted as a case study of Bulawayo Polytechnic. A quantitative research method with a structured questionnaire was used as a data collection tool at Bulawayo Polytechnic.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The core focus of this chapter is to review the literature and build a theoretical framework relating to training, development and job satisfaction. The models, theories and previous studies on training, development and job satisfaction are explored and evaluated. Education has been a main concern of Zimbabwe since its independence in April 1980 (Garwe 2014: 1). Therefore, it is very important that the academic staff in the education sector be given conditions which satisfy them to work better and deliver a service that is adequate for the development of the country (The Improving Learning and Outcomes in Primary Schools Project report 2010: 12).

2.2 TRAINING AND DEVELOPMENT FOR ACADEMIC STAFF

According to Devi and Shaik (2012: 723) training is a planned learning experience designed to bring about lasting change in an individual's knowledge, attitudes and abilities. Training enhances knowledge and skills and it changes employee attitudes, actions and capabilities in order to improve effectiveness (Divyaranjani and Rajasekar 2014: 110). According to Nischithaa and Rao (2014: 50) employee development consists of the activities and programs that have a significant influence on changing the capabilities of an academic staff to perform his/her duties and increase the individual's potential for future tasks. Obisi (2011: 83) affirms that training involves short term efforts aimed at specific job purposes. Philips (2007: 253) states that development focuses on the long term activities that improve

academic staff performance and personal growth. Ongori and Nzongo (2011: 187) state that training and development have the main aim of ensuring that an institution has the effective workforce to meet the pressure of its dynamic environment. In addition, Swanson and Holton (2009: 226) explain that training and development is a process that has a focal point on academic staff and links them with the institution through knowledge to improve performance and meeting the set goals. Nadeem (2010: 207) states that the survival and sustainability of every institution depends upon the expertise, knowledge and experience of the workforce.

2.2.1 CHALLENGES ASSOCIATED WITH ACADEMIC STAFF TRAINING AND DEVELOPMENT

Atuahene (2009: 9) points out the scarcity of experienced teaching and research academic staff in the higher education sector in Africa as a threat to institutional sustainability and quality of academic programs. In support, Tettey (2010: 5) acknowledges the devastating impact of academic staff shortage on the goals of higher education institutions and their ability to uphold and protect the quality of intellectual life in the African region. According to Mndene (2011: 29) training and development in higher institutions of learning is strained by a myriad of challenges which include lack of support, lack of clear training and development policies, as well as institution cultures that does not promote staff learning and development.

According to Naris and Ukpere (2012: 118) most academic staff training and development programs in the higher education sector are not evaluated appropriately and aligned with the strategic goals of the institutions. Van Dyk, Nel, Leodloff and Haasbroek (2002: 321) states that evaluation of training and development assess whether the objectives of the training were achieved. Similarly, Naris and Ukpere (2012: 11862) explain that for training and development to be effective and improve job performance and job satisfaction, it must be evaluated and incorporated in the strategic objectives of the institution.

Mhlanga (2013: 14) states that the lack of institution support in training and development is a main concern in most higher learning institutions. Naris and Ukpere (2012: 11862) postulate that training and development requires support of all the relevant stakeholders to be effective because it is not a standalone function. Cishe (2014: 275) conducted research about fostering quality learning in higher education through academic staff development and recommended that training and development needed support at institutional, program and individual level to be effective. According to Wilson and Abooki (2014: 36) most higher education institutions face the challenge of lack of adequate funds for training and development. The financial constraints in most developing countries have resulted in government's failure in funding tertiary education to a certain degree (Mhlanga 2013: 124). Government expects institutions to generate more of their income from non-governmental sources such as industry or commerce. The Bulawayo Polytechnic strategic plan (2011: 9) reports that the supply chain of academic staff in Zimbabwe is very low due to the economic turmoil that is affecting the country's budget on training and development.

Amaponsah and Onuoha (2013: 257) cite limited teaching and learning equipment and inadequate human resources as the challenges facing higher institutions in Africa. Most higher education institutions are understaffed and this places pressure on the present staff. This subsequently leads to staff not having sufficient time to further their education. According to Dube and Ngulube (2013: 2) the biggest challenge facing Africa's higher education is that, a large proportion of academics that constitutes extremely qualified, knowledgeable, and productive experts in their disciplines are over 50 years and about to retire. In addition, Skelton, Collins and Savides (2015: 1) state that the challenge is in Africa's older and sizing down population of academics that will soon reach retirement age, hence contributing to skills shortage in the institutions. Filemon (2008: 8) also highlights that retirements and increasing mobility of the workforce leads to loss of knowledge within higher education and this poses a threat to the development of young academic staff.

Mouton, Louw and Strydom (2013: 285) state that the needs of the pool of labour are shifting dramatically and unavoidably impact the higher education sector which supplies labour. The higher education sector is trying to retain people at all level as

they keep filling the bottom, leaving no time and resources to pay attention and develop existing employees (Varghese and Rao 2009: 23). Olufeni (2009: 194) stresses that higher education institutions underrate and devalue the need to develop academic staff. In addition, Centrell, Benton, Thomas, Vey and Kerzel (2011: 2) acknowledge that higher education institutions persist in treating human capital as an expense that has to be cut in difficult times. Robyn and Du Preez (2013: 13) explains that the inadequate remuneration for African academic staff relative to private and public sector that require same level of skills and expertise as the major reason why academics cannot be retained in higher education. This leads to academics leaving the academic profession to more paying jobs in private sector. Furthermore, Tetty (2010: 20) notes the increase in student-staff ratio is exerting copious workload on potential academics and forces those within to leave.

2.2.2 THE IMPORTANCE OF TRAINING AND DEVELOPMENT FOR ACADEMIC STAFF

Higher learning institutions, such as colleges, universities and technical colleges, are labour intensive institutions and they rely on academic staff for the provision of their services (Robyn and Du Preez 2013: 1). According to Kumar (2012: 287) training and development provides both the academic staff and the institution with the benefits that makes the cost and the time a worthwhile investment. Rijdt, Stes, Van der Vleuten, and Dochy (2013: 49) state that academic staff training and development plays a pivotal role in enhancing the quality of teaching and learning in polytechnics. The benefits of training and development include overcoming weaknesses, improvement of the workforce performance, job satisfaction, and academic staff retention as well as career competencies (Johanzeb and Bashir 2013: 248).

2.2.2.1 CAREER COMPETENCIES

According to Johanzeb and Bashir (2013: 248) the academic staff benefits more from training and development. During training and development, academic staff acquire the skills, knowledge and competencies required to perform the job. Skills and knowledge acquired will enable the academic staff to sustain their careers. In addition, Laura (2013: 3) states that employability of academic staff stems from access to education, training and development opportunities and it allows academic staff to attain work and manage change. Furthermore, Johanzeb and Bashir (2013: 248) further explain that having training and development programs enables academic staff to be promoted inside their institution.

2.2.2.2 PERFORMANCE IMPROVEMENT

Battacharyya (2006: 196) postulates that training and development ensures that the human resources are effectively used to improve performance. According to Noe (2008: 51) both the academic staff and institution performance is enhanced by training and development programs. Truitt (2011: 226) further acknowledges that institution development is vital for the attainment of the objectives of any institution. Oliniyan and Ojo (2008: 330) affirm that institutions that train their academic staff, enhance effectiveness, efficiency, quality of work and organisational performance. In addition, the study by Sila (2014: 95) pertaining to the link among training, development and performance in eastern Nyanza province in Kenya, confirmed that training and development has a major influence on the performance of the workforce.

2.2.2.3 JOB SATISFACTION

Ayub and Rafif (2010: 4) state that academic staff's job satisfaction has become a cause of concern for many researchers. According to Costen and Salazar (2011: 274) training and development has the potential to increase job satisfaction as it improves the skills and competencies of the workforce. In the same context, Masood, Ain, Aslam and Rizwan (2014: 103) postulate that training and development allows academic staff to have self confidence in their jobs, career advancement opportunities, have a feeling that the institution is investing in them and as a result job satisfaction increases. Hanaysha and Tahir (2015: 272) conducted research on the effects of academic staff empowerment, teamwork and employee training on job satisfaction in the higher education sector in Malaysia. Their findings revealed that training and development had a high effect on job satisfaction. In addition, Han, Trinkoff, Storr, Lenner and Gatrell (2014: 1135) state that job satisfaction is connected with training and development that focuses on the work life skills. Thus the researcher assess training and development as a strategic tool for enhancing job satisfaction.

2.2.2.3 ACADEMIC STAFF RETENTION

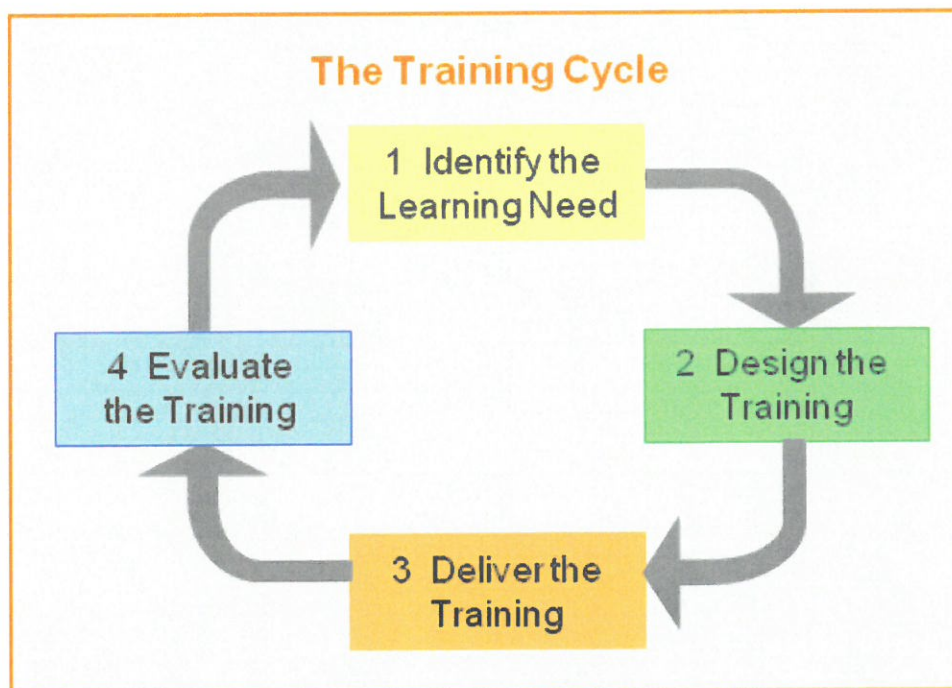
According to Neo (2008: 51) training and development enables the organisation to reduce turnover by retaining its most valued academic staff. Anis, Rehman, Nasir and Safwan (2011: 2684) concur that training and development is an important tool for academic staff retention. Johanzeb and Bashir (2013: 250) state that effective training and development can help the organisation to retain the most experienced academic staff that are valuable. According to Ramlall (2005: 58) workers desire to be employed in the institutions that provide challenging jobs, offers new training

opportunities, self-actualisation based on accomplishment and tested interest in a certain field.

2.2.3 TRAINING AND DEVELOPMENT PROCESS

According to Kulkarni (2013: 139) training and development should be conducted in a systematic process for it to be effective. There are four essential steps to training and development: identifying training needs, formulating of training programs, implementation of training programs and reviewing of training programs (Caple and Buckley 2010: 18). Figure 2.1 shows the four phases of a training and development process.

Figure 2.1 Training and development process



Source: Caple, J and Buckley, R (2010:18). Adapted.

2.2.3.1 Identifying training and development needs

As illustrated in Figure 2.1, the first step in the training and development process is identifying training needs. According to Messener (2009: 45) training needs is the discrepancy that arises whenever the actual performance differs from the desired performance. Kandlbinder (2003: 217) states that training and development needs arise when a change in the current performance can lead to desired performance. The training and development needs can be identified by analysing training needs. According to Lane (2014: 233) analysis of training needs is an investigation into whether training within the organisation can solve performance related problems or achieve the desired performance. Rosette (2016: 213) states that training needs analysis encompasses two kinds of activities namely, gap analysis and cause analysis. The gap analysis focuses on identifying gaps between current and expected performance whereas the cause analysis is concerned with identifying the reasons for the gap (Rosette 2016: 213). Papadopoulos (2015: 317) identified the approaches to training needs analysis which are organisational assessment, the job and the individual concerned.

According to Nel, Werner, Poisat, Sono, Du Plessis and Ngalo (2011: 373) organisational assessments consider training within the context of the rest of the organisation. Mathis and Jackson (2005: 221) postulate that the primary implications of the organisation's strategies for the organisation's training efforts is to emphasise the need for the training programs to support the organisation's strategy. Organisational training needs assessment can be done by identifying knowledge, skills and abilities that will be required in the future as both jobs and the organisation changes (Nel, et al., 2011: 373). According to Teferra and Altabach (2014: 21) Africa's higher education institutions are facing impediments in delivering services required for the advancement of the continent. Atuahene (2009: 9) points out the scarcity of experienced teaching and research academic staff in African tertiary education institutions as a threat to institutional sustainability and quality of academic programs. Demchig (2014: 3654) asserts that higher education institutions are involved in the business of creating and dissemination of knowledge as well as

developing the human capital of the nation. Therefore, tertiary education institutions are not immune to the effects of the fast changing and intricate environment that requires institutions to optimise their staff through training and development for long term survival and sustainability (Demchig 2014: 3654).

According to Dessler (2014: 188) individual needs analysis focuses on the individual and how they perform their jobs. Training and development can only be conducted when the academic staff receive training and development have been identified, their current skills and knowledge levels has been assessed in order to determine the range of skill and knowledge to be acquired (Nel, *et al.* 2011: 373). The difference between current and required performance forms the training gap and therefore the need for training. Furthermore, Dessler (2014: 188) explains that job needs analysis determines the specific skills that the job requires. In addition, the purpose of job needs analysis is to determine if the job is of importance to an institution and whether training is to be executed. Once the training and development needs have been identified, training objectives and priorities are then set. According to Kirstern (2011: 16) the process of establishing training and development objectives is achieved through identifying the gap between where an institution wants to be and where it is currently.

2.2.3.2 Training and development design

As shown in Figure 2.1, once training and development needs have been identified, the next phase is designing the training and development programs that address the needs. Griffin (2007: 128) states that training and development must be designed in alignment with the needs of the institution as well as academic staff. According to Sypniewska (2012: 45) training and development must be designed in such a way that it maximises the transfer of knowledge, skills and abilities. According to Rahman (2015: 325) there are many theories that are used during the training and development stage, however, the Gagne-Briggs theory is mainly used.

2.2.3.2.1 Gagne-Briggs theory

The Gagne-Briggs theory of training and development design provides nine sets of instructional design events that enhance the learning of individuals during training and development programmes (Rahman 2015: 325). The Gagne-Briggs theory is a prescriptive theory that describes not only how to create instruction for all domains of learning, but how to determine the training content (Blanchard and Thacker 2010: 250). Moreover, Al-Shammari, Elgazzar and Nouby (2015: 42) state that the instructional practice is the association between nine instructional events that can be designed in the individual's environment and nine learning events take place in the trainee's mind. The Gagne-Briggs events of instructional design are shown in Figure 2.2 below.

Figure 2.2 The nine events of instructional design



Source: Rahman, M. (2015: 328). Adapted.

Figure 2.2 shows the nine instructional events that should be followed when designing training and development programs. According to Rahman (2015: 325) designers should design the training and development environment according to the nine instructional events as course of action in any of the training and development programs and the proposed results will be more likely to take place in the trainee's mind as an outcome. As indicated in Figure 2.2 above, Thacker and Blanchard (2010: 251) state that the training and development program should capture the attention of the trainees and this ensures that the learners are ready to learn. In addition, the trainees must understand the reason why they are being trained and developed, and this can be ensured by explaining the training objectives (Beebe,

Mottet and David 2012: 225). Moreover, Figure 2.2 illustrates that the trainees must be allowed to relate their past experience with what they are learning. According to Azulay (2012: 200), training and development content must be delivered in the most effective and efficient way. Furthermore, the individuals undergoing training and development must be assessed to ensure that they develop expertise and assist them in implementing it (Beebe 2012: 204). The most important aspect of learning is the availability of training resources and support to assist the trainees to acquire knowledge and skills (Emerson and Stewart 2011: 170). The program must ensure that the training and development facilitator provides feedback on trainee's performance. The nine events of instruction assist facilitators to build a framework to prepare and deliver the training content. However, the theory does not place much emphasis on the pretesting of training and development events, innovative approaches and usage of technology in training and development (Rahman 2015: 325).

2.2.3.3 Training and development delivery

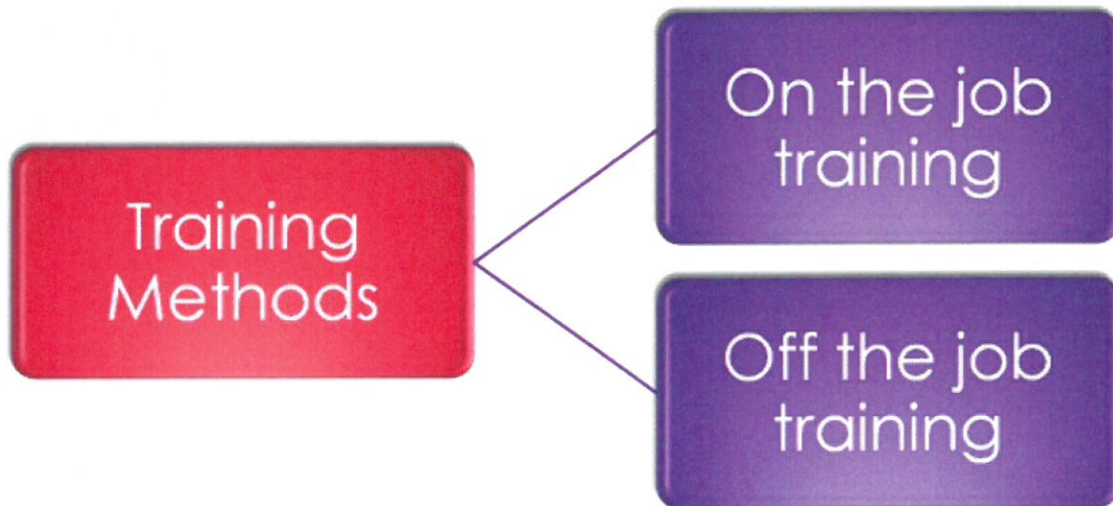
As shown in Figure 2.1 above, once the training and development programs have been designed, the platform is open for delivery and implementation to take place. According to Dessler (2014: 192) training and development delivery means actually conducting the training and development. Kirsten (2011: 27) states that a pilot test determines the gaps that still need to be filled as well as gives the trainer time to make changes that encompass whatever had been omitted in the initial training design program. According to Craig (2007: 57) there are different types of training that are provided by institutions and these include:

- **Interpersonal skills:** The training encompasses leadership, coaching, communication skills, conflict resolution, team building, cultural awareness, customer service and diversity.

- Technical: Product training and knowledge, sales process, information technology and computer applications.
- Business finance: Marketing, lean manufacturing, quality, strategic planning, and organisational culture.
- Obligatory: Safety, health and sexual harassment.
- Performance management: Any training designed to help an employee improve his/her work performance.
- Problem solving: Defining problems, assessing causation, creativity in developing alternatives, analyzing alternatives as well as selecting solutions.
- Personal: Career planning, time management, wellness, personal finance or money management and public speaking.

According to Jackson, Schuler and Werner (2008: 291) many different formats can be used to deliver training and development activities. The choice about the format can be constrained by the type of learning, cost and time considerations (Jackson, *et al.*, 2008: 292). According to Blanchard and Thacker (2010: 209), there are two ways in which training and development can be divided, namely, cognitive and behavioral approaches. Erasmus, Leodolff, Mda and Nel (2007: 160) define cognitive methods as those that are focused on learning that relates to recalling facts as well as developing cognitive skills. Behavioural approaches are however explained as being those that focus on the employee's behaviour and are suitable for attitudinal change (Alipour, Salchi and Shahnavaz 2009: 64). In this regard, there are various ways to conduct academic staff training and development. Academic staff training and development can occur either within or outside the institution and can be either formal or informal so as to improve knowledge and skills (Mizell 2010: 19). As shown in Figure 2.3, there are two types of training methods. According to Shava (2015: 12) the types of academic staff training and development can be categorised into on-the-job training and of-the-job training.

Figure 2.3 Training and development methods



Source: Surbhi, S. (2015: 1). Adapted.

2.2.3.3.1 ON-THE-JOB TRAINING AND DEVELOPMENT METHODS

As indicated in Figure 2.3, the first method of training is on-the-job training. According to Cheng and Tam (2010: 170) on-the-job training and development programs are usually undertaken with new or inexperienced workers who are provided with knowledge and skills specific to the task they are required to do. Shava (2015: 12) states that on-the-job training methods include:

- Coaching: According to Dawson (2014: 1), coaching is a more personal approach to training and development in that the coach provides the requisite support to individuals while focusing on the unique needs of that individual. Jackson (2009: 296) states that effective coaching programs assists academic staff to change themselves and in the process change their institution. Blanchard and Thacker (2010: 248) postulate that coaching is

usually directed at individuals with knowledge, skills and ability deficiencies and can be used as a motivational tool for good performance.

- Mentoring: Mentoring is a process that is different from that of coaching in that a coach is more focused on the person rather than the job itself (Harris, 2013: 56). A mentor is an experienced and trusted advisor to the mentee and may be formally assigned or an employee may personally select who he/she wants to be mentored by (Blanchard and Thacker 2010: 249). According to the Bulawayo Polytechnic strategic plan (2012: 43) mentoring programs are initiated for administrative staff only, to enhance institution effectiveness.
- Workshops: Rahman, Jumani, Akhter and Ajmal (2011: 152) postulate that a workshop is a period of discussion and practical work on particular topic, issue or technical aspect of the job. According to Robert (2005: 5) a workshop is an interactive training where the academic staff undergo a number of training activities. Rahma, *et al.* (2011: 152) state that general workshops and closed workshops are the two categories of workshops. A general workshop is for all academic staff and a closed workshop addresses the training needs of a particular group of academic staff (Robert 2005: 12).
- Induction: Arachchige (2014: 7) defines induction as a systematic process of placing the new academic staff to work by allowing them to adjust to the work environment in less time. According to Nag (2012: 1) induction training is the first training that a new employee receives after joining the institution. Furthermore, induction allows the organisation to introduce the values, norms and work ethics (Arachchige 2014: 7). In the same context, Nag (2012: 1) states that induction is necessary for both the institution and academic staff because it reduces the costs in terms of start-up time, reduce turnover and academic staff anxiety as well as providing valuable information to academic staff.
- Job rotation: According to Alipour and Shahnavaz (2009: 65) job rotation is the organised migration of personnel from one job to the other job, or from one project to the other project inside an institution. In addition, Alipour and

Shahnavaz (2009: 65) state that job rotation enables various different human resources objectives to be achieved (for instance, staffing jobs, orienting new academic staff, preventing job boredom or burnout, rewarding employees, enhancing career development, exposing academic staff to different environments). Job rotation ensures that an organisation has a flexible workforce that can perform a wide range of activities from different departments (Tripathi and Chaurisia 2014: 94). Through job rotation, staff develop a holistic understanding of an institution.

2.2.3.3.2 OFF-THE-JOB TRAINING AND DEVELOPMENT METHODS

Figure 2.3 above illustrates that off-the-job training and development is another training method that an institution can adopt. According to Surbhi (2015: 1) off-the-job training involves training and developing the workforce at places other than their workstation. Cheng and Tam (2010: 170) state that off-the-job training and development also entails certification of the program undertaken. Ivancevich and Konopaske (2013: 410) postulate that off-the-job training and development is theoretical in nature where learners have no active participation but learn by acquiring knowledge, its expensive and it disrupts work as learners have to be away from their working stations. Surbhi (2015: 1) states that lectures, role plays, case studies and simulations are some of the techniques that employees undergo during off-the-job technique.

- Lectures: According to Ivancevich and Konospake (2013: 410) lectures are the common and most frequently used method. Lectures involve trainers who address and involve the trainee in a discussion of the material to be learned (Ivancevich and Konospake 2013: 410). Miri (2013: 230) states that lectures give the trainees the theoretical aspect of their jobs. In addition, a lecture creates understanding of the job and it influences behaviour and attitudes.

- Case studies: Case studies allow the trainees to apply known concepts, theories, models and ideologies. In addition, case studies enables the learners to reflect on the situations and complex problems they face at work and when making decisions (Ongori and Nzozo 2011: 189).
- Role plays: This is when each trainee is given a role to play. The information relating to the role, concerns, responsibilities and emotions is outlined to the learners (Kulkarni 2013: 139). An explanation of the problem that each trainee will face is then provided.
- Games and simulations: The games and simulations that are used in training and development are challenging, have strict rules and interactivity, hence are considered effective tools for training and development (Miri2013: 234). Blanchard and Thacker (2010: 249) state that training and development games are exercises in which academic staff compete according to the set rules and simulations are about imitating how the events or process occurs in a real situation.
- Computer based training and development: According to Nischithaa and Rao (2014: 53) the changing technologies, introduction of the digital world and the demand for knowledge, have increased over the years and it requires organisations to introduce e-learning. Moore, Dickson-Deane and Galyen (2011: 130) state that computer based training covers content and instruction methods delivered via internet, intranet, audio and video tape, satellite broadcast and television.

2.2.3.4 Evaluate the training and development needs

According to Van Dyk- *et al* (2002: 321) evaluation is about trying to assess whether training and development is achieving the desired objectives that were set out before the commencement of the training programme. The evaluation phase of the training

cycle is meant to acquire information that will be helpful in improving the training program and to determine whether or not a training program has achieved what it set out to achieve (Craig 2012: 315). Training and development evaluation allows for informed decisions pertaining to training and development to be effective and includes changes that need to be made, what to retain and what to improve on (Ivancevich and Konopaske 2013: 422). According to Karim, Huda and Khan (2012: 144) training and development evaluation is important and serves the purpose of:

- Making decisions regarding the performance of academic staff.
- Making decisions on improvements to be made regarding training methods and content.
- Determining whether the training objectives were achieved and provide feedback to relevant stakeholders.

Training and development evaluation should be conducted in an effective manner because the results obtained therein will be used by management in decision-making. Van Dyk, Nel, Leodolff and Haasbroek (2002: 226) state that evaluation is a critical component of training and development as it ascertains whether the programs had the desired effect at individual, department and organisational level. Futhermore, Van Dyk, *et al.* (2002: 226) state that evaluation completes the training and development cycle and it has the crucial role of quality control of the cycle. According to Erasmus and Van Dyk (2005: 248) there are two main types of training and development evaluation namely:

- Formative evaluation is concerned with the decisions, while the instructional design is being developed and the training materials produced. The main aspect of formative evaluation is to control training and development performance and to remedy the training process. The purpose of formative evaluation is to ensure the quality of the training materials and methods (Erasmus and Van Dyke 2005: 248).
- Summative evaluation is directed at the final examination of a specific training and development program. Van Dyke, *et al.* (2002: 229) state that summative

evaluation deals with issues such as effectiveness of a specific training course, logistics and expenses. This type of evaluation takes place after training in a certain course has been completed and has a format in which the trainee undergoes an examination.

There are different types of models used to evaluate training. One of the most common training evaluation models used is the Kirkpatrick model (Coetzee, Botha, Kiley and Truman 2010: 453). According to Kirkpatrick and Kickpatrick (2006: 21) the Kirkpatrick's model has four levels which are reaction, learning, behaviour and results. The levels can be summarised as shown in Figure 2.4 below.

Figure 2.4 Kirkpatrick's four level training and development evaluation model



Source: Laura (2012: 287). Adapted.

Figure 2.4 above shows the Kirkpatrick's training and development evaluation model. The stages in the model are outlined below:

- Reaction - when evaluation is done at this level it measures the reaction of the individuals participating in the training.
- Learning - this measures the degree to which participants improve their knowledge and skills as well as their attitudes after attending the training and development program.
- Behaviour – this measures the degree to which an individual's behaviour changes, due to their participation in the training program.
- Results – this relates to the results obtained based on an individual attending a training program, for example, an increase in productivity and a reduction in company bottlenecks as well as better quality products, and a reduction in the number and frequency of accidents (Kirkpatrick and Kickpatrick 2006: 21).

According to Kirkpatric and Kirkpatric (2006: 22) training and development can also be evaluated by measuring the return on investment made on training and development. Coetze, *et al.* (2010: 159) postulate that return on investment in training is defined as the amount of financial returns gained by the institution over a particular period as a result of the investment made into a particular training programme. Return on investment is used to measure the impact of training on certain higher education aspects such as productivity, costs, turnover, marketing as well as absenteeism (Caple and Buckley 2010: 255). Measuring return on investment in training has become a buzz in the global arena as institutions become more concerned about ways in which to measure the results of training. Training is usually viewed as being costly to the institution and therefore, management seeks to avoid it at all costs. Management needs to be convinced beyond reasonable doubt that there will be benefits accrued from the training program (Caple and Buckley 2010: 255).

2.3 JOB SATISFACTION AMONG ACADEMICS IN HIGHER EDUCATION

Malik (2011: 18) states that being able to recognise how academics remain committed to their institution and the extent to which a variety of factors and their satisfaction is something that depends upon the institution. According to Bholane and Suryawanshi (2015: 118) university lecturers are currently facing many challenges in education and society which affects their levels of job satisfaction. In addition, high job satisfaction in higher education institutions can improve the enthusiasm of the staff and is beneficial to the success and progress of the institution. According to Gamboa, Garcia-Suaza and Rodriguez-Acosta (2011: 127) job satisfaction has also received considerable attention in academic research as a consequence of the complex relationships within competing spheres such as work, family leisure and social network. In support, it is crucial to satisfy the needs and support the increasing number of academic staff in a university in order for them to deliver the best service for the university (Che-Nawi, Ismali, Ibrahim, Raston, Zamzmir and Jaini 2016: 149). Ayranci (2011: 89) states that job satisfaction highlights the academics happiness gained through work and work-related factors. However, job satisfaction of academics progressively increases with rank, with full professors exhibiting greater job satisfaction than junior academic staff members (Byrne, Chaughtai, Flood and Willis 2012: 156). Eyupoglu and Saner (2009: 685) argue that academic job satisfaction does not increase with rank but with level of satisfaction, engagement and commitment of employees within the institution. In support, academic staff job satisfaction influences academic staff commitment and performance (Ahmad and Abdurahman 2015: 253).

Furthermore, one of the influential factors in higher education is job satisfaction (Noordin 2009: 162). According to Prando (2009: 18) institution job satisfaction is vital to the institution because it enhances customer satisfaction and higher quality education due to more competent staff. Zeinabadi (2010: 998) states that job satisfaction and institution commitment are antecedents of institution citizenship behavior of academic staff. Therefore, increasing the job satisfaction of the

academic staff is the only way to enhance the service quality of the educational institutions (Tai and Chuang 2014: 58). Moreover, job satisfaction is an important factor that should be determined in each institution and the existence of this positive feeling is very crucial among academic staff (Dawal and Taha 2006: 15). Job satisfaction is one of the major institution factors that has an effective role on academic staff attitudes at university (Strydom 2011: 41). Hence, job satisfaction of academic staff in higher education institutions is important because it influences their motivation and performance that is essential in delivering quality educational services (Tai and Chuang 2014: 58).

2.3.1 FACTORS AFFECTING ACADEMIC STAFF JOB SATISFACTION IN HIGHER EDUCATION

According to Singh (2015: 366) the source of job satisfaction is not only the job but it also emanates from the business environment, government policies, working environment, supervision style, interpersonal relationship and institution culture. Klassen, Usher and Bong (2010: 470) state that promotion, pay, supervisory support, team cohesion and the job requirements itself are the prime factors of job satisfaction in higher education environment. In support, Noordin and Jusoff (2009: 133) postulate that salary is one of the most important conditions amongst Malaysian academic staff members for their job satisfaction and performance.

Moreover, job satisfaction of the academic staff is also greatly influenced by sub factors such as leadership, collegial and student relationship, as well as climate and culture of the university (Vuong and Duong 2013: 21). In addition, Colakoglu and Atabay (2014: 187) state that factors that influence job satisfaction can be divided into three groups, namely; internal, external and personal factors:

- Internal factors involve the principal features of the job. These factors include diversity of skills required for the job, job identification, implication of the job, self-government awarded to the employee when the job is done and feedback

on performance (Ceyhun and Ozaydin 2009: 53). For example, if the job fulfills those requirements, the academic staff will feel greater satisfaction and take responsibility.

- External factors are related to conditions such as pay, physical working conditions, promotion conditions, relations with superiors and peers, creativity, occupational safety, institution culture and institution structure (Colakoglu and Atabay 2014: 190).
- Personal factors involve demographics (gender, age, terms of office and education level) and qualifications such as personality, incentive, knowledge and skills (Ceyhun and Ozaydin 2009: 49).

2.3.2 DIMENSIONS OF JOB SATISFACTION

Job satisfaction includes intrinsic and extrinsic dimensions (Pan, Shen, Liu, Yang and Wang 2015: 12762). Pan, Shen, Liu, Yang and Wang (2015: 12764) state that intrinsic job satisfaction refers to how people feel about the nature of the job tasks such as work activity, ability utilisation and sense of achievement. Moreover, extrinsic job satisfaction refers to how people feel about aspects of the working situation that are external to the job tasks or work itself such as working policies, human relations and work compensation. A study on job satisfaction of university academics in Uganda, Ssesanga and Garrett (2005: 50) found nine dimensions to measure academics job satisfaction. These dimensions include teaching, research remuneration and supervision, opportunities for promotion, coworker's behavior, working conditions, governance, and the job itself. Moreover, a study of private universities in China, Chen, Yang, Shiau and Wang (2006: 490) explored six determinants that influence the academics' job satisfaction in private universities of China, namely, institution vision, knowledge of results and motivation, management system, working condition, pay and benefits. According to Ssesanga and Garrett

(2005: 50) these determinants have a strong relationship with academic staff job satisfaction.

2.3.3 IMPORTANCE OF JOB SATISFACTION TO ACADEMICS

Low levels of job satisfaction in any university leads to various difficulties among academic staff (Mustafa 2013: 64). In support, job-related issues that employees can be dissatisfied about includes the lack of provision of training and development for staff members (Ucho, Mkavga and Onyish 2012: 378). According to Mustafa (2013: 64) the role of satisfied academic staff is vital in promoting and producing excellent graduates. The driving force behind the importance of job satisfaction is that it has positive consequences for institutions. Aziri (2011: 156) explained that job satisfaction is a combination of positive and negative feelings of staff toward their job and show different reactions at work environment. Additionally, each element of job satisfaction be it work, coworker, pay, supervision and promotion supports staff needs and should be improved by the university (Gebremichael and Rao-Prasada 2013: 56). Thus, the university should be aware about the factors that satisfy staff and increase the level of their job satisfaction (Aziri 2011: 156). Since, efficiency and effectiveness of workers within the enterprise is largely dependent on workers' job satisfaction level (Colakoglu and Ozaydin 2014: 187).

2.3.4 CHALLENGES ASSOCIATED WITH JOB SATISFACTION

Aziri (2011: 253) states that the significance of job satisfaction can also be seen through the negative consequences that might result from not being satisfied in the job. Hence, the health of an educational institution, especially a university, depends on factors such as job satisfaction of staff (Mwhrad, Hamsan, Redzuan and Abdulllah 2015: 573). In fact, the importance of job satisfaction among academic staff highlights positive and negative staff's attitudes toward their job and some factors such as efficiency, productivity, relationship between academic staff,

absenteeism and burnout, derived from different levels of job satisfaction (Mwhrad, Hamsan, Redzuan and Abdullallah 2015: 573).

2.3.4.1 PRODUCTIVITY

Saleem, Shahid and Naseem (2011: 2245) state that training and development programs enhance job satisfaction and academic staff productivity since these programs equip academic staff with the skills they need to do their job efficiently. High productivity and efficiency have always been the goals of an institution. Thus, job satisfaction is a key factor of productivity in a workplace (Lin 2012: 45). Job satisfaction is a worker's sense of achievement and success in the job and it is commonly perceived to be directly related to productivity as well as to personal well-being (Aziri 2011: 83). Furthermore, job satisfaction is interconnected to the feelings that that individual has about his job, and academic staff that express high satisfaction in their job, are likely to be extra productive (Qasim and Syed 2012: 17).

Moreover, the presence of job satisfaction is required in any institution and has a direct link with work outcomes (Khalifa and Troung 2010: 148). Moreover, Al-Smadi and Oblan (2015: 118) affirm that job satisfaction contributes to increased productivity in achieving the strategic objectives of the institution. Additionally, job satisfaction increases productivity, while job dissatisfaction will decrease the productivity and performance of the academic staff (Colakoglu and Ozaydin 2014: 187). In support, when the feelings of satisfaction occur among staff, it will contribute to staff being more productive and tenure their service (Sathapparaj and Alam 2005: 82). Thus, at an institution level, there is a solid correlation between job satisfaction and productivity (Robbins, Odendaal and Roodt 2003: 643).

2.3.4.2 STAFF TURNOVER

Staff turnover is one of the unpleasant outcomes that an institute might face when their personnel are not satisfied with their professions (AL-Hinai 2013: 15). According

to Kazi and Zedah (2011: 990) academic staff turnover is initiated by the factors that are outside of management control for instance death of an academic staff and other factors experienced by academic staff in due cause of achieving personal fulfilment and job satisfaction. McShane and Glinow (2005: 37) state that the main cause of academic staff turnover is job satisfaction and if the levels of job satisfaction are constantly low, academic staff are more likely to leave their jobs. Therefore, job satisfaction is one of the main industrial factors that relate to staffs' performance and increase the level of their actions and attendance at the institution (Olorunsola 2012: 179).

In addition, dissatisfied academic staff are more likely to leave the institution, and as a result, the remaining academic staff may engage in counterproductive activities such as low-quality service and poor results (Bula 2012: 112). Other factors such as poor workforce rules, poor staffing guidelines, poor managerial practices and poor complaint processes contribute to high labour turnover (Mrope and Garcia 2014: 13). Mrope and Garcia (2014:13) affirm that the improper management practices and policies, unsystematic recruitment of staff, irregular promotions of employees and inadequate grievance procedures, result in increased academic staff turnover. In addition, Bula (2012: 112) states that in the study of labour turnover in a sugar industry in Kenya, salary was a main influence causing staff turnover. However, Assey (2009: 132) states that when jobs are plentiful, job satisfaction is a prominent concern in turnover decisions and academic staff leave the institution due to lack or inefficient or formal and precise academic staff retention strategies.

2.3.4.3 ABSENTEEISM

According to Talat, Zulifqar, Ishfaq, Ashfaq, Muhammad and Saher-Khushi (2012: 42) low job satisfaction increases the absenteeism rate. Thus, when satisfaction is high, absenteeism tends to be low (Robbins 2002: 253). Nelson and Quick (2008: 74) state that people who are dissatisfied with their jobs are absent more frequently and the type of dissatisfaction that most often leads employees to miss work is dissatisfaction with the work itself. Job dissatisfaction of university academics is

caused by teaching and research related items such as lack of multi-skills and learning support material. Contrary to this, the findings of a study undertaken by Johns (1996), found the association between job satisfaction and absenteeism to be moderate (Robbins 2002: 342). Dickey, Watson and Zangelidis (2011: 623) warn that job satisfaction and training opportunities are the most important determinants of the workers' intentions to quit and absent themselves from the workplace. However, high absenteeism in the workplace may be indicative of poor morale, but other absences can also be caused by workplace hazards (Thirulogsundaram and Sahu 2014: 65).

2.3.5 STRATEGIES THAT CAN BE USED TO FOSTER JOB SATISFACTION IN INSTITUTIONS OF HIGHER EDUCATION

Job related elements like pay, promotional opportunities, supervision, relationship with co-workers, job security and some demographic questions could be used to measure the job satisfaction levels of academic staff (Khalid, Irshad and Mahmood 2012: 135). In addition, Maertz and Griffeth (2010: 342) state that in a theoretical exposition reported, eight motivational factors for job satisfaction were identified which comprises of competitive salary, job autonomy, good supervision and interpersonal relationships, training and development opportunities, better working conditions and job security. Thus, some of the strategies used to improve or ensure job satisfaction of academics are explained below.

2.3.5.1 EMPLOYEE REWARD AND RECOGNITION PROGRAMS

Hagos and Abrha (2015: 4) state that rewards like the earnings of the job, incentive payments, promotion, appreciation, and opportunities for progress could lead to

increased job satisfaction. In support, employee rewards and recognition provide opportunities for personal growth, more responsibilities and increased social status. Providing the primary and main needs of staff is entirely necessary and the university should carry out this great organisational responsibility (Lamprey, Boateng and Antwi 2013: 23). Moreover, Ghaffar, Ameer, Arshad and Urooj (2013: 64) postulate that job satisfaction is usually experienced by academics when they have proficiency, value, and recognition. In addition, according to Ahsan (2009: 216) by appreciating the staffs' needs and providing them with a convenient state can lead to job satisfaction. Mustapha (2013: 246) states that academic staff rewards systems play an important role in determining academic staffs' level of job satisfaction.

2.3.5.2 PROMOTION AND GOOD SALARY PACKAGES

A study by Saba and Zafar (2013: 154) revealed that appropriate compensation, equivalent promotion opportunities and the work itself have an impact on public and private university academics' job satisfaction in Pakistan. Hence, promotion refers to upward movement in current job leading to greater responsibilities, higher status and better salary (Araya and Haiyan 2015: 97). Academic staff that believe that promotion is possible in the near future tend to have higher job satisfaction and their intension to quit their job is low (Kosteas 2011: 180). According to Adeel, Khan, Danial and Ahmad (2011: 13) job satisfaction for university academics have an influence in terms of compensation or pay that is given to each employee. Heathfield (2012: 132) states that salary is a fixed amount of money or compensation paid to an employee by an employer in exchange for a productive work performed. In support, job satisfaction is increased when income is greater than predicted income in the education sector (Bender and Heywood 2006: 213). Amzat and Idris (2010: 650) state that academic staff that receive low salaries usually cause serious upheavals, with regard to job satisfaction, across the world.

According to Noordin and Jusoff (2009: 31) salary, status and age affect academic staff job satisfaction in Malaysian universities. A study conducted by Chamanikire, Mutandwa, Gadzirayi, Muzondo and Mutandwa (2007: 168) revealed that a large proportion of the academic professionals working in tertiary institutions in Zimbabwe are not satisfied with their jobs because of their salaries. Moreover, reasons for dissatisfaction are high volume of work and inadequate salary packages (Dwamah and Gyasi-Boadu 2015: 541). Furthermore, salary and other fringe benefits should also be noted as secondary factors to enhance job satisfaction (Brittler and Thabet 2015: 67). A study by Rahman and Parveen (2006: 264) revealed that academics of both public and private universities in Bangladesh showed dissatisfaction when they lacked the opportunity of fair promotion.

2.3.5.3 ACADEMIC STAFF ENGAGEMENT

A study conducted by Imam and Shafique (2014: 432) revealed that academic staff engagement has a positive impact on the job satisfaction. Academic staff engagement reflects the commitment and attachment of an employee towards his work in an attempt to increase pass rate (Sundaray 2011: 53). This is because engagement entails higher productivity at workplace that ultimately could lead to satisfying behaviour based on the achievements (Hanaysha 2016: 133). Nowack (2011: 132) postulates that academic engagement plays an important role in affecting job satisfaction and employee retention. Thus, engaged academic staff as those who are involved and feel enthusiastic in their works in which they develop higher degree of satisfaction (Roker 2011: 131). Dave and Ravel (2014: 220) state that the most important individual factors in job satisfaction of academics are engagement in development and training programs and cooperation with colleagues.

The most important institutional factors are equipment and appropriate environmental conditions, rewards and incentives, security, job stability, clear institutional objectives and policies and participation in decision-making (Maharjan

2012: 48). According to Kamalanabhan, Prakash and Mayuri (2009: 768) engaged employees tend to stay within their institutions longer and continually find smarter more effective ways to add value to them. However, Echols (2005: 318) warns that in order to increase academic staff engagement, managers have to give significant attention to the skills, knowledge and talent of their employees.

2.3.5.4 WORK-LIFE BALANCE

According to Beardwell and Claydon (2010: 149) the declining job satisfaction over workload and hours during the 1990s has led to a growing demand for an improved balance between work and non-work aspects of life among workers. Noor (2011: 246) states that balancing work and personal life roles has always been an important issue and concern for academic staff at higher education institutions globally. Work-life balance is the degree to which academic staff are able to simultaneously balance the temporal, emotional and behavioral demands of both paid work and family responsibilities (Hammig and Bauer 2009: 90). Iqan-lazar (2010: 7) affirms that a successful balance between work and non-work roles is beneficial for both academic staff and the institution at large. Work-life balance is the phenomenon of striking an ideal balance between the professional life of an individual and their personal life with all of their respective associations (Clark 2000: 763). Felicity Asiedu-Appiah (2013: 13) argues that work-life balance is important in enhancing job satisfaction and academic staff performance at work and home. Employees feel more satisfaction with their work and family when they enjoy the benefits of work-life balance programs provided by their employers (Arif and Farooqi 2014: 26).

According to Noor (2011: 6), academic staff are happy to work in an institution that helps them to balance between the needs of personal and the needs of work-life. Moreover, workers who enjoy and are satisfied with their work tend to have high quality work-life, whereas the converse is true for those who do not enjoy their work (Subrananian and Saravanan 2012: 120). According to Martins and Coetzee (2007: 43) academic staff job satisfaction and institutions culture are affected by how an academic staffs needs and objectives are integrated with the needs and objectives of

the institution, work-life balance practices and physical work environment. Work-life balance is an essential requirement for academic staff job satisfaction and the institution as it improves the quality of life for everyone (Sushil 2014: 242).

Absence of work-life balance, lack of opportunities, work environment, lack of encouragement and lack of recognition may lead to stress which ultimately causes dissatisfaction, burnout and increased turnover rate within the organisation (Ahmadi and Alireza 2010: 74). Additionally, increased freedom and flexibility of academicians have a greater significance on job satisfaction (Bender and Heywood 2006: 36). For instance, a positive and healthy academic staff oriented culture translates into increased job satisfaction and productivity while work-life imbalance causes relationship degradation and job dissatisfaction for employees because working too much may cause an employee to miss family interactions as well as important events (Yadav and Dabhade 2014: 182). The academic profession is one of the most stressful occupations and these multiple work roles of university academics increase working hours and influence their perceived personal work-life balance such as job satisfaction and physical health. Shahid, Amdan, Alwi, Syazreena and Hassan 2016: 500). Moreover, work-life balance is not just about finding ways of combining work with the need to care for children or older relatives but it is a broader issue that deals with conflicting demands and concerns of workers who are under work pressure (Beardwell and Claydon 2010: 149). Green (2013: 34) notes that nowadays work is encroaching on other aspects of life, restricting the time available for non-work activities and subjecting academic staff to increased time pressures.

2.3.5.5 JOB SATISFACTION THROUGH JOB ENLARGEMENT AND JOB ENRICHMENT

An important determinant of employees' behavior at work is job enlargement (Raza and Nawaz 2011: 270). Job enlargement is defined as "assigning workers additional same level activities, thus increasing the number of activities they perform" (Dessler 2005: 138). However, in the long run, job enlargement leads to decrease in social interaction and increase in workload, therefore decreasing motivation, job satisfaction and commitment of the employee (Raza and Nawaz 2011: 269).

2.3.6 INSTRUMENTS USED FOR MEASURING JOB SATISFACTION

Spagnoli, Caetano and Santos (2012: 154) state that one of the greatest difficulties in assessing job satisfaction is that it is possible to be satisfied with some aspects of a job and at the same time be dissatisfied with others. For instance, the instruments most used to measure job satisfaction are the Job Descriptive Index (JDI), the Minnesota Satisfaction Questionnaire (MSQ) and The Job Diagnostic Survey (JDS) (O'Meara, Garcia and Gomez 2014: 75). Among these scales, the Job Description Index is considered the most carefully constructed and most widely used and popular measure of job satisfaction (Abubakar and Musa 2015: 2). Smith, Kendall and Hulin (1969) developed Job Descriptive Index (JDI) and Weiss, Dawis, Engliand and Lofquist (1967) developed the Minnesota Satisfaction Questionnaire (MSQ) (Spector 2000: 34). However, Al-Rubaish, Abdul-Rahim, Abumadini and Wosornu (2011: 6) found that most of these instruments to measure employee job satisfaction are designed for an hourly-paid employee rather than a salaried professional occupation such as academics in universities and colleges. These three job satisfaction measurement scales are explained below.

2.3.6.1 JOB DIAGNOSTIC SURVEY (JDS)

Job Diagnostic Survey (JDS) is mainly used by organisations in training and maintaining valuable staff (Liu, Borg and Spector 2008: 1079). Hackman and Oldman (1975) developed the Job Diagnostic Survey and it contains 14 items that measure satisfactions along the following specific dimensions: Pay (2 items), Job security (2 items), Social (3 items), Supervisory (3 items) and Growth (4 items) (Barkhuizen, Swanepoel and Ermakova 2012: 83). The Job Diagnostic Survey provides measures of a number of personal affective reactions or feelings a person obtains from performing the job (Malik 2011: 49). Moreover, the Job Diagnostic Survey is used for making a diagnosis to determine how jobs within the organisation

can be redesigned to promote the motivation and satisfaction of employees (O'Meara, Garcia and Gomez 2014: 73). Job Diagnostic Survey taps the strength of the respondent's desire to obtain "growth" satisfactions from his or her work. JDS has been widely used and has become one of the most popular job satisfaction survey instruments (Worrell, 2004: 16). Furthermore, according to Prando (2006: 26) job satisfaction survey assesses employee attitudes about the job and aspects of the job as well. However, the weakness of Job Description Survey is that it only measures the employee reaction, not the feeling about certain job dimensions (Govender 2013: 40).

2.3.6.2 MINNESOTA SATISFACTION QUESTIONNAIRE (MSQ)

Weiss, Dawis, England, and Lofquist (1967) developed the Minnesota Job Satisfaction Scale (MJSS) at the University of Minnesota based on the Theory of Work Adjustment (Molontoa 2015: 25). Molontoa (2015: 29) states that Minnesota Satisfaction Questionnaire is one of the most widely used instruments in measuring employee job satisfaction. In addition, according to Worrell (2004: 16) Minnesota Satisfaction Questionnaire was designed to measure specific aspects of an employee's satisfaction with his or her job. The Minnesota Satisfaction Questionnaire has been widely studied and validated (Fields 2002: 231). Furthermore, MSQ contains 100 items in the long form and 20 items in the short form and the short form consists of three scales: intrinsic satisfaction, extrinsic satisfaction and general satisfaction (Toker 2011: 106). Toker (2010: 107) attests that general employee satisfaction can be found by measuring all 20 items.

The Minnesota Satisfaction Questionnaire scores are computed into one overall level of satisfaction score or combined to form subscales measuring extrinsic and intrinsic factors (Hancer and George 2003: 62). In addition, MSQ measures job satisfaction in 20 facets and has a long form with 100 questions (five items from each facet) and a short form with 20 questions (one item from each facet) (Torkabadi 2013: 57). According to Pan, Shen, Liu, Yang and Wang (2015: 12764) the overall employee

job satisfaction is indicated by the sum score of all the 20 items which ranges from 20 to 100 and higher scores reflect a higher level of job satisfaction.

2.3.6.3 JOB DESCRIPTION INDEX (JDI)

Smith, Kendall and Hulin (1969) from Cornell University developed the JDI of the job description to assess the level of employee job satisfaction through the five job facets (Le-Due, Ho-Van, HUU, and Tang 2015: 3). The Job Description Index measures satisfaction perceptions for five (5) job facets, namely, pay, promotions, supervision, co-workers and the work itself (Spector 2000: 76). The JDI is a 72 item, five-dimension questionnaire and participants answer “yes” or “no” or “can’t decide” to give statements describing their jobs (Malik 2011: 52). Spector (2000: 52) adds that the Job Description Index is designed towards specific areas of satisfaction rather than merely global satisfaction and allows for different areas of the job to be independently measured. However, the Job Satisfaction Survey of Spector (1997), was developed to apply to enterprises in the service sector and is a nine job facets scale to assess employee attitudes about the job and aspects of the job (Le-Due, Ho-Van, HUU, and Tang 2015: 3). In addition, one of the advantage of this job satisfaction measurement scale include its brief response format, item brevity and needs low reading skills (Abubakar and Musa 2015: 4). The advantage of using the Job Description Index is that it is a dimensional structure, which seems to be stable across occupational groupings (Saba and Zafar 2013: 21).

2.7 CONCLUSION

The aim of this chapter was to outline the literature relevant to training and development and job satisfaction. Training and development as a concept was explored. The importance of training and development was discussed and challenges associated with it as well as the training and development process was explained. Challenges associated with job satisfaction in higher education institutions was discussed. Strategies that can be used to foster job satisfaction in institutions of higher education was elaborated. The literature confirms that training and development influences job satisfaction of the academic staff. The following chapter explores the research methodology that was used to conduct the research.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

According to Leech and Onwuegbuzie (2009: 269) research is the process of achieving solutions to problems using a planned and systematic method. The study employed the quantitative research method technique. This method was deemed most appropriate to respond to research questions of this study. The research is undertaken through a survey. The study aims to ascertain the impact of training and development of academic staff as a strategic tool to enhance job satisfaction at Bulawayo Polytechnic. This chapter addresses the research design, data collection, data analysis, validity and reliability issues, and limitations of the study. This chapter also provides an insight into the need for and how ethical considerations were maintained in this study.

3.2 RESEARCH DESIGN

According to Wilson (2014: 67) the research design is a plan that guides arrangements for the collection and analysis of data, because it specifies how the research is going to be carried out in such a manner that it answers the research questions. Leedy and Ormorod (2010: 22) affirm that a research design can be defined as a set of guidelines and instructions to be followed in addressing the research problem. In addition, the research design ensures that the study fulfils a particular response, as it provides answers to research questions that will stand against criticism and ensures that the design has an impact on the validity and correctness of the research findings (Dellinger and Leech 2007: 313). Zikmund, Babin, Carr and Griffen (2013: 110) state that a research design is a master plan

specifying the methods and procedures for collecting and analysing the required data.

3.3 TYPES OF RESEARCH DESIGNS

According to Sekarani and Bougie (2010: 103) there are three most common and used research designs which are, qualitative research method, quantitative research method and mixed research methods.

3.3.1 QUALITATIVE RESEARCH METHOD

According to Lourens (2016: 220) qualitative research focuses on the competence of the researcher to gather information through structured data collection, for instance, observations and interviews. The qualitative research method does not depend on the use of numbers or measurements and focuses on phenomena that cannot be explained adequately with statistics (Dellinger and Leech 2007: 311). Giddings (2006: 199) postulates that qualitative research has a phenomenological perspective and is very flexible, since the data and circumstances change.

3.3.2 QUANTITATIVE RESEARCH METHOD

The researcher selected the quantitative research design for the purpose of this study. Creswell (2011: 175) asserts that the quantitative research method is a means for testing theories by examining the relationship among variables which can be measured on instruments and that numbered data can be analysed using statistical procedures. Shajahan (2004: 7) views quantitative research as being based on the measurement of the amount of responses received from a

questionnaire. Brannen (2005: 179) states that the quantitative approach also allows for the results computed from the analysed questionnaires to be confidently generalised to the broader target population. Greene (2005: 207) explains that quantitative research generally includes the generation of hypotheses, the development of instruments and methods for measurement, such as the close-ended structured questionnaire (Annexure B), followed by the collection of empirical data and analysis of the data. El-Bannary (2008: 487) contends that the quantitative research design is conclusive in its purpose and it attempts to quantify the problem and understand how prevalent it is by generalisation of the results to a larger population. Thus, a quantitative research approach was adopted for the empirical component of the study.

3.3.3 MIXED RESEARCH METHODS

Creswell (2011: 6) states that mixed methods research is a methodology for conducting research that involves collecting, analysing, and integrating quantitative and qualitative research (and data) in a single study or a longitudinal program of inquiry. Leedy and Ormrod (2010: 23) postulate that a researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study. However, it can be challenging for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be done concurrently (Leedy and Ormrod 2010: 23).

3.4 PRIMARY DATA

According to Mouton (2001: 71) primary data is data that is collected first hand by the researcher on variable of interest for a specific purpose of the study. In this study the researcher adopted the survey method by utilising personal method to administer the structured closed ended questionnaire (Annexure B) to collect primary data. The

personal method is whereby the researcher distributes the questionnaire personally and collects completed questionnaire later. Sekaran (2003: 236) supports the personal method stating that an advantage of this method is that the researcher is afforded the opportunity to introduce the research topic and to motivate the respondents to provide feedback and it provides a high response rate.

3.5 SECONDARY DATA

According to Frick and Frick (2010: 123) secondary data can be collected from textbooks, academic journals, literature on training and development on job satisfaction in higher education and other related industries. Furthermore, online sources using internet articles related to the study, media articles and reports, governments publications, trade magazines, periodicals and unpublished dissertations related to the topical theme were used to gather secondary data for this study.

3.6 TARGET POPULATION

The research site for this study was the Bulawayo polytechnic main campus in Zimbabwe. For the purpose of the study, 135 academic staff from Bulawayo Polytechnic comprised the target population. MacMilan and Schumacher (2010) state that site selection should be based on the rich data being acquired based on the subject under investigation. Greene and Cracelli (1997: 23) add that the researcher must anticipate decisions that are likely to arise during the actual survey and that respondents must possess the information and should have certain attributes or characteristics to make their responses meaningful. Gorard (2005: 159) clarifies that the target population refers to the group of people who form the object of the survey and from which conclusions are drawn. Melville (2001: 340) defines a population as the entire group of people, events or things of interest that the researcher wishes to investigate.

3.7 SAMPLING TECHNIQUES

According to Saunders, Lewis and Thornhill (2009: 280) no matter what the research questions and objectives are, the researcher is required to collect adequate data with the answers from the target population by selecting a sample. In addition, Struwig and Stead (2001: 109) state that sampling is the process of selecting the right individuals or objects from the sampling frame which is representative of the entire population. Sampling methods can be divided into two major categories, namely, probability and non-probability sampling techniques.

3.7.1 PROBABILITY SAMPLING TECHNIQUES

Carrie and Kevin (2014: 67) postulate that in probability sampling, every element in the population has a known non-zero probability of selection. The types of probability sampling methods include simple random sampling technique, stratified random sampling, cluster sampling and systematic random sampling (Jan and Tony 2012: 54). Most researchers use probability sampling because of its simplicity. Leedy and Ormrod (2010: 204) define probability sampling as a process of randomly selecting samples from a population where each member of the population has an equal chance of being selected.

3.7.2 NON PROBABILITY SAMPLING TECHNIQUES

According to Hair, Barbin and Money and Samonel (2003: 217) non-probability sampling is not essentially made with the aim of being statistically representative of the population from which the sample is withdrawn. Theresa and Donald (2013: 28) state that in non-probability sampling the chance of any particular element of the population being chosen is unknown. The selection of units in non-probability

sampling is quite arbitrary, as researchers rely heavily on personal judgment (Peter 2011: 61). The non-probability sampling methods include convenience sampling, purposive sampling, quota sampling and snowball sampling (Dan 2012: 17). In this study no sample was selected, therefore, probability and non-probability sampling techniques were not used, due to the fact that the target population for this research only comprised of 120 academic staff at Bulawayo Polytechnic in Zimbabwe. Thus, the survey method was used because the target population size was too small.

3.8 USE OF THE SURVEY METHOD

A survey is the gathering of information from a sample of units by means of a systematic method to construct attribute descriptors of the larger population of which units were members (Fowler 2009: 20). Groves (2006: 3) states that the survey conducted for research can be categorised according to the following traits. A survey is the procedure of systematically acquiring and recording information about the members of a given population. Fox and Bayat (2007: 87) describe a survey as a study of an entire population, as opposed to selection by using sampling techniques. Denscombe (2008: 21) suggest that to be able to generalise the findings of a survey, the target population must be of an adequate size so that it can be representatives of the general population. For this study, the target population was too small and comprised 120 academic staff at Bulawayo Polytechnic and therefore, the survey method was used.

3.9 MEASURING INSTRUMENT

The research instrument used was a structured questionnaire (Annexure B) as the quantitative research design was adopted for this study. The questionnaire was designed based on research questions and objectives. According to Raj (2001: 176) the use of questionnaire is advantageous to the study as it provides the respondent with sufficient time to think before he or she finalises the reply. Thompson and Seber

(1996: 108) state that a structured questionnaire permits the researcher to contact a large number of respondents quickly. Gorard (2007: 92) defines a questionnaire as a data collection strategy, which is the most generally used instrument of all. Sharma (2010: 143) highlights that the questionnaire should be designed in such a way that the respondents can read and understand the questions.

The questionnaire had a covering letter (Annexure A) which solicited general information pertaining to the study and also emphasised that participating in the study was optional. In addition, the covering letter (Annexure A) addressed to the respondent, outlines the importance of the study, the aim of the study and the value of their participation. The questionnaire (Annexure B) was divided into two sections, namely;

- Section A - which required the demographic information of the respondents.
- Section B - had statements that related to training and development as well as academic staff job satisfaction.

A Likert scale of one to five was used in the questionnaire. The options on the Likert scale were strongly agree, agree, neutral, disagree and strongly disagree. Cooper and Schindler (2003: 234) state that a Likert scale is most appropriate for measuring attitudes. According to White (2008: 187) good questionnaires are those that meet the research objectives; obtain valid and reliable data from respondents; facilitate data processing; achieve and maintain the involvement of respondents. Airisia, Gay and Mills (2010: 373) state that the questionnaire is an instrument that attempts to attain comparable data from all the respondents.

3.9.1 CHARACTERISTICS OF A GOOD QUESTIONNAIRE

Bulmer (2004: 354) states that a questionnaire is a well-established tool within social science research for acquiring information on participant social characteristics,

present and past behaviour, standards of behaviour or attitudes and their beliefs and reasons for action with respect to the topic under investigation. The principal requirement of a questionnaire format is that questions are sequenced in a logical order, allowing a smooth transition from one topic to the next (Sarantakos 2005: 464). According to Sekaran and Bougie (2010: 147) a good questionnaire is a pre-formulated written set of questions to which respondents record the answers, usually within rather closely defined alternatives. In addition, Brace (2008: 1) postulates that the design of a questionnaire is critical to ensure that the correct research questions are addressed and that accurate and appropriate data for statistical analysis are collected as well. In addition, the main components of a good questionnaire are described by (Hamlet 2005: 145-147) as the following:

- Title
- Covering letter
- Instructions for completing the questionnaire
- Respondent data, these cover matters such as age, education, job title and level of management
- Focal data, these items gather data on the opinions and views that lie at the core of the study
- Open questions to capture topics that might otherwise have escaped notice

In this study, a structured close-ended questionnaire with all the components mentioned above was used, as the quantitative research design was adopted.

3.9.2 PRE-TESTING

Pre-testing is the normal practice for evaluating a questionnaire on a small number of respondents to make sure that it is understood and performs as required (Sharma and Bansal 2009: 132). In addition, it gives the researcher the opportunity to correct problems before the final questionnaire is distributed to the target respondents (Panneerselvam 2004: 102). The value of the pre-testing comes from determining

whether every question or statement is fully understood by the respondents, the language and wording are clear and easy to understand and the instructions to the respondents are understandable (Thompson and Seber 1996: 108). Moreover, pre-testing is important for the researcher to be satisfied with the design of the questionnaire and to encourage positive respondent participation (Sharma 2010: 143). More importantly, the responses generated should be clear and accurate to expedite the process of data capturing (Thompson and Seber 1996: 109).

3.9.3 THE PILOT STUDY

According to Welman and Kruger (2003: 143), the purpose of the pilot studies are to detect flaws in the measurement procedure to allow researchers to note non-verbal behaviour that may signify discomfort about the way questions were worded and to ascertain how long the questions take to complete. In this study, the draft questionnaires were distributed to 15 homogeneous respondents. Hence, the questionnaire was administered for reliability and validity. In addition, Fink (2010: 184) states that the pilot study's purpose is to maximise reliability of respondents for the purpose of the study. Mathers, Fox and Hunn (2007: 30) state that a pilot study enables the researcher to ensure the following:

- All the relevant issues are included and the order is correct.
- Ambiguous or leading questions are identified.
- The pre-codes are correct and not forgotten or omitting issues which are really important to the respondent.

In addition, this was done to assure the quality of the questions included in the final questionnaire and to minimise the errors in the statements of the questionnaire. The main feedback was that the questionnaire was too long and time consuming, and

that some questions and concepts were difficult to understand. Therefore, the final corrections to the questionnaire was made.

3.9.4 VALIDITY AND RELIABILITY OF THE MEASURING INSTRUMENT

Validity is defined by Welman and Mitchell (2005: 142) as the extent to which the research findings accurately represent what is really happening in the situation and reliability is computed by taking several measurements on the same objects. Bryman and Bell (2007: 114) state that validity is a measuring instrument that measures accurately what it is intended to measure and allows for the appropriate interpretation of results and drawing of acceptable conclusions about the population. In addition, Gray (2009: 155) postulates that the reliability is concerned with how well a construct or variable is being measured. Sharma and Bansal (2009: 134) state that reliability refers to the fact that a question evokes the same set of responses each time it is asked in similar circumstances.

Creswell (2003: 102) states that internal consistency reliability occurs when two or more measurements of the same concept are taken at the same time and then compared to see whether they agree. Bonds-Raake (2012: 84) points out that validity and reliability of a measuring instrument influences the extent to which something can be learned from the phenomenon that one is studying and the extent to which one can draw meaningful conclusions from data. In addition, Saravanavel (2003: 179) warns that a researcher should never assume validity no matter how reliable the measurements are.

3.9.4.1 VALIDITY OF THE MEASURING INSTRUMENT

Upagade and Shende (2007: 166) contend that in order for a questionnaire to be valid, it must be able to measure accurately what it is supposed to measure. Leech and Onwuegbuzie (2009: 174) state that an instrument should be usable for the

particular purposes for which it was designed and the concept of validity is indicative of research conclusions being sound. In addition, Bryman and Bell (2007: 114) postulate that validity allows for the appropriate interpretation of results and drawing acceptable conclusions about the population. According to Wilson (2014: 109) validity takes different forms:

- Face Validity is the extent to which a test is subjectively viewed as covering the concept it purports to measure.
- Content Validity refers to how accurately a measurement instrument taps into the various aspects of the specific construct in question.
- Criterion Validity involves multiple measurements and is established by comparing scores on an instrument with an external criterion known or believed to measure the concept, trait or behaviour under study.
- Construct Validity is concerned with the validation of the measurement instrument in that it should validate what it is measuring, how and why it operates the way it does and the theory underlying it.

3.9.4.2 RELIABILITY OF THE MEASURING INSTRUMENT

Briggs and Coleman (2007: 193) report that reliability deals with the accuracy and it can be thought of as the degree of consistency of the measuring instruments. In support, Daniel (2012: 193) states that there are four types of reliability, namely, observer reliability, test-retest reliability, parallel-forms and internal consistency reliability. Observer reliability refers to the degree to which different respondents give consistent answers in a measuring instrument. The second type of reliability is the test-retest reliability and refers to the consistency of a measuring instrument over time. Thirdly, according to Daniel (2012: 194) parallel-forms of reliability relate to the reliability of two measuring instruments constructed in the same way, from the same

content. The forth is the internal consistency of the results often measured with Cronbach Co-efficient Alpha statistical tool. In support, Creswell (2003: 102) warns that internal consistency reliability occurs when two or more measurements of the same concept are taken at the same time and then compared to see whether they agree. Thus, the important constructs of validity and reliability were given due recognition for the measuring instrument.

3.10 DATA COLLECTION METHODS

According to Brannick and Roche (2007: 16) the selection of a data collection method is an important factor in research design. The method that the researcher selects will largely determine how the data is collected. Hence, electronic mailing, personal method, face to face, telephone survey, postal survey and group administration are commonly used methods (Maree 2008: 156). In addition, Kumar (2005: 22) states that any medium through which data is collected is referred to as a research tool. Due to the fact that the population at the Bulawayo Polytechnic was small, the researcher used the personal method for collection from the identified target respondents of 120 academics.

3.11 FORMULATION OF THE HYPOTHESES

According to Yousif (2007: 51) a hypothesis is a prediction of expected outcomes that state the relationship between variables that the researcher expects to find in the study. In order to evaluate the empirical dimension of the study, it was necessary to formulate the hypotheses to test for significance. Several hypotheses were tested using the Pearson's Chi-square test and Fisher's Exact test.

3.12 ADMINISTRATION OF THE QUESTIONNAIRE

Anderson (2013: 219) affirms that in order to optimise the response rate, it is vital to ensure that the questionnaire reaches all the targeted respondents. Denscombe (2008: 146) warns that questionnaires rely on written information supplied directly by people in response to questions in the questionnaire. A self-administered questionnaire was used in this empirical study. According to Leedy and Ormrod (2010: 189) a self-administered questionnaire has a number of advantages. Due to the population, being relatively small, the questionnaire (Annexure B) was thereafter personally administered to 120 respondents since it was an in-house investigation at Bulawayo Polytechnic in Zimbabwe.

3.13 ETHICAL CONSIDERATIONS

According to Welman, Kruger and Mitchell (2005: 201), there are four ethical considerations that the researcher should pay attention to, namely, informed consent, right to privacy, protection from harm and involvement of the researcher. A covering letter (Annexure A) ensured that the respondents were informed of the nature, purpose and the goals of the research. Frink and Frink (2010: 123) identify a number of aspects, namely, the topic, the need for the investigation, anonymity, confidentiality and ethical protocols, which were included in the covering letter in order to address the ethical considerations.

All the respondents were assured of the anonymity and privacy by signing the confidentiality agreement and this encouraged the employees at Bulawayo Polytechnic in Zimbabwe to participate in the study. Furthermore, a letter of access was provided by Bulawayo Polytechnic for permission to undertake research at the institution (Annexure D). Respondents also had the option to withdraw from study at any time without advancing any reasons and there was no undue pressure on the part of the researcher in this regard.

3.14 ANALYSIS OF THE DATA

Data analysis is described as the process of bringing order, structure and meaning to a mass of collected data (De Vos 2007: 333). According to Goddard and Melville (2001: 52) a variety of statistical techniques are available for analysing data. However, the nature of the data, whether it is ordinal or nominal, dictated largely the types of statistical techniques to be used. The questionnaires were collated and numerically referenced to facilitate the process of data capturing. Thereafter, the responses were statistically analysed using the latest version of the Statistical Package for Social Sciences (SPSS) version 24.0 for windows for the appropriate tests.

3.15 CONCLUSION

This chapter described the research methodology that was used. An outline of the research design and target population was discussed as well as the data collection methods of the study. This chapter examined the survey method that was employed to personally administer the structured questionnaire to respondents at Bulawayo Polytechnic in Zimbabwe. In addition, an overview of the questionnaire design, question administration, methods engaged in making sure the reliability and validity of the questionnaire was presented. A summary of the pilot study and the statistical analysis engaged in this study was also discussed. The findings and discussion of the study will be presented in the next chapter.

CHAPTER 4

ANALYSIS OF DATA AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

This chapter presents the results and discusses the findings obtained from the analysis of the data in this study. The main aim of the research was to investigate the impact of training and development of academic staff as a strategic tool for enhancing job satisfaction at Bulawayo Polytechnic. The researcher was given permission (Annexure D) by Bulawayo Polytechnic to conduct this research. The target population of the research comprised 120, excluding 15 pilot study respondents that comprised academic staff at Bulawayo Polytechnic. The researcher used the personal method of collecting the completed questionnaires. The questionnaire (Annexure B) was the primary tool that was used to collect data and was distributed to academic staff at Bulawayo Polytechnic in Zimbabwe. The researcher employed the quantitative research design. The data collected from the responses was analysed with SPSS version 24.0. The results are presented using the descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was analysed. The hypotheses were tested using the Fisher's Exact test and the Chi square test which are interpreted using the p-values. In total, 120 questionnaires were despatched and 112 were returned which provided a 93.33% response rate. The research instrument consisted of 42 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into three sections which measured themes such as:

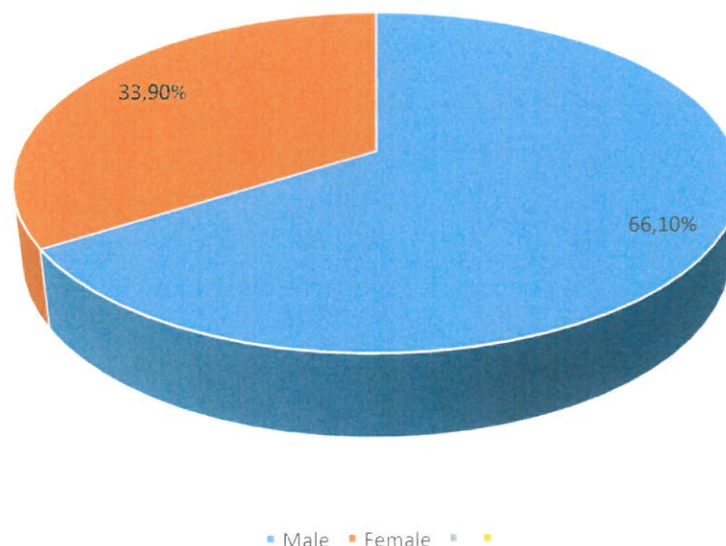
- A Biographical data.
- B5 Training and development of academic staff.
- B6 Job satisfaction.

4.2 SECTION A: BIOGRAPHICAL DATA

This section summarises the biographical characteristics of the respondents. The analysis is presented in numbered Figures and Tables. The gender, age, educational qualifications and length of service of the respondents will be outlined in this section.

4.2.1 GENDER OF THE RESPONDENTS

Figure 4.1 Gender of the respondents (n=112)



As illustrated in Table 4.1 above, the majority of the respondents who participated in the study were males (66.10%) and females comprised 33.90% of the survey. Tetty (2010: 5) states that the intellectual cultures of most African institutions of higher learning are permeated with gender dynamics. In support, Mama (2003: 101) concurs that women's entry into higher education institutions as academic employees is slow and uneven.

4.2.2 AGE DISTRIBUTION OF THE RESPONDENTS

Figure 4.2 Age distribution of the respondents (n=112)

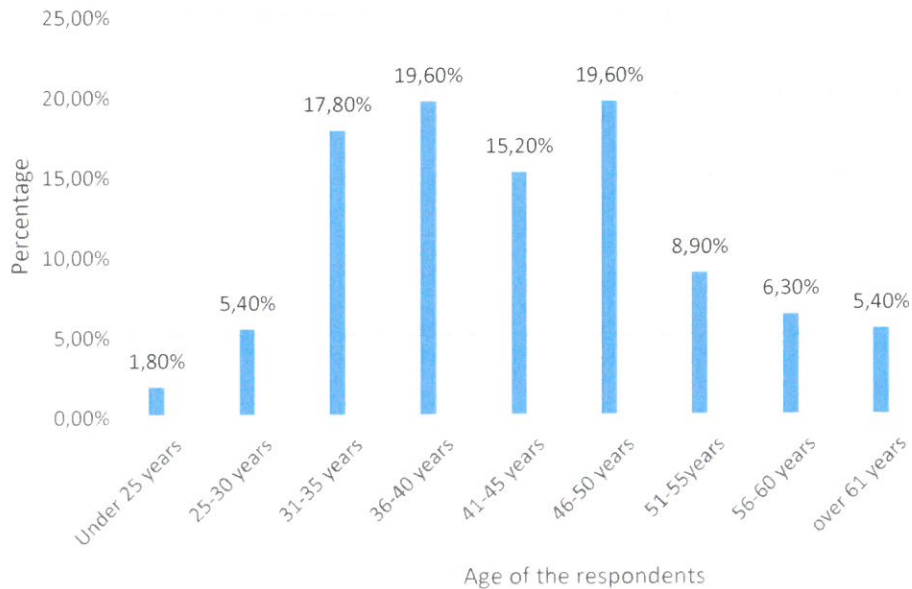


Figure 4.2 illustrates that a total of 19.60% of the respondents who participated in this study were between the ages 36-40 years old and 46-50 years old respectively. In addition, 1.80% of the respondents were under 25 years old and this group was the smallest group in the survey. The respondents in both the age group 25-30 years old and over 60 years old constituted 5.40% of the total population respectively. Furthermore, a total of 17.80% of the respondents were between the ages 31-35 years old, while 15.20% of the respondents were between the ages 41-45 years and 8.90% represents the respondents in the age group of 51-55 years old. Figure 4.2 also indicates that 6.30% of the respondents were in the age group of 56-60 years old.

4.2.3 EDUCATIONAL QUALIFICATIONS OF THE RESPONDENTS

Figure 4.3 Educational qualifications of the respondents (n=112)

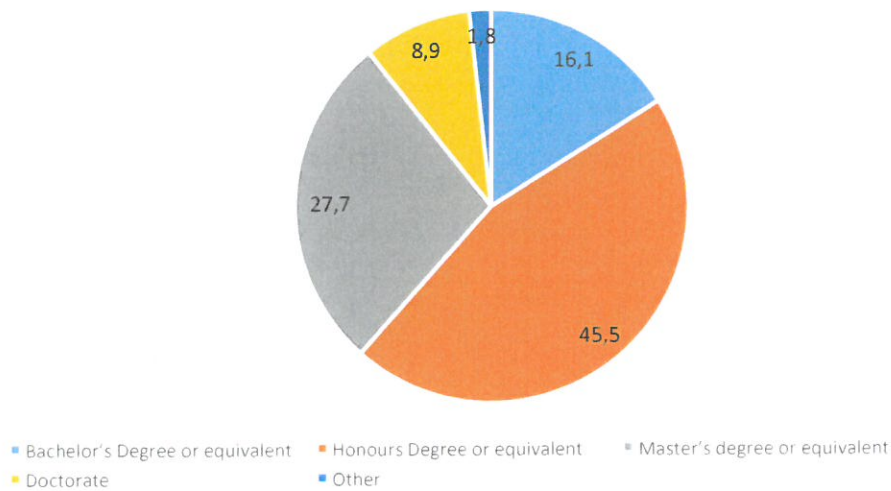


Figure 4.3 illustrates the educational qualifications of the respondents. The majority of the respondents (45.5%) had an Honours degree or equivalent, 27.7% of the respondents had a Master's degree and 8.9% of the respondents possessed a Doctorate degree. In addition, Figure 4.3 indicates that 16.8% of the respondents had a Bachelor's degree and 1.8% of the respondents had other qualifications. Furthermore, Figure 4.3 illustrates that majority of the respondents (98.2%) had a university qualification (degrees and higher). Dube and Ngulube (2013:2) state that Africa's higher education institutions had a large proportion of academics that are extremely qualified, knowledgeable, and productive experts.

4.2.4 LENGTH OF SERVICE OF THE RESPONDENTS

Figure 4.4 Length of service of the respondents (n=112)

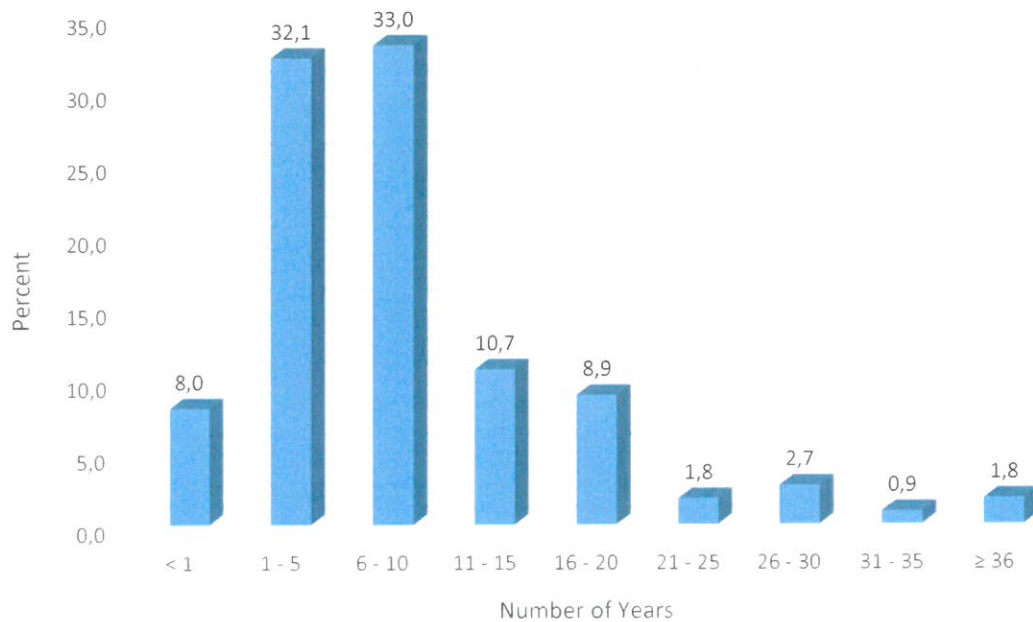


Figure 4.4 above indicates the length of service of the respondents at Bulawayo Polytechnic. Figure 4.4 illustrates that the majority (60%) of the respondents had been employed by Bulawayo Polytechnic for more than 5 years. The respondents with 6- 10 years of service at Bulawayo Polytech comprised 33.0% of the analysis, 32.1% of the respondents had between 1-5 years of service and 10.7% comprised of the respondents with 11-15 years of service. In addition, Figure 4.4 shows that respondents with less than 1 year of service at Bulawayo polytechnic constituted 8.0% and 8.9% of the respondents had between 16-20 years of service. Furthermore, Figure 4.4 reveals that 1.8% of the respondents had between 21-25 years of service, 2.7% of the respondents had between 26-30 years of service and a mere 0.9% of the respondents had between 31-35 years of service. 1.8% of the respondents worked for more than 36 years at Bulawayo Polytechnic.

4.3 SECTION B: DESCRIPTIVE STATISTICS

The following section shows the descriptive analysis of the respondents' perception towards training and development as well as job satisfaction. In addition, the section that trails analyses the scoring patterns of the respondents per variable and per section. Where appropriate, levels of disagreement were collapsed to show a single category of "Disagree". A similar procedure was followed for the levels of agreement. The results are first presented using concise percentages for the variables that set up each section. The results are then further analysed and discussed.

4.3.1 TRAINING AND DEVELOPMENT

This section focuses on the analysis in a percentile summary of the respondents' perceptions towards training and development at Bulawayo Polytechnic in Zimbabwe.

Table 4.1 Summary of the training and development responses (n=112)

Statements		Disagree		Neutral		Agree	
		Count	Row N %	Count	Row N %	Count	Row N %
Academic staff training and development is implemented successfully in this institution to advance academics	B5.1	84	75.0%	19	17.0%	9	8.0%
If I get a job at any institution that offers continuous professional development I will leave my current post	B5.2	25	22.3%	26	23.2%	61	54.5%
Academic staff training and development offered at Bulawayo Polytechnic motivates me to stay over the next ten years	B5.3	67	59.8%	37	33.0%	8	7.1%
The institution offer official recognition programmes	B5.4	63	56.3%	36	32.1%	13	11.6%
I am more satisfied to learn whilst on my work	B5.5	58	51.8%	41	36.6%	13	11.6%
I feel left behind when it comes to the expertise that I need	B5.6	55	49.1%	43	38.4%	14	12.5%
I am more satisfied to learn whilst away from work	B5.7	29	25.9%	21	18.8%	62	55.4%
My institution sponsored my masters and doctorate degrees	B5.11	98	87.5%	3	2.7%	11	9.8%
The training and development budget at Bulawayo Polytechnic is adequate	B5.13	57	50.9%	37	33.0%	18	16.1%

In relation to training and development funding, Table 4.1 above shows that 75.0% of the respondents indicated that academic staff training and development at Bulawayo Polytechnic was not implemented successfully. In addition, the majority of the respondents (50.9%) revealed that staff development committee does not allocate sufficient budget for training and development programs. A highly significant majority of the respondents (87.5%) indicated that Bulawayo Polytechnic did not sponsor their postgraduate degrees. In support, the report Towards a Common Future Higher Education and SADC Regional Development (2010: 17) reported that the level of funding that higher education institutions in Zimbabwe receive is inadequate for them to function effectively. Many training and development programs were put on hold as cost cutting measures were being introduced. Higher education institutions in Zimbabwe depend severely on state funding, however, the policy of

state funding is fluctuating and institutions are being stimulated to find alternative ways of funding the training and development of their staff (Majoni, 2012 23).

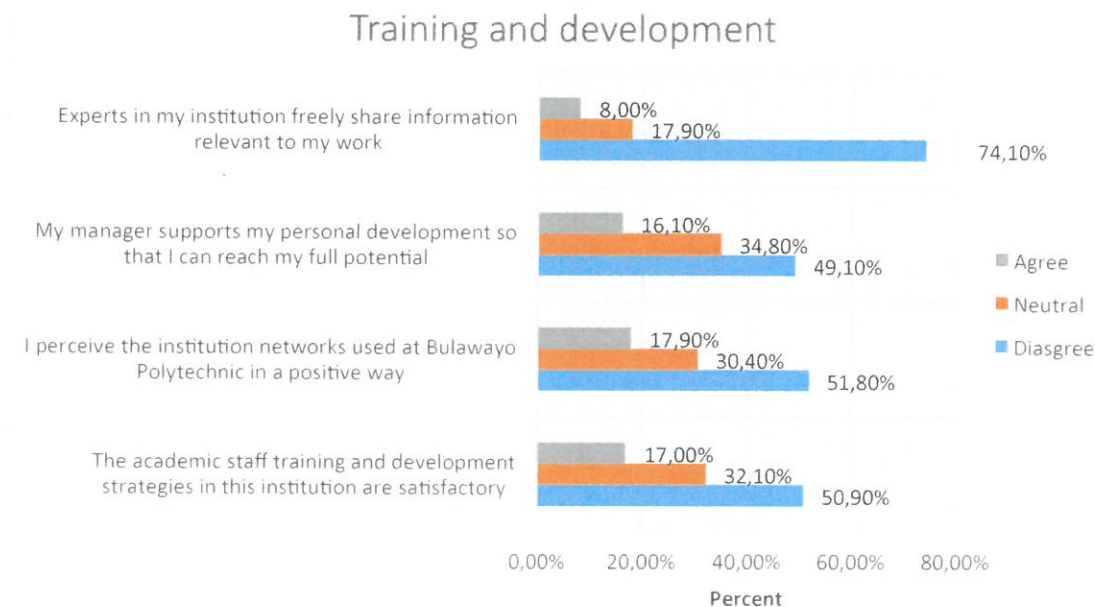
In addition, 54.5% of the respondents revealed that they would leave Bulawayo Polytechnic if they got a job at an institution that offered professional development against 22.3% who indicated that they would not leave Bulawayo Polytechnic. Training and development is one of the most significant aspects in retaining academic staff in higher education institutions. Academic staff retention and turnover are a main concern for higher education institutions in Zimbabwe as they are losing highly qualified staff to the private sector and to other higher education institutions that offer training and development (Erasmus, Grobber and Van Niekerk 2013: 33).

As shown in Table 4.1 above, the majority of the respondents (59.8%), indicated that training and development offered by Bulawayo Polytechnic did not motivate them to stay with the organisation for ten more years, while a mere 7.1% of the respondents indicated that training and development offered, motivated them to stay for ten more years. According to Zlate and Cucui (2014: 472) academic staff retention is a significant challenge that management in higher education institutions have to solve. In addition, Table 4.1 above also shows that 56.3% of the respondents disagreed that Bulawayo Polytechnic offered official recognition and 11.6% of the respondents indicated that the organisation offered official recognition to the academic staff in appreciation of good work done. The employee official recognition of academic staff is the most powerful avenue for exerting positive change in the organisation (Bartłomiejczuk 2015: 3).

Table 4.1 above indicates that 51.8 % of the respondents indicated that they were not satisfied to learn whilst on-the-job, while 11.6% indicated that they were satisfied to work while on the job. In relation to off-the-job training, Table 4.1 shows that 55.4% of the respondents revealed that they were satisfied to learn whilst away from their jobs and 25.9% of the respondents indicated that they were not satisfied to learn whilst they are on the jobs. According to Miri, Mansor, Pour and Anvari (2013: 230) when employees are trained off the job they are free from job related stress and

can train effectively without any interruption than when they are trained at their workplace.

Figure 4.5 Summary of the training and development responses (n=112)



As illustrated in Figure 4.5 above, the majority of the respondents (74.10%) indicated that experts at Bulawayo Polytechnic did not share information relevant to work, while a mere 8.00% revealed that experts shared information relevant to work. In support, Alipour (2011: 422) states that information sharing is essential for continuity and dynamism of the institution. In addition, effective communication is one of the key elements for institutional success, as important information regarding work is shared through communication channels (Alipour 2011: 422).

In relation to personal development, Figure 4.5 illustrates that 49.10% of the respondents revealed that managers did not support their personal development to reach their full potential. Figure 4.5 also highlights that 16.10% of the respondents indicated that managers supported their personal development. Punia and Kant (2013: 155) state that poor managerial support or an unfavorable departmental climate could limit the capacity of academic staff to personally develop and professionally advance their expertise.

In addition, Figure 4.5 shows that the majority of the respondents (50.90%) revealed that academic staff training and development at Bulawayo Polytechnic was not satisfactory. However, a minority (17.00%) of the respondents indicated that they were satisfied with the training and development programs that were being offered by Bulawayo Polytechnic. According to Groves (2006: 245) when academic staff are effectively trained and developed for their jobs, they experience a range of positive outcomes such as job satisfaction, organisational commitment and improved job performance. Schmidt (2007: 481) states that the components of training and development include training methods and the content and time spent in training are very important in determining academic staff satisfaction. In addition, Schmidt (2007: 481) found that when a preferred training and development methodology was used, the trainees were significantly satisfied with the training they received.

Figure 4.6 Academic staff perceptions towards training methods (n=112)

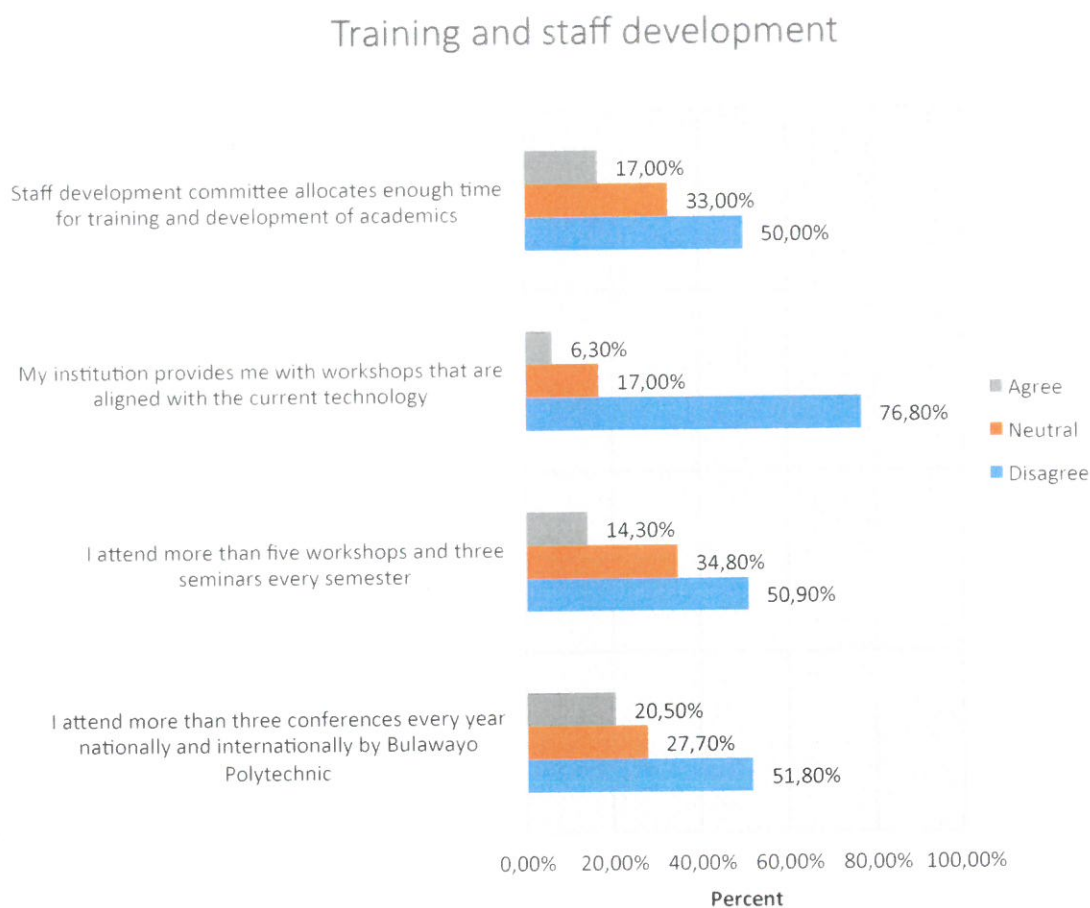


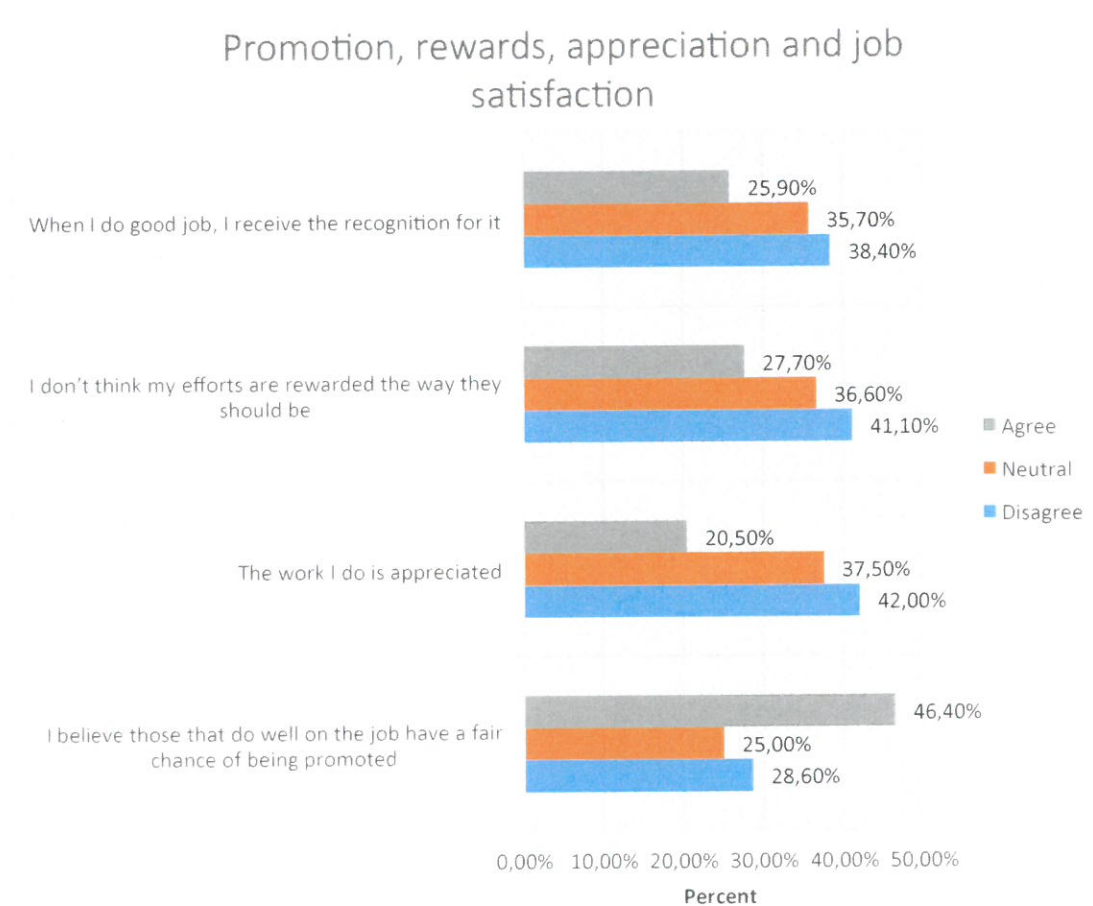
Figure 4.6 illustrates that 50.00% of the respondents indicated that the staff development committee did not allocate enough time for training and development of academic staff, against 17% of the respondents who indicated that time allocated for training and development was sufficient . According to Mhlanga (2013: 118), Zimbabwe is in the process of rebuilding the quality of staff and the staffing levels in its higher education institutions. According to Kogsei (2015: 37), high lecturer to student ratio in higher learning institutions in Africa is a major challenge. Therefore, high student ratio and understaffing did not allow most of the academic staff to have adequate time to further their studies on a fulltime basis (Mhlanga 2013: 119). In addition, Varghese and Rao (2009: 23) state that the shortage of academic staff in higher education institutions is a major constraint which leaves no time for training and development of existing academic staff.

As depicted in Figure 4.6, a highly significant majority of the respondents (76.80%) revealed that Bulawayo Polytechnic did not provide academic staff with training workshops that are aligned with current technology. According to Naris and Ukpere (2012: 118662) in some academic fields such as engineering and information technology, the rate of technological changes and advancement is very high. Therefore, most tertiary education institutions in Africa have been mostly concerned with academic staff training and development to ensure that they stay abreast of technological changes (Naris and Ukpere 2012: 11862).

In relation to training seminars, workshops and conferences, Figure 4.6 illustrates that 50.90% of the respondents indicated that they did not attend at least five workshops and three seminars every year. In addition, the majority of the respondents (51.80%) also revealed that Bulawayo Polytechnic did not organise three or more national or international conferences for academic staff to attend. The study by Garwe (2014: 4) on the challenges faced by higher education institutions in Zimbabwe found a need for an effective national quality assurance agency in making sure that institutions have the necessary financial, material and human resources development policies.

4.3.2 JOB SATISFACTION

Figure 4.7 The analysis of promotion, rewards and appreciation of academic staff (n =120)



As illustrated in Figure 4.7, 38.40% of the respondents felt that they did not get the recognition after they did a good job, while 25.90% agreed with the statement. According to Brun and Dugas (2008: 722) recognition of work performance focuses on employees' work process, most notably the creativity, innovation and continuous improvement they bring to their work methods. Academic staff recognition and appreciation is an important aspect of human need at the workstation, therefore,

academic staff react positively when management recognises their good work and effort (Harrison 2011: 1).

Figure 4.7 revealed that 41.10% of the respondents felt that their efforts were not rewarded in the way they should be, whereas 27.70% agreed with the statement. In addition, 36.60% of the respondents remained neutral. Moreover, the effort exerted by the academic staff represent job demands or obligations that are imposed by the organisation and it should be recognised (Vegchela, Jongea, Bosmab and Schaufelia 2005: 1117). According to Luo and Sethuraman (2015: 136) employees in an organisation have different skills, education and performance levels, thereby making different contributions, some more, some less and they expect them to be rewarded differently.

As depicted in Figure 4.7 above, a mere 20.50% of the respondents showed that they received appreciation for their work and 42.00% disagreed with this statement. Moreover, 46.40% of the respondents believed that they did well on the job and received a fair chance of promotion while, a mere 28.60% of the respondents disagreed with the statement. Fair promotion on work done well directly affects the motivation of the employees in the organisation and the performance of the academic staff at large (Asim 2013: 2). In addition, 46.40% of the respondents believed that those who did well in their jobs had a fair chance of being promoted, against a 28.60% of the respondents who believed that those who performed well did not have a fair chance of being promoted. To ensure that employee promotion up the hierarchical ladder is fair, organisations should provide a process, that will lead to effective, efficient, transparent employment practices and professional promotion (Anastasia 2015: 1).

Figure 4.8 Academic staff perceptions towards their job (n = 120)

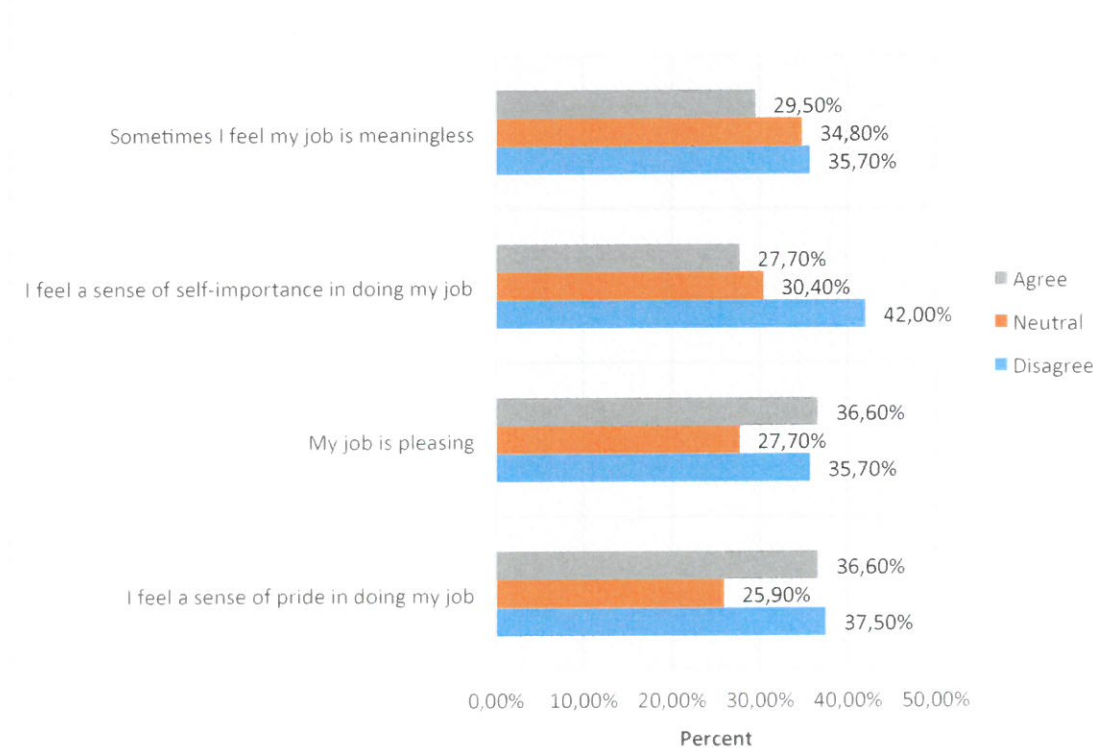
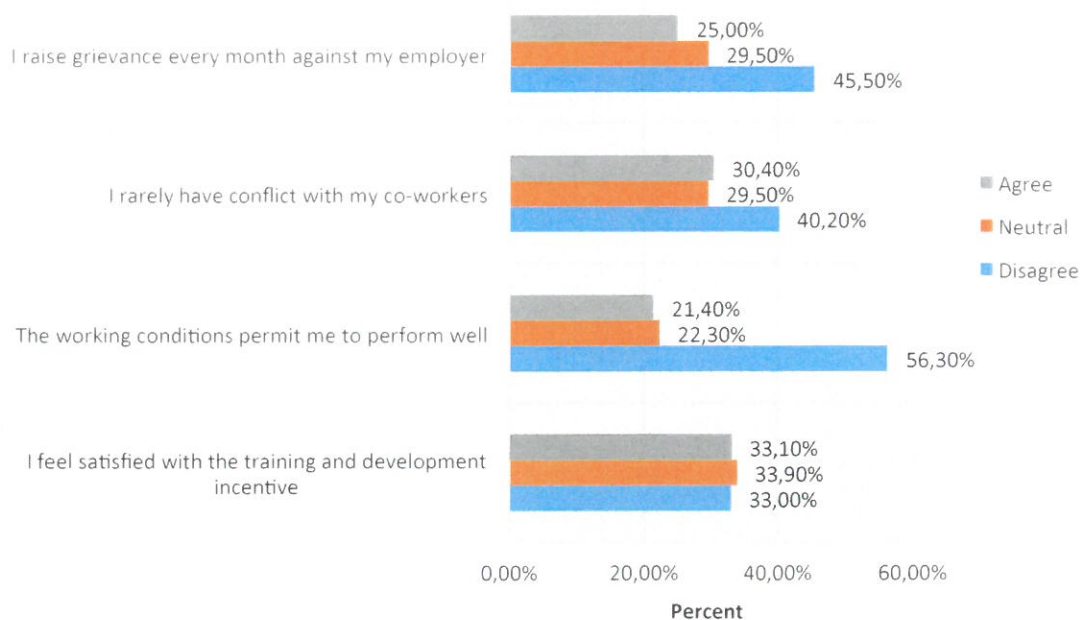


Figure 4.8 reveals that 29.50% of the respondents sometimes felt that their job was meaningless and 35.70% disagreed with the statement. Meaningful work refers broadly to the amount of significance people perceive to exist in their work (Littman-Ovadia and Steger 2010: 87). According to Steger, Dik and Duffy (2009: 65) work is meaningful not only when it is judged to be significant, but also when it is viewed as having a distinct purpose or point to individuals. In addition, in relation to a feeling of self-importance in doing the job, respondents (27.70%) showed that they had a sense of self-importance in doing their work, while 42.00% of the respondents had a sense of self-importance in doing their job. Powell (2009: 34) states that as one develops through many stages, the personal experiences in both work and social arenas, as well as a supportive working environment or external surroundings,

affects one's internal view or concept of self-importance and confidence in their work.

As illustrated in Figure 4.8, 36.60% of the respondents showed that they were pleased with their job and 35.70% of the respondents felt that their job was not pleasing to them. According to Sageer, Rafat and Agrwal (2012: 35) academic staff are more loyal and productive when they are pleased with their job and these academic staff impact on the customer satisfaction and organisational productivity. In addition, Figure 4.8 illustrates that 36.60% of the respondents showed that they had a sense of pride in doing the job and 37.50% of the respondents felt that they did not have a sense of pride in doing their job within Bulawayo Polytechnic. Providing academic staff with the opportunity for growth is also a major contributor to job satisfaction and makes them feel proud of their work (Branham 2005: 75).

Figure 4.9 Working conditions, conflicts, grievances and training incentives (n = 120)



As depicted in Figure 4.9, a significant portion of the respondents (45.50%) revealed that they did not raise grievance every month against their employer, whilst 25.00% of the respondents showed that they raised grievance every month against their employer. According to Kogsei (2015: 39) supervisors and managers are responsible for responding appropriately to grievances and managing the process according to the guidelines as well as other directives, procedures and industrial agreements.

Figure 4.9 shows that 30.40% of the respondents rarely had conflict with some co-workers, while 40.20% of the respondents disagreed with this statement. 25.50% of the respondents remained neutral on this statement. Shargh, Soufi and Ali-Dadashi, (2013:538) maintain that conflict in an organisation is inevitable, however, if managed well, it can be beneficial for the organisation. Conflict is inevitable in today's personal and organisational life and it appears in different forms including, interpersonal, intra-group, inter-group and inter-organisational.

In relation to working conditions and performance, a large percentage of respondents (56.30%) showed that the working conditions did not permit them to perform well. In addition, a mere 21.40% of the respondents revealed that the working conditions permitted them to perform well at Bulawayo Polytechnic. Attractive and supportive working conditions attract and encourage employees to remain within the organisation and enable them to perform effectively (Leshabari, Muhondwa, Mwang and Mbembati 2009: 35). In addition, employees are highly motivated with good working conditions as they provide a feeling of safety, comfort and motivation (Sageer, Rafat and Agarwal 2012: 39).

As illustrated in Figure 4.9, 33.10% of the respondents indicated that they felt satisfied with the training and development incentives given to them, whilst 33.00% of the respondents felt dissatisfied with the training and development incentive. Al-Kassem (2014: 130) states that conducting training and development exercises improve performance and is particularly important for organizations with stagnant or declining rates of productivity, and changing mode of operation. Therefore, institutions should reinvigorate the alignment of training and development strategies

to retain skilled employees and those likely to exacerbate academic staff turnover toward institution competitiveness (Al-Kassem 2014: 135).

4.4 HYPOTHESES TESTING

The following hypotheses were tested using non-parametric tests, namely the Pearson Chi-square and Fisher's Exact Test to determine the significance of the questionnaire variables.

4.4.1 Hypothesis 1

H₁. There is a significant relationship between a sense of appreciation and recognition for the job done well at Bulawayo Polytechnic.

Table 4.2 Relationship between a sense of appreciation and recognition for a job well done (n=112)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.823a	16	0,043
Likelihood Ratio	22,951	16	0,115
Fisher's Exact Test	0	0	0
Linear-by-Linear Association	4,830	1	0,028
N of Valid Cases	112		

*Pearson Chi-square = 41.588^a, df = 16, Significance p<0.043.

*Fisher's Exact Test 0, Significance pr 0

In relation to Table 4.2 above, the Pearson Chi-square test value ($p < 0.05$) revealed that there is a significant relationship between a sense of appreciation and recognition for the job well done. According to Baradie (2013: 11) when the institution recognises the academic staff for their participation, it increases their awareness of their importance to the institution and to their colleagues. Furthermore, academic staff tend to perform in accordance with their self-image. When academic staff perceive that they are appreciated, they perpetuate that image (Ruth, Davidhizar, Joyce and Giger 2010: 43).

4.4.2 Hypothesis 2

H₂ There is a significant correlation between job satisfaction and staff retention at Bulawayo Polytechnic.

Table 4.3 Relationship between job satisfaction and staff retention (n=112)

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.676a	12	0,041
Likelihood Ratio	22,368	12	0,034
Fisher's Exact Test	19,706		0,032
Linear-by-Linear Association	.214c	1	0,643
N of Valid Cases	112		

*Pearson Chi-square = 21.676^a, df = 12, Significance $p < 0.041$.

*Fisher's Exact Test = 19.706, Significance $p_r < 0.032$.

As shown in Table 4.3, the Pearson Chi-square test value ($p < 0.05$) and the Fisher's Exact Test value ($p < 0.05$) respectively indicate that there is a significant relationship

between job satisfaction at Bulawayo Polytechnic in Zimbabwe. According to Munir and Rahman (2016: 448) it is necessary to increase the retention of the academic staff by ensuring job satisfaction. Cop, Altinoz and Cakiroglu (2012: 328) found that the more experienced and talented academic staff for whom the job satisfaction is provided, felt that they belonged to the institution and served to further promote the existence and interests of the institution. Furthermore, Munir and Rahman (2016: 448) state that job satisfaction at workstation is significant to retain and sustain human resources in the institution's strategy.

4.4.3 Hypothesis 3

H₃ There is a significant relationship between a feeling of a sense of self-importance in a job and satisfaction with the job.

Table 4.4 Relationship between a feeling of self-importance and satisfaction with the job (n=112)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	41.278a	16	0,001
Likelihood Ratio	38,400	16	0,001
Fisher's Exact Test	0	0	0
Linear-by-Linear Association	16,040	1	0,000
N of Valid Cases	112		

*Pearson Chi-square = 41.278^a, df = 16, Significance p<0.001.

*Fisher's Exact Test 0, Significance pr 0

Table 4.4 indicates that the Pearson's Chi-square test (p<0.05) revealed a highly significant relationship between a feeling of self-importance and satisfaction with the job. According to Alizadegani, Zami and Delavari (2014: 712) self-importance is vital

to mental and social well-being as it impacts on the aspirations, individual objectives and communication with others. In support, the study by Kakabiyik and Korumaz (2013: 829) on the academic staff self-efficacy perceptions and satisfaction with the job, found that there was a positive relationship between self-importance and job satisfaction among the academic staff. In addition, Glotova and Wilhelm (2014: 509) concur that a feeling of self-importance positively influences well-being and occupational satisfaction.

4.4.4 Hypothesis 4

H₄- There is a significant relationship between academic staff performance and on-the-job-training at Bulawayo Polytechnic.

Table 4.5 Relationship between academic staff performance and on-the-job-training (n=112)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.242 ^a	16	0,655
Likelihood Ratio	14,645	16	0,551
Fisher's Exact Test	13,054		0,640
Linear-by-Linear Association	0,997	1	0,318
N of Valid Cases	112		

*Pearson Chi-square = 13.242^a, df = 16, Significance p<0.655.

*Fisher's Exact Test = 13.054, Significance p_r<0.640.

In relation to Table 4.5, the Pearson's Chi-square test value (p>0.05) and Fisher's Exact Test value (p>0.05) revealed that there is no significant relationship between

academic staff performance and on-the-job training. According to Miri, Mansor, Pour and Anvari (2013: 230) the on-the-job training is associated with job related stress, pressure and interruptions and therefore hinders performance. However, Alipour, Salehi and Shahnava (2009: 65) state that performance, high productivity, and professionalism are always high in institutions that employ a logical and reasonable on-the-job training program.

4.4.5 Hypothesis 5

H₅- There is a significant relationship between conflict with co-workers and being pleased with the job.

Table 4.6 Relationship between conflict with co-workers and being pleased with the job (n=112)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22.928 ^a	16	0,116
Likelihood Ratio	24,426	16	0,081
Fisher's Exact Test	20,011		0,121
Linear-by-Linear Association	11,871	1	0,001
N of Valid Cases	112		

*Pearson Chi-square = 22.928^a, df = 16, Significance p<0.116.

*Fisher's Exact Test = 20.011, Significance p_r <0.121.

As shown in Table 4.6, both the Fisher's Exact Test (p>0.05) and the Pearson Chi-Square test (p>0.05) are above the cut off value. Therefore, it can be deduced that there is no significant relationship between conflict with the co-workers and being

pleased with the job. According to Haq (2011: 297) conflict is positively related to interpersonal and organisational workplace deviance. Lopez, Stammerjohan and Mcnair (2008: 60) state that being pleased with the job depends on a range of factors such as working environment, availability of resources and ergonomics, however, conflict negatively influences satisfaction with the job.

4.4.6 Hypothesis 6

H₆. There is a significant relationship between receiving recognition after doing a good job and promotion.

Table 4.7 Analysis of data for recognition and promotion (n=112)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.542 ^a	16	0,633
Likelihood Ratio	14,193	16	0,584
Fisher's Exact Test	15,459		0,503
Linear-by-Linear Association	0,451	1	0,502
N of Valid Cases	112		

*Pearson Chi-square = 13.542^a, df = 16, Significance $p < 0.633$.

*Fisher's Exact Test = 15.459, Significance $p_r < 0.503$.

As illustrated in Table 4.7 above, the Pearson Chi-square test value ($p > 0.05$) and Fisher's Exact Test value ($p > 0.05$) discovered that there is no significant relationship between receiving recognition and promotion at Bulawayo Polytechnic. According to Ramsden (2009: 12) Higher Education Academy is dedicated to developing a clearer

understanding of policy, practice and perceptions concerning the promotion and recognition of teaching in higher education. Moreover, when academic staff and their work are valued, their satisfaction and productivity increases, and they are motivated to maintain their good work (Roshan 2005: 786).

4.4.7 Hypothesis 7

H₇- There is a significant relationship between a successful implementation of training and development and having thoughts of leaving the organisation.

Table 4.8 Relationship between implementation of training and development and thoughts of leaving the organisation (n=112)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.001 ^a	12	0,703
Likelihood Ratio	9,564	12	0,654
Fisher's Exact Test	9,413		0,620
Linear-by-Linear Association	.697 ^b	1	0,404
N of Valid Cases	112		

*Pearson Chi-square = 9.001^a, df = 12, Significance p<0.703.

*Fisher's Exact Test = 9.413, Significance p_r <0.620.

As shown in Table 4.8 above, both the Fisher's Exact Test (p>0.05) and the Pearson Chi-Square test (p>0.05) are above the cut off value. Therefore, it can be deduced that there is no significant relationship between implementation of training and development and thoughts of leaving the organisation. According to Edralin, (2011: 226) effective training and development programs in an institution contributes to the reduction of academic staff intention to leave. Benson, Finegold and Mohrman, (2004: 230) state that investing in training and development improves students' pass

rate and decreases academic staff turnover. According to Kalleberg and Rognes (2000: 325), there is positive relationship between investment in academic staff training and development activities and turnover intentions.

4.4.8 Hypothesis 8

H₈. There is a significant relationship between training and development strategies offered by the institution and job satisfaction.

Table 4.9 Analysis of data for training and development strategies and job satisfaction (n=112)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.365 ^a	16	0,646
Likelihood Ratio	14,853	16	0,535
Fisher's Exact Test	17,178		0,377
Linear-by-Linear Association	4.144 ^c	1	0,042
N of Valid Cases	112		

*Pearson Chi-square = 13.365^a, df = 16, Significance $p < 0.646$.

*Fisher's Exact Test = 17.178, Significance $p_r < 0.377$.

As shown in Table 4.9, both the Fisher's Exact Test p value of 0.377 is greater than the cut-off value of 0.05 and the Pearson Chi-Square test ($p > 0.05$) is above the cut off value. Therefore, it can be deduced that there is no significant relationship between training and development strategies and job satisfaction at Bulawayo Polytechnic. Kabungaidze, Mahlatshana and Ngirande (2013: 63) also reported a statistically significant relationship between job satisfaction, based on training and development in their study of 150 administrators on academic staff retention.

Moreover, Niazi (2011: 46) states that training and development strategies and job satisfaction have a positive relationship.

4.4.9 Hypothesis 9

H₉. There is a significant relationship between on-the-job-training and job satisfaction.

Table 4.10 The relationship between on-the-job-training and job satisfaction (n=112)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.042 ^a	16	0,266
Likelihood Ratio	18,985	16	0,269
Fisher's Exact Test	19,749		0,147
Linear-by-Linear Association	0.178 ^c	1	0,673
N of Valid Cases	112		

*Pearson Chi-square = 19.042^a, df = 16, Significance p<0.266.

*Fisher's Exact Test = 19.749, Significance p_r<0.147.

As shown in Table 4.9, both the Fisher's Exact Test p value of 0.147 is greater than the cut-off value of 0.05 and the Pearson Chi-Square test (p>0.05) is above the cut off value. These results revealed that there is no significant relationship between on-the-job-training and job satisfaction. According to Schmidt (2007: 1), there is significant relationship between on-the-job-training and overall job satisfaction. On-the-job-training is considered an important element in the organisation, as it heavily influences people to learn how to be more effective at work by acquiring knowledge, skills or satisfaction through the learning experience to achieve a successful performance (Vasudevan, 2014: 1). Moreover, Konings (2008:175) found that on-

the-job training increases job satisfaction and firm productivity. According to Poh (2001: 74) on the job training is a fundamental component for sustainable competitive advantage and survival in the 21st century, while it is the process of providing academic staff with specific skills or helping them to correct deficiencies in their execution. In addition, on the job training is a systematic procedure that helps people to realise how to be more efficient at work by contributing their knowledge, skills or attitudes through the learning experience to attain an efficient performance (Caple and Buckley 2010: 351).

4.4.10 Hypothesis 10

H₁₀- There is a significant relationship between successful implementation of training and development techniques in the institution and employee turnover.

Table 4.11 Analysis of data for successful implementation of training and development techniques and employee turnover (n=112)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.001	12	0,703
Likelihood Ratio	9,564	12	0,654
Fisher's Exact Test	9,413		0,620
Linear-by-Linear Association	.697	1	0,404
N of Valid Cases	112		

*Pearson Chi-square = 9.001^a, df = 12, Significance p<0.703.

*Fisher's Exact Test = 9.413, Significance p_r <0.620.

As shown in Table 4.10 above, both the Fisher's Exact Test p value of 0.620 is greater than the cut-off value of 0.05 and the Pearson Chi-Square test ($p > 0.05$) is above the cut off value. These results revealed that there is no significant relationship between successful implementation of training and development techniques and academic staff turnover at Bulawayo Polytechnic in Zimbabwe. A study by Mapelu and Jumah (2013: 1) in Kenya found that there was a significant relationship between training and development and employee turnover in 24 medium size hotels in Kisumu City. Training and development help academic staff to identify and obtain new skills and competencies that will allow them to move to new positions, either within or outside their organisations (Saeed and Shabir 2011: 1023). Training and development increases the value of the academic staff and enhances their career growth, and this increases the possibility of them being "poached" by opponent companies. Green, Felstead, Mayhew and Pack (2000: 270) argue that companies, which train and develop extensively, generate higher turnover mainly because the trained personnel leave the company for better paid jobs where they can use the skills they have acquired. As the notion of investment in academic staff development means equipping academic staff with new knowledge and skills, it can certainly enable people to anticipate and be ready for new job requirements (Rothwell and Kazanas 1989: 672).

4.5 LIMITATIONS OF THE STUDY

A limitation of the study was that some of the target respondents did not participate in the completion of the research questionnaire. This could be because some of the academic staff had demanding work commitments. In addition, some of the completed questionnaires were spoilt because some respondents did not answer all the questions. Moreover, some of the respondents took longer to complete the questionnaire than expected.

4.6 CONCLUSION

Training and development activities play an important role in providing a sustainable competitive advantage to institutions by improving the academic staff competencies. The current study is an attempt to extend the existing body of knowledge by investigating the impact of training and development activities in enhancing the academic staff competencies. Furthermore, this study also explored the role of job satisfaction, which can contribute to institutions understanding and addressing the reasons for academics intending to leave institutions. The results of the study reveal that training and development activities, institution competencies, staff turnover and academic staff job satisfaction. The results of the current study also highlights a greater need for Bulawayo Polytechnic to assess the successful implementation of training and development, academic staff morale and satisfaction level on a regular basis. By evaluating the satisfaction levels of academic staff on a regular basis, organisations can avoid the cost of losing trained academic staff which ultimately can be helpful in improving their performance in the long run. The next chapter provides the conclusions and recommendations. The directions for future research will also be outlined.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In chapter four, the findings and discussion of the results were presented. The study was carried out to assess the impact of training and development of academic staff as a strategic tool for enhancing job satisfaction at Bulawayo Polytechnic in Zimbabwe. This chapter provides the conclusions and the recommendations drawn from the empirical findings. The directions for future research are also outlined in this chapter. The quantitative research design was utilised for this research. A structured close-ended questionnaire (Annexure B) with 5 point Likert scale was used to gather the research data. The questionnaire was made up of three sections, namely, biographical data, the second on training and development of academic staff and the third section comprised the job satisfaction survey. The questionnaire was distributed using the personal method of data collection. The response rate was 93.33% which was very a very high response rate and significant. The researcher also obtained a letter of informed consent (Annexure D) giving permission to gather research data at Bulawayo Polytechnic in Zimbabwe. The service of the statistician was used to analyse the data and to test the formulated hypothesis. The Statistical Program for the Social Sciences (SPSS) version 24.0 for Windows was used for the statistical analysis. The findings provide crucial information regarding training and development as well as job satisfaction at Bulawayo Polytechnic in Zimbabwe. In addition, the recommendations of this study will provide valuable information to management for diagnosis and intervention at Bulawayo Polytechnic.

5.2 CONCLUSION

The main purpose of this study was to determine the impact of training and development of academic staff as a strategic tool for enhancing job satisfaction at Bulawayo Polytechnic in of Zimbabwe. The research study revealed that training and development strategies employed at Bulawayo Polytechnic in Zimbabwe did not enhance the job satisfaction of academic staff. According to Dardar and Rasli (2012: 391) academic staff are satisfied with their job when they have effective and closed supervision, training as ongoing learning for them in workplace and a good compensation package. In support, Gill-galvan (2011: 529) also found that the effect on job satisfaction level of skills and competences acquired through training and development offered by an institution is not significant. Moreover, the results indicated that the respondents were not pleased with their jobs. Kahya (2007: 515) states that unpleasant working conditions, work that is not meaningful and roles that are ambiguous, results in academic staff being displeased with their jobs.

In addition, the respondents indicated that training and development was not allocated enough time and funding at Bulawayo Polytechnic in Zimbabwe. Quin (2012: 27) concurs that shortage of adequate financial resources and time is a major constraint hindering academic staff training and development at higher education institutions. Moreover, the results also revealed that job satisfaction had a significant relationship with academic staff retention. Thus, the more academic staff are satisfied with their jobs, the more they are willing to stay with their current institution. In addition, the results also revealed that on-the-job training and development of academic staff at Bulawayo Polytechnic did not have a relationship with academic staff performance.

5.3 RECOMMENDATIONS

Academic staff at Bulawayo polytechnic should be kept continuously motivated to ensure that training and development and job satisfaction are kept extraordinary. These constructs should be monitored regularly by top management to ensure continuous training and development and job satisfaction. If top management of Bulawayo Polytechnic implement a programme to increase training and development and job satisfaction, it may lead to additional benefits for nourishing and fostering its success in the tertiary and higher education sector.

5.3.1 TRAINING AND DEVELOPMENT PROGRAMME FUNDING

Top management at Bulawayo Polytechnic should encourage and fund accredited courses and post graduate studies of academic staff under continuous professional development programme. The majority of the respondents (50.9%) revealed that staff training and development committees do not allocate sufficient budget for training and development programmes. As an institution of higher learning, Bulawayo Polytechnics' academic staff need to be trained and developed to keep abreast with technology as it depends on the quality and research capabilities of its staff. Therefore, postgraduate qualifications for academic staff are necessary to enhance and foster quality of research and teaching. Majoni (2012: 23) states that institutions in Zimbabwe must find alternative ways of funding the training and development programmes of their staff members.

5.3.2 WORKING CONDITIONS

Top management at Bulawayo Polytechnic should improve the working conditions of academic staff. Sageer, Rafat and Agarwal (2012: 39) state that employees are highly motivated with good working conditions as they provide a feeling of safety, comfort and job satisfaction.

5.3.3 GENDER BALANCE

Top management at Bulawayo Polytechnic should ensure that there is gender balance when recruiting academic staff. The results indicated that Bulawayo Polytechnic is dominated by males, and females only comprise 33.90% of the total academic staff. Mama (2003: 101) states that women's entry into higher education institutions as academic staff is low and uneven. Therefore, the Bulawayo polytechnic top management should revise the recruitment policy.

5.3.4 COMPENSATION AND BENEFITS PACKAGES

The study revealed that there was a general feeling of unhappiness with regards to compensation and benefits amongst academic staff at Bulawayo Polytechnic. Ghazanfar, Chuanmin, Khan and Bashir (2011: 121) state that academic staff expectation of a compensation plan are that it should be fair and equitable and that it provides them with tangible rewards commensurate with their skills. Top management of Bulawayo polytechnic should ensure that the compensation and benefit packages are fair, understandable and satisfies the academic staff at Bulawayo Polytechnic.

5.3.5 EXCHANGE PROGRAMMES

In relation to training and development funding, top management should not rely on government subsidies. Majoni (2012: 23) states that higher education institutions in Zimbabwe rely heavily on state funding. Therefore, top management at Bulawayo Polytechnic should also look for other means of funding the training and development of its staff. For instance, having academic staff exchange programs with other tertiary institutions, so that they can learn and develop at Bulawayo Polytechnic.

5.3.6 RECOGNITION AND REWARDS

Top management at Bulawayo Polytechnic should ensure that academic staff receive recognition and rewards for the work done. Harrisson (2011: 1) states that academic staff react positively when management recognises their good work and effort. In addition, Luo and Sethuraman (2015: 136) state that academic staff have different skills and knowledge, thereby making different contributions and expecting the contributions to be rewarded differently. Therefore, management at Bulawayo Polytechnic should be sensitive to recognition and rewards system.

5.3.7 RELEVANT TRAINING AND DEVELOPMENT PROGRAMMES

Top management at Bulawayo Polytechnic should offer training and development that is relevant, interesting and challenging. Most of the respondents indicated that training and development offered was not motivation enough to stay with the same institutions. Academic staff retention and turnover are a main concern for higher education institutions in Zimbabwe as they are losing highly qualified staff to the private sector and to other higher education institutions that offer relevant training and development programmes (Erasmus, Grobbler and Van Niekerk 2013: 33).

5.3.8 COMMUNICATION BY MANAGEMENT

Management should ensure that communication channels are effectively functioning. Results of the study revealed that more academic staff felt dissatisfied with ineffective communication by management. Joshua (2008: 104) states that effective communication draws staff to the side of management, reduces staff turnover and increases job satisfaction levels. Sharing of information concerning the work should be prioritised to enhance job satisfaction and to enable smooth, effective and efficient performance of the tasks at Bulawayo Polytechnic in Zimbabwe.

5.3.9 MANAGEMENT SUPPORT

Top management should support the training and development of academic staff so that they can reach their full potential. The results (49.10%) of the respondents revealed that managers did not support their personal development to reach their full potential. One of the training and development challenges is lack of management support. Punia and Kant (2013: 155) state that poor managerial support or an unfavorable departmental climate could limit the capacity of academic staff to personally develop and professionally advance their expertise. In addition, top management at Bulawayo Polytechnic should ensure that the academic staff have pride in doing their jobs by providing the support and resources that the teaching staff might require to perform their jobs effectively.

5.3.10 TECHNOLOGY ADVANCEMENT

Top management at Bulawayo Polytechnic should ensure that training and development seminars and workshop are aligned with current technology. Training and development should equip academic staff at Bulawayo polytechnic with the current teaching technology and all technological development in the field. The rate of technological changes and advancement is very high. Therefore, most tertiary education institutions in Africa have been mostly concerned with academic staff training and development to ensure that they stay abreast of technological changes (Naris and Ukpere 2012: 11862).

5.3.11 ACADEMIC STAFF RELATIONSHIP WITH CO-WORKERS

An important finding in this study was that there was no significant correlation between academic staff and their co-workers. Madlock and Booth-Butterfield (2012: 22) state that positive working relationships and interpersonal skills amongst co-workers can increase institution effectiveness and may contribute to institution's financial well-being. Therefore, top management of Bulawayo to organises team building events and social gatherings to maintain and foster a harmonious working relationships.

5.3.12 OPPORTUNITIES FOR PROMOTION

Top management at Bulawayo polytechnic therefore needs to develop clearly defined criteria for promotion opportunities and career pathing to enhance job satisfaction. Mayhew (2012: 1) states that the cycle of promotion and job satisfaction are critical, as one part of the cycle is dependent on the other. The results revealed that (28.60%) of the respondents who believed that those who performed well did not have a fair chance of being promoted. Top management to ensure that academic promotion up the hierarchical academic ladder is fair, organisations should provide a process, that will lead to effective, efficient, transparent employment practices and professional promotion (Anastasia 2015: 1).

5.4 DIRECTION FOR FUTURE RESEARCH

The research undertaken highlighted important and interesting insights into training and development on job satisfaction at Bulawayo polytechnic in Zimbabwe. This study has the potential to add value to the tertiary institutions as a whole in Zimbabwe, by providing guidelines and recommendations to the effective training and development and to increase job satisfaction. The main purpose of this research was to examine the impact of training and development of academic staff as a strategic tool for enhancing job satisfaction at Bulawayo Polytechnic in Zimbabwe. The study indicated that training and development of academic staff did not have a relationship with job satisfaction at Bulawayo Polytechnic in Zimbabwe. Future

research work in this area can focus on the impact of job satisfaction on academic staff turnover and also how training and development influences academic staff retention.

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ANNEXURE A

Telephone: 0313735144

23 James Handerson

Cell: 0842628089

Glenwood

Durban

25 November 2015

Dear Respondent

ASSISTANCE: QUESTIONNAIRE COMPLETION – RESEARCH DISSERTATION

I kindly request your co-operation in completing the attached questionnaire as you are identified as one of the respondents selected from the target population. I am a registered student at the Durban University of Technology and currently pursuing the M.Tech Degree in Human Resources Management. My topic is entitled: **"The impact of training and development of academic staff as a strategic tool for enhancing job satisfaction- A case study of Bulawayo Polytechnic Zimbabwe"**. My Supervisor is Prof. D C Jinabhai who is based in the Department of Human Resources Management.

I will be most grateful if you could complete the attached questionnaire. I will personally collect the completed questionnaires. The questionnaire would take approximately twenty minutes to complete and only requires you to tick the relevant pre-coded responses in an objective manner. Please ensure that you have answered all questions. Please be rest assured that your responses will be treated with utmost confidentiality and will not be divulged to any other party. The researcher ensures that the information that you will provide will not be used for any other purpose except for research investigation only. Anonymity will be ensured in this research. Data from the respondents cannot be linked to any specific individual.

Your co-operation in assisting me with this important component of my study is highly appreciated and I look forward to a speedy return of the questionnaire. If there are any queries, please do not hesitate to contact me at the above telephone numbers. I take this opportunity of again thanking you in advance.

Yours faithfully


Sheila Rumutsa

Student No. 21143531

ANNEXURE B

INSTRUCTIONS TO RESPONDENTS

- Answer all questions.
- Place only one tick or circle for each answer.
- Please do not leave any question/statement blank.
- This questionnaire comprises of two sections.

SECTION A: BIOGRAPHICAL INFORMATION.

1. Please specify your gender.

	Gender	Tick
1.1	Male	1
1.2	Female	2

2. Please indicate your age category.

2.1	Under 25	1
2.2	25 – 30	2
2.3	31 – 35	3
2.4	36 – 40	4
2.5	41 – 45	5
2.6	46 – 50	6
2.7	51 – 55	7
2.8	56 – 60	8
2.9	> 61	9

3. Indicate your academic experience at Bulawayo Polytechnic in Zimbabwe.

3.1	Under 1 year	1
3.2	1 – 5 years	2
3.3	6 – 10 years	3
3.4	11 – 15 years	4
3.5	16 – 20 years	5
3.6	21 – 25 years	6
3.7	26 – 30 years	7
3.8	31 – 35	8
3.9	Over 36	9

4. Please indicate your highest education Qualification

4.1	National Diploma or equivalent	1
4.2	Bachelors Degree or equivalent	2
4.3	Honours Degree or equivalent	3
4.4	Masters degree or equivalent	4
4.5	Doctorate	5
4.6	Others:	6

5. SECTION B

In relation training and development of academic staff, which of the following statements best describes your response?

Please indicate the extent to which you agree or disagree with the following statements by ticking one number for each question.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.1	Academic staff training and development is implemented successfully in this institution to advance academics.	1	2	3	4	5
5.2	If I get a job at any institution that offers continuous professional development I will leave my current post.	1	2	3	4	5
5.3	Academic staff training and development offered at Bulawayo Polytechnic motivates me to stay over the next ten years.	1	2	3	4	5
5.4	The institution offer official recognition programmes.	1	2	3	4	5
5.5	I am more satisfied to learn whilst on my work.	1	2	3	4	5
5.6	I feel left behind when it comes to the expertise that I need.	1	2	3	4	5
5.7	I am more satisfied to learn whilst away from work.	1	2	3	4	5
5.8	The academic staff training and development strategies in this institution are satisfactory.	1	2	3	4	5
5.9	I perceive the institution networks used at Bulawayo Polytechnic in a positive way.	1	2	3	4	5
5.10	My manager supports my personal development so that I can reach my full potential.	1	2	3	4	5
5.11	My institution sponsored my masters and doctorate degrees.	1	2	3	4	5
5.12	Staff development committee allocates enough time for training and development of academics.	1	2	3	4	5
5.13	The training and development budget at Bulawayo Polytechnic is adequate.	1	2	3	4	5
5.14	Trainers that conduct training sessions at Bulawayo Polytechnic are good facilitators.	1	2	3	4	5
5.15	I attend more than three conferences every year nationally and internationally by Bulawayo Polytechnic.	1	2	3	4	5

6.16	I rarely have conflict with my co-workers.	1	2	3	4	5
6.17	I raise grievance every month against my employer.	1	2	3	4	5
6.18	The working conditions permit me to perform well.	1	2	3	4	5

Thank you for your cooperation.

ANNEXURE C
23 James Handerson

Glenwood, Durban

4000.

25 November 2015

The Principal
Bulawayo Polytechnic
Cnr 12th Ave/Park Rd
P.O.Box 1392
Bulawayo
Zimbabwe


Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Sheila Rumutsa, and I am a Human Resources Management Masters student at Durban university of Technology (DUT) in Durban South Africa. The proposed topic is as follows: **"The impact of training and development of academic staff as a strategic tool for enhancing job satisfaction-A case study of Bulawayo Polytechnic Zimbabwe"**. I am writing to you seeking permission to conduct academic research at Bulawayo Polytechnic. This research is meant to solve challenges that are related to training and development and job satisfaction at Bulawayo Polytechnic. This intended study will be quantitative in nature and comprises of questionnaires which will be circulated to all academic staff only. The data collected will be treated with confidentiality and will not be divulged to any other party. The summary of the results will be provided to Bulawayo Polytechnic.

In order for me to prepare my proposal a gate-keeper letter/ letter of approval to conduct the research is required from Bulawayo Polytechnic. It would be greatly appreciated if you may assist me in this regard, since this will allow me to pursue with studies in my field of interest. If you require any further information, please do not hesitate to contact me on grumutsa@gmail.com, contact my supervisor Professor Jinabhai at jinabhai@dut.ac.za or +27837869712 and my co-supervisor Mrs Lourens at Melaniel@dut.ac.za or +27835538640. Thank you for your time and consideration in this matter.

Yours faithfully


Sheila Rumutsa
21143531

Ministry of Higher and Tertiary Education, Science and Technology Development
 The Secretary
 P. Bag 7732, Causeway
 Bulawayo

Reference:
 MINISTRY OF HIGHER AND TERTIARY
 EDUCATION, SCIENCE AND TECHNOLOGY
 DEVELOPMENT
 P. BAG 7732
 CAUSEWAY

30 November 2016

23 James Handerson
Glenwood, Durban
4000

Dear Ms Rumutsa

RE: REQUEST OF AUTHORITY TO CARRY OUT A RESEARCH ON "THE IMPACT OF TRAINING AND DEVELOPMENT OF ACADEMIC STAFF AS A STRATEGIC TOOL TO ENHANCE JOB SATISFACTION AT BULAWAYO POLYTECHNIC IN ZIMBABWE – A CASE STUDY"; MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

Reference is made to your letter in which you requested for permission to carry out a research on "The impact of Training and Development of Academic staff as a strategic tool to enhance job satisfaction at Bulawayo Polytechnic in Zimbabwe – A case study".

Accordingly, please be advised that the Head of Ministry has granted permission for you to carry out the research.

It is hoped that your research will benefit the Ministry and it would be appreciated if you could supply the office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry's strategic planning process.

[Redacted]
A/Director – Human Resources
For PERMANENT SECRETARY

MIN. OF HIGHER & TERTIARY EDU.
SCIENCE & TECHNOLOGY
RECORDS AND INFORMATION
08 DEC 2016
P. BAG 7732, CAUSEWAY
BULAWAYO