



**AN INVESTIGATION INTO JOB SATISFACTION AND ITS INFLUENCING
FACTORS AMONG STAFF MEMBERS OF BUSOGO CAMPUS, UNIVERSITY OF
RWANDA**

By

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Dedication

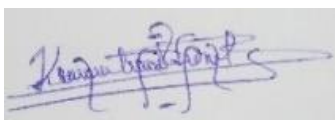
This dissertation is firstly dedicated to my beloved spouse Frida Umurungi who took the post to accomplish all household's duties and responsibilities during my absence. This dissertation is also dedicated to all my offspring, sisters and brother; their discipline, patience, encouragement and prayers had been a cornerstone to the accomplishment of my postgraduate education.

Declaration

I declare that this Dissertation is my original work except where specifically acknowledged, and it has been passed through the anti-plagiarism system and found to be compliant and this is the approved final version of the dissertation.

Lionel Kubwimana, Registration number 220017482

Signed



Date 16/09/2022

Main Supervisor's Name

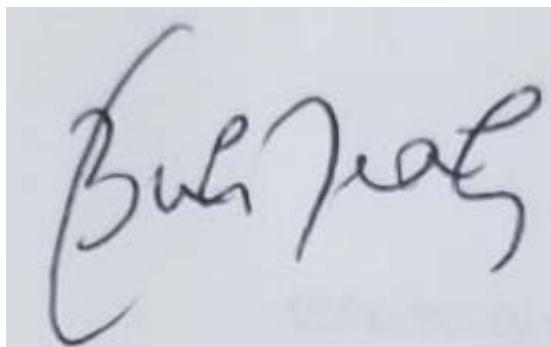
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ABSTRACT

Like any other educational organizations, success of universities and higher learning institutions depends on the productivity of the staffs. Many studies agree that satisfied employees are highly productive, and outstanding organisations are the ones with highly satisfied individual employees. In tertiary education, most of the findings are about one category of staff specifically academic staffs while universities use also non-academic staff to achieve their goals.

By integrating the above two categories of staffs, this study aims to investigate the job satisfaction and factors for which employees both in administrative and academic positions within Busogo campus are satisfied or dissatisfied with. This research adopted a mixed method to explore both intrinsic/motivator and extrinsic/hygiene factors of job satisfaction as well as the overall job satisfaction among staff members at Busogo campus. The target population was composed of all 106 staffs of Busogo campus as identified to be in service at the time of the study and 97 staff successfully completed the questionnaire used for data collection. For qualitative data, the researcher conducted an in-depth interview on a sample of 17 staffs purposively selected as key informants. The collected quantitative data were statically analysed upon the frequencies and percentages of responses while qualitative data were thematically analysed for easy interpretation that helped to support the quantitative findings. In general, when all dimensions of job satisfaction are taken into consideration, 59.69% of all staff members at Busogo campus have been found to be moderately satisfied. Data also indicated that staffs at Busogo campus are highly satisfied by motivator factors (67.53%) compared to hygiene factors (51.86%). The salary was ranked the first to have negatively influenced the job satisfaction (23.71%), followed by Company policies and administration (40.21%), Recognition (44.33%), Advancement (48.45%) and Working conditions (49.48%). Based on these results, the author recommended the University of Rwanda to organize and conduct such kind of research through all its colleges and campuses, and revise key aspects presenting red signs towards job satisfaction.

KEY WORDS: Staff members, Busogo campus, job satisfaction, motivator factors, hygiene factors

LIST OF SYMBOLS AND ACRONYMS

&	: Ampersand; And
CAVM	: College of Agriculture, Animal sciences and Veterinary Medicine
COVID-19	: coronavirus disease of 2019
et al.	:et alia ; and others
etc.	: et cetera
e.g.	: <i>exempli gratia</i> ; example
HLI	: Higher Learning Institution
i.e.	: <i>id est</i> ; that is
ISAE	: Institut Supérieur d’Agriculture et d’Elevage
KIST	: Kigali Institute of Science and Technology
MINEDUC	: Ministry of Education
NUR	: National University of Rwanda
OB	: Organizational Behaviour
UR	: University of Rwanda

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Overview about the location of the study

Busogo campus is the headquarter of the College of Agriculture, Animal Science and Veterinary Medicine (CAVM), one of the six colleges of the University of Rwanda (UR). It is located in the Northern Province of Rwanda, Musanze district, Busogo sector and has been the headquarter of *Institut Supérieur d'Agriculture et d'Elevage-ISAÉ* Busogo created in 1989. After the merger of former public Higher Learning Institutions (HLIs) to create University of Rwanda (UR) in 2013, Busogo campus also, under CAVM inherited programs from the former Faculty of Agriculture of the former National University of Rwanda (NUR) created in 1963, and Food Science and Technology Department from former Kigali Institute of Science and Technology (KIST) created in 1997.

Currently, Busogo campus operates under one school namely School of Agriculture and Food Science with four departments i.e. department of Rural Development and Agricultural Economics, department of Crop Science, Department of Soil Science and Department of Food Science and Technology. The total number of students at Busogo campus was 1945 in academic year 2020-2021 with the total number of 106 staff members, which includes 57 administrative staff and 49 academic staff as identified to be in service for CAVM Busogo campus excluding staff on study leave in this year (College of Agriculture Animal Science and Veterinary Medicine [CAVM], 2021).

1.2 Background to the research problem

The normal human life in the world cannot be separated from job. People live depending on what they do as jobs, either they work for their own, they work for private sector, or they work for public organizations.

An organization as defined by Opatha (2017) is a formal group of two or more people set up and structured to accomplish a certain common goal or common goals. To run effectively, organizations need various resources i.e. physical and human resources. Within an organization, the human resources refer to all people who work for it. These are the fundamental resources to drive the organization success, as they are the ones who manipulate and use other resources in the process of achieving organizational goals.

Nowadays, one of the worldwide job-related problems is the lack of job satisfaction where its aggravations or intensifications are strikes, absenteeism, high labour turnover and unproductive workers (Union of International Associations [UIA], 2020). Of course, job satisfaction varies from individual to individual, country to country and institution to institution.

As highlighted by Itika (2011), the right people to do right jobs at the right time are scarce and should be carefully managed to increase their performance, which as indicated by Awan and Asghar (2014) directly depends on employee job satisfaction among other elements. Inayat and Khan (2021) agree that satisfied employees are highly productive, and outstanding organizations are the ones with highly satisfied individual employees. Recently, Inayat and Khan (2021) also confirmed that satisfied employees are better in performance as compared to dissatisfied employees. Employees influenced by low level of job satisfaction are characterized by abnormal behaviours like turnover, low productivity, slowness, and absenteeism that are often presented at workplace while employees with high level of job satisfaction are characterized by positive behaviours like employee high productivity, loyalty, dedication, and punctuality (Mehrad & Zangeneh, 2017).

Referring to the context of tertiary education, researchers in different countries and universities assessed the situation about job satisfaction in tertiary education and arrived at various findings. For instance, in the study of job satisfaction of academic staff of public university in Malaysia, Noordin and Jusoff (2009) found that the academic staff of the university has a moderate level of general satisfaction. Ssesanga and Garrett (2005) studying job satisfaction of university academics in Uganda concluded that both intrinsic and extrinsic factors can evoke academic satisfaction or induce dissatisfaction. In the study conducted among educators in colleges of Education in southern Nigeria, findings showed that educators were not satisfied with their jobs in general due to high dissatisfaction with pay even though they were satisfied with the workload, co-workers, supervision, and promotion (Akpofure et al., 2006).

With regard to Rwandan institutions, today there are limited studies on job satisfaction, but some findings underscored lack of satisfaction among employees. In fact, in the study conducted by Serupia (2015), job satisfaction has been found to be an influencer factor of withdraw behaviour like passivity and lack of interest, or withdrawal in alcohol. These findings clearly show the need to satisfy every individual employee within an organization. In the same line of thoughts, Ntahomvukiye (2012) conducted research in secondary schools in Gakenke district and results showed that the presence and absence of both intrinsic and extrinsic factors could respectively

increase and decrease job satisfaction among Rwandan teachers while both motivators and hygiene factors are acknowledged to influence teachers' job satisfaction.

Regarding public higher learning institutions in Rwanda, Rusagara and Sreedhara (2015) concluded that more than half of employees said to be satisfied and motivated, with differences between managers and subordinates. Contrary, the study conducted in University of Rwanda by Munyengabe and Haiyan He (2016) revealed lecturer's motivation and job satisfaction to be low and highly affected by factors like working conditions, financial rewards, workload and stress level, relation with supervisors, opportunity for advancement and respect co-workers. Those studies have something in common that job satisfaction among academics is questionable and there is a gap related to lack of information about satisfaction of both academic and non-academic staff because most of the findings are about academic staff while universities use also non-academic staff to achieve their goals. Note that educational organizations including Higher Learning Institutions (HLI) and universities in Rwanda, in line with the mission of Ministry of Education, are mandated with a complex hard task to educate and produce the future qualified and competent workforce for the country (Ministry of Education [MINEDUC] 2013). Hence, basing on the current situation and gap as identified above, as an employee of University of Rwanda (UR) at Busogo campus, the researcher was curious to scientifically understand whether employees in this campus are satisfied or not and identify the potential factors that contribute to the situation. The present study assesses the level of job satisfaction and its influencing factors, both intrinsic and extrinsic, expressed respectively as motivator and hygiene factors in Busogo Campus of University of Rwanda (UR) where such kind of study has never been conducted.

1.3 Statement of the Problem

The fundamental problem to be investigated by the current study is the issue of low level of job satisfaction for both academic and non-academic staff at Busogo campus of UR. Three aspects have been identified to be explored. Firstly, the researcher explores the intrinsic / motivator factors influencing job satisfaction, secondly, the researcher explores the extrinsic / hygiene factors influencing job satisfaction, and lastly the researcher identifies the potential motivator and hygiene factors that influence overall level of job satisfaction among staff members at Busogo campus, both administrative and academic staff.

Like in many higher learning institutions from African countries, academic employees of University of Rwanda are affected by low level of job satisfaction (Munyengabe & Haiyan He, 2016). Although research has been conducted on job satisfaction in higher learning institutions,

emphasis was predominantly put on one category of staff, either academic or non-academic, and little is known about studying job satisfaction for both academic and non-academic staff combined together as interdependent categories of staff who work hard to achieve the university's goals and expectations. For the University of Rwanda (UR) whose expectation is to become one of the best performing universities in the world (University of Rwanda [UR], 2018), it is vital to take into consideration the satisfaction of the two kinds of staff involved. Otherwise, lack of attention to job satisfaction of both categories of staff may lead to lower performance that will no doubt affect and handicap the university in the process of achieving its goals and expectations. To address this problem, the present study intends to investigate in detail job satisfaction and factors that contribute to job satisfaction among staff members at Busogo campus, one of the campuses of University of Rwanda.

1.4 Objectives of the study

General objective of the study

The purpose of the study was to investigate the job satisfaction and factors for which employees both in administrative and academic positions within Busogo campus are satisfied or dissatisfied with.

The study was guided by the following specific objectives:

- 1 To explore intrinsic / motivator factors influencing job satisfaction within Busogo campus of UR
- 2 To explore extrinsic / hygiene factors influencing job satisfaction within Busogo campus of UR
- 3 To find out the potential motivator and hygiene factors that influence overall level of job satisfaction among staff members at the Busogo campus, both administrative and academic staff.

1.5 Research questions

1. What are the intrinsic/motivator factors influencing job satisfaction within administrative and teaching staff at Busogo campus?
2. What are the extrinsic/ hygiene factors influencing job satisfaction within administrative and teaching staff at Busogo campus?
3. At which level is the overall job satisfaction among administrative and teaching staff at Busogo Campus?

Those motivator factors that are related to job content play a major role to satisfy employees, and hygiene factors that are related to job context play a significant role to prevent dissatisfaction. Hence, the overall satisfaction of employees within an organization is achieved when both motivator and hygiene factors are satisfied.

1.6 Significance of the study

The study that investigates job satisfaction among employees of Busogo campus is significant, as it helps to identify the reasons and areas for which its employees are satisfied or dissatisfied with. Recently Masanja (2018, p.1) highlighted that "Job satisfaction is related to job performance". In fact, a higher learning institution that wants to achieve its goals and objectives, the performance of its employees is crucial. Hence, effort should be put into investigating employees' satisfaction within Busogo campus of University of Rwanda to determine what action to be taken to make employees satisfied to increase performance. Since such kind of study has never been conducted in Busogo campus of University of Rwanda, this study is the first to generate a baseline on which future related research will be referred.

Surely, this study contributes a lot to advancement of knowledge about job satisfaction in tertiary education in Rwanda, specifically for Busogo campus of UR, for both administrative and teaching staffs. In fact, even though several studies in different HLIs and several countries focused on the satisfaction of academic staff, this study identified that, administrative staff face almost the same job satisfaction problems with academic staff, and through this study new knowledge is advanced that all staffs should be treated in the same conditions regardless the job status. It also brings its contribution in different area as stated below.

1. To the Human Resource Management of University of Rwanda, the results provide a deep understanding of the factors that affect employee satisfaction and help to shape future policy formulation of the university in order to enhance the achievements of goals and objectives of the University of Rwanda in provision of higher education services;
2. To the College of Agriculture, Animal Science and Veterinary Medicine (CAVM), the findings help to predict answers to the problem related with staff tardiness, absenteeism, and turnover that may arise, and help the college to formulate strategies and policies to enhance employee satisfaction and college performance and productivity in educational business.
3. To researchers, the results of the study will serve as literature on the factors that may affect employee satisfaction in Higher Learning Institutions (HLIs) and the outcomes serve as secondary data for future research on the related topics

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of the study was to investigate the job satisfaction and factors for which employees both in administrative and academic positions within Busogo campus are satisfied or dissatisfied with. This chapter aims to review the literature related to the concepts of job satisfaction and key terms and factors influencing job satisfaction in HLIs.

2.2 Defining key terms

Job: The word job that generally refers to regular work, either temporally or permanent that an individual does to earn money, in this study the word job stands for the permanent paid work done by academic and non-academic staff of Busogo campus of UR.

Organization: The term organization in the context of the current study refers to Busogo campus of UR where it is clarified by the definition given by Opatha (2017) who defined organization as "a formal group of two or more people who function in an official structure that was set up purposefully to accomplish certain common goal or common goals"(p.657).

Job performance: In the same view with Laosebikan et al. (2018), in the context of the present study, the term job performance has a sense of the way employees in Busogo campus execute their work either well or not.

Job satisfaction: In this study at Busogo campus, the working definition of job satisfaction is the one given by Koontz and Weihrich (1999) that considers job satisfaction as an affective or emotional response toward various facets of one's job where positive work-related emotions lead to job satisfaction and negative emotions lead to job dissatisfaction.

In general, job satisfaction is one domain of Organizational Behavior (OB) mostly studied and has various definitions depending on different researchers' views. For instance, Kinicki and Kreitner (2007) said that job satisfaction essentially reflects the extent to which an individual likes his or her job. Similarly, Mehrad and Zangeneh (2017) showed job satisfaction as a collection of positive approaches, attitudes, and opinions that employees display towards their job at the workplace. To Locke (1976), the concept of job satisfaction refers to a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. According to Opatha (2017), job satisfaction refers to those feelings about a job or job experiences deriving from evaluation of job. It (job satisfaction) expresses an attitude that is, a degree to which an

employee has favourable or positive feelings about his or her job. In similar way with Pushpakumari (2008), job satisfaction is generally understood as an attitude towards job that refers to affective or emotional response toward various facets of one's job. The same author added that a person with high level of job satisfaction holds positive attitudes towards his or her job while a person who is dissatisfied with his or her job holds negative attitudes about the job. Sikowo et al. (2016) defined job satisfaction as a psychological state of how an individual feels towards work, people's feelings, and attitudes about variety of intrinsic and extrinsic elements towards jobs and the organizations to which they perform their jobs. Fugar (2005) clarified the extrinsic factors also called hygiene factors as company policies and administration, supervision-technical, salary, interpersonal relations, supervision and working conditions. He also clarified the intrinsic factors called motivator or satisfiers as those factors related to the content of the job and includes achievement, recognition, work itself, responsibility and advancement.

2.3 Factors of job satisfaction in Higher Learning Institutions (HLIs)

It is of great importance to understand factors that contribute to job satisfaction in general and in HLIs, since it helps to guide the identification of similar facets for which employees may be satisfied or dissatisfied among staff members of Busogo campus.

Pushpakumari (2008) presented the major factors influencing job satisfaction as pay, the work itself, promotions, supervision, workgroup, and working conditions. Laosebikan et al. (2018) recognize the factors affecting or influencing employee job satisfaction as employee's immediate supervisor, employee's personal characteristics, employee personal practices, employee pay package, working conditions, job security factors, etc. It is Herzberg et al., (1959), who called motivator factors or job satisfiers those factors related to job content while job dissatisfaction factors, also called hygiene factors are those factors allied to job context. They concluded that motivators are related to the job contents like achievement, recognition, work itself, responsibility and advancement. On the other hand, the hygiene factors do not motivate/satisfy but rather prevent dissatisfaction, and these factors are related to the context of the job such as, company policy, administration, supervision, salary, interpersonal relations, and working conditions.

In a study by Noordin and Josoff (2009), the results proved status, marital status, age and salary as factors influencing a moderate level of job satisfaction among academic staff of a public university in Malaysia. The pay has been found by Akpofure et al. (2006) to be a greatest factor to make educators being not satisfied with their jobs in colleges of Education in southern

Nigeria. Factors like co-worker behaviour, supervision and intrinsic facets of teaching have been found to influence job satisfaction while extrinsic factors related to salary, governance, research, promotion and working environment have been found to be the cause of dissatisfaction among Ugandan academicians (Ssesanga & Garrett, 2005).

A study by Munyengabe and Haiyan He (2016) revealed that in University of Rwanda, lecturer's motivation and job satisfaction were low and highly affected by factors like working conditions, financial rewards, workload and stress level, relation with supervisors, opportunity for advancement and respect co-workers. Guided by the thought of Herzberg et al., (1959), in higher learning institution, job satisfaction is influenced by two categories of factors, intrinsic and extrinsic factors that are referred to as motivator and hygiene factors in the present study wherein the researcher curiously intends to assess whether the same factors influence job satisfaction in Busogo campus.

2.3.1 Intrinsic/motivator factors of job satisfaction

The following paragraph briefly discusses the five motivator factors introduced by Herzberg et al., (1959) to make them more understandable in the study. These factors were used by various scholars in the field of OB to measure employee satisfaction. They are those factors related to the job contents like achievement, recognition, work itself, responsibility, and advancement that will be considered to assess how they are among staff members of the Busogo campus of UR.

Achievement: Illuminated by Fugar (2005), achievement in the present study refers to successful completion of a job, solutions to problems, evidence, and seeing results of one's work.

Recognition: This refers to any act of recognition within Busogo campus, from a supervisor, any other individual in management, client, peer professional colleague, or the public in terms of the notice, praise, or blame (Fugar, 2005).

Work itself: This is the actual doing of the job or tasks of the job as a source of good or bad feelings about it. The jobs can be routine or varied, creative or humiliating, overly easy or overly difficult. Each of these can impact job satisfaction either positively or negatively.

Responsibility: This includes personal responsibility for one's work and the work of others or being given new responsibility

Advancement: This refers to the staff promotion and opportunity for promotion within Busogo campus of UR.

2.3.2 Extrinsic/hygiene factors of job satisfaction

The following paragraph briefly discusses Herzberg's five hygiene factors taken for the present study to make them more understandable throughout the study.

Company policies and administration: This refers to those events in which some overall aspect of the company is a factor and includes unclear channels of communication, inadequate authority for satisfactory completion of tasks, and inadequate organization of tasks (Fugar, 2005). To the current study, this refers to UR policies and administration under implementation by Busogo campus and other campuses.

Supervision: For this study on the Busogo campus, the supervision refers to the competence, or incompetence, fairness or unfairness of the supervisor, willingness or unwillingness of the supervisor to delegate responsibility, and his/her willingness or unwillingness to teach (Fugar, 2005)

Salary: For the present study the salary is highly related to payment systems that are fair involving wage or salary increases in line with employees' expectations based on job loads, individual skill levels, and community pay standards.

Interpersonal relations: This refers to the interaction between employees and supervisors or the relationship between workers and these relations include either working relationships or purely social relationships on the job (Fugar, 2005). Generally, employee satisfaction increases when the immediate supervisor understands the employees, is friendly, praises for good performance, listens to employees' opinions, and shows a personal interest in them.

Working conditions: These refer to physical conditions of work, the amount of work, or the facilities available for doing the work (Fugar, 2005). Normally, employees want work environment that support personal comfort and good job performance, employees prefer physical surroundings that are not dangerous or uncomfortable, most of employees prefer working relatively close to home, in a clean and relatively modern facilities and with adequate tools and equipment. The present study intends to investigate how the situation is at Busogo campus.

2.4 Theoretical framework

The discussion about the theories of job satisfaction begins in early decades of the 20th century with the theory of Scientific Management commonly referred to as Taylorism by Frederick Taylor (1911) where in humans are treated as "economic- men" and Money is considered as the

biggest motivator for job satisfaction. However, most of applicable theories of job satisfaction start by Abraham Maslow's theory of Hierarchy of Needs (1943) and followed by Herzberg's Two-Factor Theory (1959). These theories used by many researchers in the field of job satisfaction have been shown to be still relevant and applicable in the present study at Busogo campus.

2.4.1 Maslow's hierarchy of needs

Abraham Harold Maslow (1908-1970) was an American psychologist who came up with a hierarchy of needs, a theory of psychological health that predicted on fulfilling innate human needs in priority, culminating in self-actualization. As highlighted by Aydemir et al. (2017), A.H. Maslow postulated that an individual's motivational needs could be arranged in the hierarchy. Once a given level of need is satisfied, it no longer helps to motivate. Thus, next higher level of need has to be activated and thereby satisfy the individual (Aydemir et al., 2017). Maslow's hierarchy of needs theory has been considered as the first motivation theory actually laid the foundation for job satisfaction theory. This theory served as a good basis from which early researchers could develop job satisfaction theories. Up to now, elements of this theory are still relevant in the context of employee motivation and satisfaction as the hierarchies of needs are also observed among employees of organizations including HLIs. In Busogo campus of UR, like in any other organization, employees need an equitable salary so that they can afford physiological needs like food, clothing and shelter. Employees also present a safety need in their jobs like security at workplace, being protected by laws, having stable work, etc. the love and belonging need come up with the need for interpersonal relationship at workplace and this motivates employee behaviour. The esteem need remains relevant, as employees need to feel the dignity from the job they do and being recognized or respected for the work well done. For self-actualization, its relevancy is in the sense that employees always seek for personal growth to become everything they can be. Maslow identified five levels in his hierarchy of needs

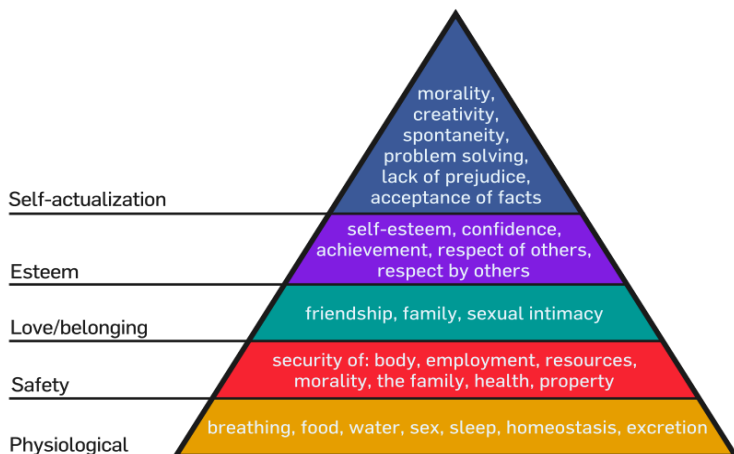


Figure 1A pyramid of Maslow's hierarchy of needs

Source:<https://duckduckgo.com/?q=pyramid+of+maslow%27s+hierarchy+of+needs>

2.4.2 Herzberg's motivation-hygiene theory

The Herzberg's motivation-hygiene theory also known as two-factor theory or dual factor theory was developed by an American psychologist Frederick Irving Herzberg (April 18, 1923-January 19, 2000). The theory was built on the assumption that there are certain factors in the workplace that cause job satisfaction while a separate set of factors cause dissatisfaction.

In this theory, Herzberg concluded that job satisfiers (motivators) are related to job content and that job dissatisfaction factors (hygiene factors) are allied to job context (Aydemir et al., 2017). Motivators are related to the job contents like achievement, recognition, work itself, responsibility, and advancement. On the other hand, the hygiene factors do not motivate/satisfy but rather their presence prevents dissatisfaction, and their absence may cause dissatisfaction. These factors are related to the context of the job such as, company policy, administration, supervision, salary, interpersonal relations, supervisor, and working conditions (Herzberg et al., 1959). Discussed by much research, Herzberg's theory has been found to be relevant in job satisfaction studies and it is relevant in this study in Busogo campus as it helps to evaluate how employees feel with university policies and administration, supervision function, salary, interpersonal relations, and working conditions. The theory can be considered as a mirror through which employees at Busogo campus can be seen vis a vis motivator and hygiene factors present at workplace clarifying the individual situation among employees so that action should be taken with evidence to correct or maintain the situation accordingly.

2.5 Conceptual framework

On one hand, the five motivator factors namely achievement, recognition, work itself, responsibility, and advancement together with five hygiene factors i.e. company policies and administration, supervision, salary, interpersonal relationships, and working conditions as classified by Herzberg et al., (1959), are considered to guide the study as independent variables. On the other hand, employee job satisfaction is considered as dependent variable. The intervening variables are seen as personal factors like a person's personality, age, gender, social differences, and the education of employees.

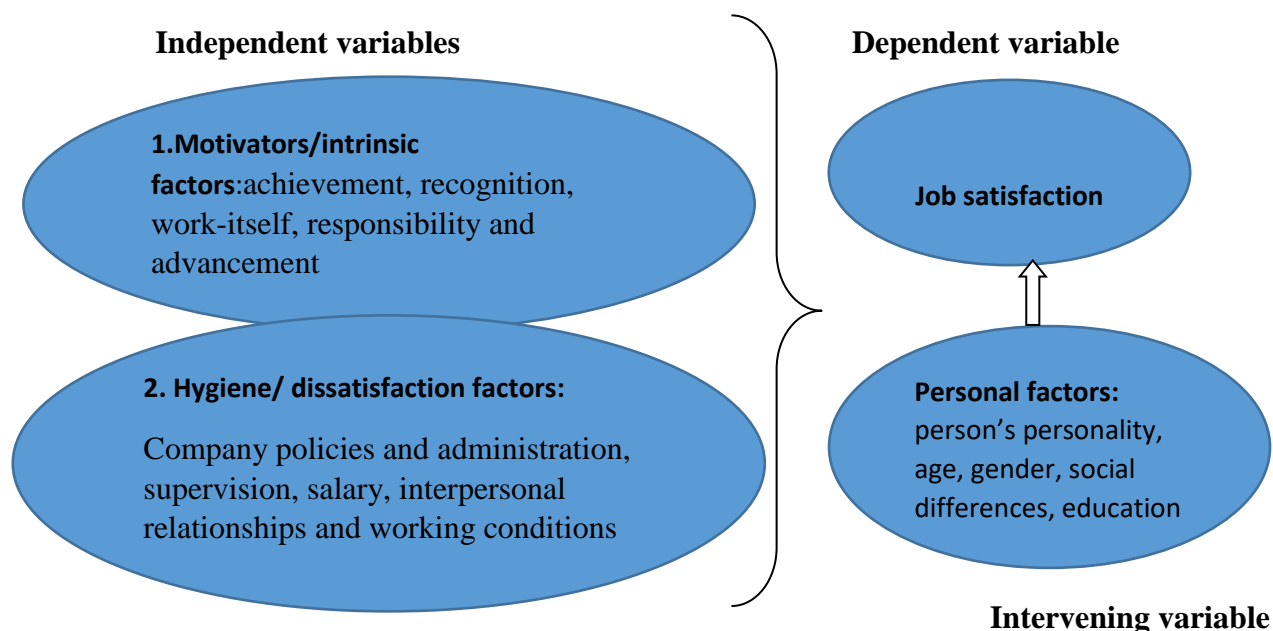


Figure 2 Conceptual design of motivator-hygiene factors against Job satisfaction

Figure 2 shows that the presence and absence of motivator/intrinsic and extrinsic/hygiene factors (independent variables) influence the level of job satisfaction (dependent variable) and possible intervening variables are mainly employee personal factors. The employee feelings about motivator or and hygiene factors here mentioned to influence the level of employee satisfaction, but also employee personal factors like employee personality, age, gender, social differences presented here as intervening variables may also influence the level of satisfaction. Motivator factors when present at a high level among employees make satisfaction happen while their presence at a low level may lead to employee dissatisfaction. Even though hygiene factors are not necessarily satisfying, their presence at a high level prevents dissatisfaction while their presence at a low level could cause dissatisfaction among employees. Then five motivators and five hygiene factors were considered as independent variables. The five motivators considered are mainly achievement, recognition, work itself, responsibility, and advancement. The five

hygiene factors considered are mainly company policies and administration, supervision, salary, interpersonal relationships, and working conditions.

Personal factors like employee personality, age, gender, social differences presented here as intervening variables may also influence the level of satisfaction. For instance, According to it is found in literature that there is the relationship between age and job satisfaction as older workers are more satisfied with their jobs than younger workers because older than their younger counterparts workers have moved into better jobs across their careers and have more skill (Jason & Martin, 1982).

Conclusion

This chapter regarding the review of related literature firstly dealt with understanding of job satisfaction and related key words. Secondary, the literature review discussed two theories; Maslow's and Herzberg's theories that have guided the study by identifying intrinsic/motivator and extrinsic/hygiene factors of job satisfaction as independent variables

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter summarizes the research design as a strategy through which the study came up with answers to the research questions. A mixed-method design that integrates both qualitative and quantitative vision was used to gain a complete image of the problem under study and support the righteousness of the conclusions through triangulation of methods. The chapter is here clarified by research paradigm, research approach, research methods, research instruments, the scope of the study and population, sample and sampling methods, and data analysis.

3.1 Research paradigm

The paradigm built in minds has a powerful effect and creates the lens through which we see the world (Covey, 1989) cited by Hussain, et al. (2013). Taken for the description of broad approaches to research, the researcher attempts to present the philosophy underpinning the research. The current research follows an interpretive paradigm. In line with Hussain, et al. (2013) interpretive research seeks to understand the values, beliefs, and meanings of social phenomena to extract an empathic understanding of human social activities and experiences, but quantitative research methods cannot be satisfactorily used in understanding these social behaviours for interpretive researchers. The current research adopts an interpretive paradigm using inductive reasoning attempting to make sense of employees' opinions and perceptions about job satisfaction and influencing factors within the Busogo campus.

3.2 Research approach

The study was conducted using a mixed method by adopting both quantitative and qualitative approaches to describe both overall job satisfaction and selected influencer factors. According to Kothari (2004), descriptive research studies are those studies, which are concerned with describing the characteristics of a particular individual, a group, events, or situation. Open University of Tanzania (OUT) (2010) adds that descriptive research is a type of research that is primarily concerned with describing the nature or condition and degree in detail of the present situation. Qualitative data were collected to support quantitative data in the description of selected variables and triangulation was done.

3.3 Research methods

Since the aim of this study is only to investigate the job satisfaction and factors for which employees both in administrative and academic positions within Busogo campus are satisfied or dissatisfied with, the study adopted a mixed method to describe the situation. For the quantitative method, a questionnaire was used to collect quantitative data from the whole population under study comprising all 106 administrative and teaching staff while for the qualitative method an interview was conducted on a sample of 17 staff purposively selected to collect accurate and detailed data from key staff informants chosen from both academic and non-academic staff. Based on their job position levels and job experiences on campus, 17 participants were selected. The sample was composed of 8 academic staff from four departments available and 9 administrative staff from nine administrative units at the campus to gather information from all the corners of the organization. The sample size was decided by the researcher guided by Creswell (2012) who clarified the sample size for purposive sampling to be ranging from 1 to 30 or 2 to 40. According to Tongco (2007), the purposive sampling technique (also called judgment sampling) is a non-random technique that refers to the deliberate choice of an informant due to his/her qualities with no underlying theories or a set number of informants. Hence, this mixed method described the characteristics of the variables focusing on answering questions related to "what" than "why". It means emphasis was put on the exploration of the factors that satisfy or do not satisfy the employees without considering the causality.

3.4 Development of the research instruments

Questionnaire

The researcher designed and developed a questionnaire to collect quantitative data from the target population. Taking into consideration Maslow's hierarchy of needs and Herzberg's motivator-hygiene theory, the questionnaire was designed based on the Minnesota Satisfaction Questionnaire (MSQ) short-form that has been used all over the world since 1977 to measure job satisfaction among employees. Logically the questionnaire was used to examine the factors of job satisfaction exploring intrinsic and extrinsic factors of job satisfaction among staff members of the Busogo campus. The designed questionnaire is an adaptation of the Minnesota Satisfaction Questionnaire (MSQ) short-form that was modified to measure job satisfaction on the Busogo campus. The original format of MSQ consists of 20 items that were modified little

to meet the objectives of the current study and answer the research questions of this study. The current questionnaire has also 20 items where each item is evaluated on a 5 Likert scale of Very satisfied, Satisfied, Neither satisfied nor dissatisfied, Dissatisfied, and Very dissatisfied. Some words have been changed to be harmonized with the study context; Company was changed to the University of Rwanda (UR) and the boss was changed to supervisor. Motivator (intrinsic) factors to be investigated were achievement, recognition, work itself, responsibility, and advancement. Hygiene (extrinsic) factors to be investigated were company (UR) policies and administration, supervision, salary, interpersonal relationships, and working conditions. The first 10 items were set to investigate motivator (intrinsic) factors as follows: (1&2) achievement; (3&4) recognition; (5&6) work-itself; (7&8) responsibility (9&10) advancement. Other 10 items were set to measure extrinsic factors as follows: (11&12) company (UR) policies and administration; (13&14) supervision, (15&16) salary, (17&18) interpersonal relationships, and (19&20) working conditions.

To ease the process of approaching respondents and encouraging them to provide relevant information for achieving research objectives, I requested a recommendation letter from the College of Education that has been approved by the Busogo campus administration to introduce the respondent to the research topic, aiming to avoid any doubt or mistrusts respondents might have about the study. The period for data collection was planned to be 15 days. Once filed questionnaires were returned from respondents, they were verified and checked for completeness, and then the researcher started the data entry. The following step was screening and data cleaning in order to minimize errors before analysis. Since respondents were in different areas in the time of data collection, the researcher distributed both mail and printed questionnaires to the respondents.

Interview

To collect qualitative data, an in-depth interview was conducted to gather participants' opinions on job satisfaction among employees of the Busogo campus. This method, which is qualitative in nature, allowed collecting a large amount of information about the behaviour, attitude, and perception of the interviewees with the freedom to explore additional points and change the direction of the process when necessary. Since the volume of data collected using in-depth interviews should be big, the number of respondents was limited so that the information given should be manageable by the researcher. That is why the interview was conducted on a sample

of 17 staff purposively selected based on their experience of at least 5 years in the current position. The sample was composed of 8 academic staff from four departments available and 9 administrative staff from nine administrative units at the campus to gather information from all the corners of the organization. To conduct the interview, the researcher met the selected respondents on a given appointment and conducted a face-to-face interview. Because the researcher did not want to miss any of the respondent's ideas, the interview was audio-recorded upon the respondent's permission.

The interview guide was written in English, but interviewees were free to answer in any language, either English, Kinyarwanda, or French. Hence, interview records were first translated into English and transcribed into text for analysis. The content of transcribed interview was analysed thematically in regard with different research questions underpin the study. Three themes that are intrinsic/motivator factors influencing job satisfaction, extrinsic/hygiene factors influencing job satisfaction and the overall job satisfaction were explored through their respective factors. In average, an interview lasted 24 minutes. Then interviews were transcribed verbatim by the researcher himself for later use in the data analysis process. Information from the interview helped to support the findings given by the questionnaire in the process of answering the research questions.

The questions on the interview guide are: 1. As an employee of UR at Busogo campus, are you satisfied with your job in this campus? Can you tell me how you feel about your satisfaction with your job position? 2. What elements do you currently consider to be satisfying or motivating you within this campus to accomplish your job? 3. Can you tell me about the elements that you consider dissatisfying you (make you not happy) with your current job at Busogo campus? 4. To increase your job satisfaction, what the institution (UR-CAVM) can do for you? What do you think you as an employee, can do to be more satisfied with your job?

3.5 Scope of the study and population

The current study within the Busogo campus dealt with facet job satisfaction focussing on five motivator factors of job satisfaction named achievement, work itself, recognition, responsibility, advancement and five hygiene factors that are company (UR) policies and administration, supervision, salary, interpersonal relationships, and working conditions.

The population for this study comprises all administrative and academic staff of Busogo campus from College of Agriculture, Animal Science and Veterinary Medicine (CAVM) of University of Rwanda during the fiscal year 2021-2022. The total of 57 administrative staff and 49 academic staff based at Busogo campus as identified to be in service for CAVM Busogo campus excluding staff on study leave in this year.

3.6 Sample and sampling methods

As highlighted by Kothari (2004. p.72), “when the universe is a small one, it is no use resorting to a sample survey”. Since the population was not large in this study, there was no need to sample for quantitative data collection. A census was used to get the total number of the study population. For qualitative data collection, according to the researcher’s judgment, a sample of 17 staff was chosen to be interviewed to capture the complexity of information from participants. Staffs from different job positions and with at least five years of experience from both administrative and academic positions were purposively selected to be used to collect qualitative data. The target population comprises two types of staff, administrative and academic staff as shown in the following table.

Table 1 Study population

Type of staff	Staff population	% share of the total staff population	Sample for interview
Academic staff	49	46.22%	8 academic staff
Administrative staff	57	53.77%	9 administrative staff
Total	106	100%	17 (all together)

Source: Empirical data

3.7 Data analysis

According to Saunders, et al. (2009), data in raw form, that is before these data have been processed and analysed, convey little meaning to most people. These, therefore, need to be processed to make them useful, that is, to turn them into information. In this study quantitative

data process included tabulating the data and performing several statistical computations such as frequencies and percentages. Analysis was done using descriptive statistics specifically percentages and mode. Using Microsoft excel, statistics, graphs and charts allowed to explore, present, describe and analyse quantitative data from variables.

The first step was to get familiar with qualitative data. Data were analysed by reading several times the interview transcriptions carefully to develop a deeper understanding about the information supplied by the respondents (Creswell, 2012). According to Saunders, et al. (2009), the process involves organization of data into categories, coding and sorting them to identify patterns and interpret the meaning of the responses, allowing the researcher to categorize the information into themes and patterns for easy interpretation. Triangulation of qualitative and quantitative methodologies was used to address the research questions i.e. qualitative data was used to assess the views of CAVM staff members on job satisfaction and this was compared with a quantitative survey of staff opinions. Note that the qualitative data were presented narratively and analysed thematically in regard with different research questions underpin the study. Three themes that are intrinsic/motivator factors influencing job satisfaction, extrinsic/hygiene factors influencing job satisfaction and the overall job satisfaction were explored through their respective factors to draw conclusion. Creswell (2012) simplified triangulation as the use of combined approaches to enhance confidence in findings.

3.8 Trustworthiness/Validity and reliability of the research instrument

The research instrument's validity and reliability are of great importance in research journey. As clarified by Saunders et al. (2009), validity is concerned with whether the findings are really about what they appear to be about whereas reliability refers to the extent to which data collection techniques or analysis procedures will yield consistent findings. In this study, the research instrument (MSQ) is three scales that measure intrinsic, extrinsic and general job satisfaction, and its reliability and validity have been demonstrated so far, with Test-retest Reliability = 0.89 for general satisfaction over one week and 0.70 over one year (Weiss et. Al, 1967). Also, the MSQ has been shown to differentiate job satisfaction at the 0.001 significant level on all scales (Weiss et. al., 1967). To ensure the validity and reliability of the constructed questionnaire, a pilot study was conducted to check whether items were understandable to respondents and providing consistent findings. The pilot study helped to find out errors committed that needed to be corrected before collecting final data. Tools were valid because

every research question had corresponding items in the tool set up to collect data about it. Hence, every question was answered through research findings.

3.9 Ethical consideration

During this study, ethical issue was maintained. Open University of Tanzania (OUT) (2010) underscores that ethical issue in research touches on all stakeholders of research, the respondents, the researcher, the funding agencies, and the users. According to Saunders et al. (2009), ethics is seen as the norms or standards of behaviour that guide moral choices about our behaviour and relationships with others. Therefore, the study was conducted on a population of university employees where no person under 18 years is employed, and it accommodated and treated all staff in the same conditions without any kind of discrimination or prejudice. For interview, respondents were provided with full information regarding the purpose and objective of the study and were granted that the collected data and information will be used uniquely for the purpose of the research study under implementation. The collected data will be safely and confidentially stored by the researcher, both in hard and soft copies in a retrievable manner. To keep confidential interviews' information in reporting, all interviewees were given pseudonyms in terms of codes where administrative staffs were coded from AD1-AD9 while academic staffs were labeled from AC1-AC8. In addition, all data (audio-recordings and transcripts) will be destroyed after the research is complete.

On the other hand, the researcher solicited every interviewee to voluntarily participate and being audio-recorded, and to show his/her agreement an interviewee had to sign a consent form.

Conclusion

The chapter 3 dealt with research methodology and design adopted to achieve the study objectives and answer to research questions. Research paradigm, approach, methods, data collection instruments, the scope of the study, population and data analysis were discussed and finally, validity and reliability of the research instrument together with ethical issues were taken into consideration.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

In this chapter, emphasis was put on the description and analysis of employee satisfaction basing on quantitative data presented using tables. On the other hand, qualitative data from interview were presented narratively and analysed following different themes chosen in accordance with research questions underpinning this study. For ethical reason, all interviewees were given pseudonyms in terms of codes where administrative staffs were coded from AD1-AD9 while academic staffs were labelled from AC1-AC8.

The following table 2 contains the empirical data collected using the questionnaire.

Table 2 Frequencies of staffs' responses on different items of the questionnaire

The total number of the respondents:

N=97

Item No	Item statement	Very Satisfied	Satisfied	Neither satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
1	The way I use my professional skills (education, training) to provide an appreciated service to clients	36	52	7	2	0
2	The chance to do something that apply my abilities	29	57	7	4	0
3	The way my organization or supervisor(s) recognizes my extra effort put into my work	14	29	23	28	3
4	Being recognized for the work well done	14	29	23	26	5

5	The kind of work I do in terms of manageable workload	13	59	16	9	0
6	Clear and well written job description for my position	24	54	8	8	3
7	The opportunity I do have to do a variety of tasks	20	46	26	5	0
8	The opportunity of being responsible for planning my work activities	26	59	10	0	2
9	The way I perceive my career to be growing on this job	19	34	19	22	3
10	The good chance I do have for promotion in my organization	14	27	18	25	13
11	The way organization's vision and mission are clear and shared with staff	9	35	16	33	4
12	The way UR policies are put into practice	7	27	18	41	4
13	The way my supervisor is supportive, praises employee's good work and cares about employee personal needs	13	46	22	13	3
14	The way my supervisor handles his/her workers	18	53	17	7	2
15	My salary to be equitable with colleagues on the same scale in different organizations within the country	3	20	22	35	17
16	My pay to provide me with income adequate for normal expenses	3	20	17	44	13
17	My fellow employees know how to get the job done and are supportive	16	55	18	8	0

18	The way my co-workers are supportive with each other	30	52	9	6	0
19	My workplace environmental conditions to enable me to perform on my job.	11	40	21	21	4
20	The length of the travel from my residence to workplace	10	35	21	19	12

Source: Author's own design, research findings

The table above contains row data and it is considered as the base of advanced analysis that are done through subsections dissected from these findings.

As mentioned in chapter 3, data in raw form convey little meaning to most people (Saunders, et al., 2009). To make them useful, that is, to turn them into information, quantitative data process includes tabulating the data and performing several statistical computations such as averages, frequencies and percentages. Analysis was done using descriptive statistics specifically percentages and mode. Using Microsoft excel, statistics, graphs and charts allowed the researcher to explore, present, describe and examine relationship within quantitative data from variables.

4.2 Intrinsic/motivator factors influencing job satisfaction

Through the five intrinsic /motivator factors of job satisfaction, i.e. achievement, recognition, work-itself, responsibility and advancement, the researcher presents and analyse both quantitative and qualitative data for each factor and reach to the findings henceforward.

Achievement

The data from the respondent's answers to items used to measure achievement factor are presented and detailed in table 3 where in each row frequency and percentage are presented. The frequency stands for the number of staff who responded to items and percentage is calculated out of the total number of the respondents who participated in the study for each item.

Table 3 Frequencies and percentages of responses for staff job satisfaction with achievement

Item No	Item statement	Very	Satisfied	Satisfied	Neither	satisfied	Dissatisfied	Very	Dissatisfied	Total of responses
1	The way I use my professional skills (education, training) to provide an appreciated service to clients	36	52	7	2	0				97
		37%	54%	7%	2%	0%				
2	The chance to do something that makes use of my abilities	29	57	7	4	0				97
		30%	59%	7%	4%	0%				
Total		65	109	14	6	0				194
		34%	56%	7%	3%	0%				

Source: Author's own design, research findings

Table 3 indicates that most staff at Busogo campus (90%) are satisfied (very satisfied + satisfied) with achievement, 7% are neither satisfied nor dissatisfied while 3% of the staff openly declared to be dissatisfied with their achievement. From the results, 91% are satisfied by the way they use their professional skills (education, training) to provide an appreciated service to clients and 89% are satisfied by the chance to apply their abilities. The data from qualitative study also supported the increased level of employee satisfaction at Busogo campus when a staff successfully completes his/her job. Respondents expressed their feelings on this factor as shown by the following quotes from some interviewees.

When a client comes to my office for a service, if I solve his /her problem using my abilities, I always feel proud of my role and knowledge that help to solve the problem. The satisfaction of our clients also motivates me when they thank me just in words. For me what is motivating is to do what I must do at the right time and in effective way (AD1).

The second administrative staff pointed out the way achievement is satisfying in these words,

The non-zero satisfaction I feel with my job originates from self-coaching and self-motivation. When I manage to perform some responsibilities on my own initiative, by trial and experience, it satisfies me as I always have a good will to improve my performance. I can try and fail but when I continue to try I get some positive result and the product obtained is enjoyable to me and to clients and I say it's good even if much efforts has been provided. So, it is satisfying in that way when I manage to get out the confusing climate I work in with inadequate material and no significant help from management (AD3).

Similarly, one academic staff expressed the feelings brought by the fulfilment of the work successfully done.

"Among major satisfying elements from my current job, I can mention my contribution to quality education provided by Busogo campus. I really feel good to see hundreds of candidates graduating every year"(AC8).

Recognition

The data from the respondent's answers to items used to measure recognition factor are presented and detailed in table 4 where frequency and percentage are given to different items. The frequency stands for the number of staff who responded to items and percentage is calculated out of the total number of the respondents who participated in the study for each item.

Table 4 Frequencies and percentages of responses for staff job satisfaction with recognition

Item No	Item statement	Very Satisfied	Satisfied	Neither satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Total of responses
3	The way my organization or supervisor(s) recognizes my extra effort put into my work	14	29	23	28	3	97
		14%	30%	24%	29%	3%	
4	Being recognized for the work well done	14	29	23	26	5	97
		14%	30%	24%	27%	5%	
Total		28	58	46	54	8	194
		14%	30%	24%	28%	4%	

Source: Author's own design, research findings

The quantitative findings in Table 4 showed the low level of employees' satisfaction regarding the recognition of the job done. Less than a half of staff at Busogo campus (44%) are satisfied or very satisfied with recognition, 24% are neither satisfied nor dissatisfied with recognition while 32% of the staff openly said to be dissatisfied with recognition. From the results, 44% are satisfied by the way the organization or supervisor(s) recognizes their extra effort put into their work and 44% are satisfied by being recognized for the work well done.

From interview, different respondents gave the opinions that when an employee's work is recognized by a direct supervisor or any other individual in management, a client or the public, his/her satisfaction increases, otherwise it decreases. Here recognition was found to be not fully appreciated by the staff at Busogo campus basing to the comments from some interviewees that are shown to support this statement.

One staff in administration expressed openly the perception towards recognition at Busogo campus to stress the need for recognition of employees' effort by their supervisors.

The satisfaction of our clients motivates us when they thank us just in words. Our motivation is not only about the salary even if it is the one more people consider as

motivating. For me what is motivating is to do what I must do at the right time and in effective way. When recognized it is an asset. On the management side, I cannot fear to say that my work is always seen as not significant. I say this because a lot of work I do, the management do not know and do not recognize it. Our work is not visible even if it makes us to sweat. They (managers) do not value the work we do. What I may want from the managers is the recognition of our daily works: both in academics and administration. Of course, managers are different, some recognize it, and others do not. We know that some managers say openly that such and such activities are not important works! It seems that they do not know what we do in this campus. It should be better if they do their utmost to know and recognize every unit and subunit (AD1).

The following two academic staffs added that it should be better if the work done is recognized. One said:

"Apart from having a job, it is satisfying when I am respected by students and my supervisors. It makes me feel that the campus is my second family with colleagues as brothers and sisters" (AC7).

Another one added:

"Among the most satisfying elements I can mention here there is respect by students and society in which I live as well as the opportunity to go far in my studies" (AC8).

The fourth staff mentioned negative behaviours of some managers towards recognizing staff's work:

On the other hand, some elements are dissatisfying me. Here I can say for example the relationship with my line manager. My line manager is disturbing me. He cannot understand my suggestion even if it is good, he always tell me bad words, saying I do nothing, he cannot guide on what I can do, and He is always negative with me. This makes me to feel dissatisfied with this job (AC6).

The following two academic staffs recommended the campus management to recognize the work done and staffs' respect.

The campus should recognize the work done by academic staffs and respect them. It is shameful to find some staff in administration positions neglecting a lecturer simply

because lecturers are less paid and have limited benefits and advantages. It is clear that the value of a lecturer has not been taken into consideration and this may handicap the performance of the organization. The complementarity is of great importance. If nothing is done, we are mature and intelligent, we cannot be aggressive, and we do what is possible and go somewhere else to look for other advantages or take rest at our homes (AC4).

The campus should recognize the work done by academic staff and respect them. Recognition does not mean only money. Even verbal recognition is satisfying (AC8).

From these statements both academic and administrative staff claim for recognition of the work done. They all agree that recognition is not necessarily in terms of money, but deeply related with the stakeholders' behaviours, and specifically managers. It costs nothing but its absence leads to employees' unwanted behaviour and consequently to organization poor performance.

Work-itself

The data from the respondent's answers to items used to measure work-itself factor are presented and detailed in table 5 where frequency and percentage are given to different items. The frequency stands for the number of staff who responded to items and percentage is calculated out of the total number of the respondents who participated in the study for each item.

Table 5 Frequencies and percentages of responses for staff job satisfaction with work-itself

Item No	Item statement	Very Satisfied	Satisfied	Neither satisfied nor	Dissatisfied	Very Dissatisfied	Total of responses
5	The kind of work I do in terms of manageable workload	13	59	16	9	0	97
		13%	61%	16%	9%	0%	
6	Clear and well written job description for my position	24	54	8	8	3	97
		25%	56%	8%	8%	3%	
	Total	37	113	24	17	3	194
		19%	58%	12%	9%	2%	

Source: Author's own design, research findings

Table 5 indicates that a good number of staff at Busogo campus (77%) feel satisfied or very satisfied with the work itself, 12% are neither satisfied nor dissatisfied with recognition while 11% of the staff openly said to be dissatisfied with their work. The results also revealed that, 74% are satisfied by the kind of work they do in terms of manageable workload and 81% are satisfied by clear and well-written job description for their positions.

The findings from interview revealed that staff satisfaction at Busogo campus was influenced by the nature of their work. Administrative staffs are predominantly dissatisfied by lack of clear job descriptions while academic staffs raise concern with workload issue.

Three administrative staffs criticized the lack of clear job descriptions as something that may hinder their satisfaction towards their work:

The first said:

"I am satisfied by the work I do, its nature and the workload I have in general. What I may suggest is the institution to avail the job descriptions for every position and make sure staffs' performance contracts are evaluated basing on the job descriptions" (AD2).

The second said:

"Concerning the position or work itself I understand, and I like what I do. It is satisfying! However, responsibilities are not clear for years" (AD6).

The third said:

The major dissatisfying factor to be discussed is the lack of job descriptions regarding my job position. It is only an appointment letter I got without telling me what to do! No official clear written job descriptions. This result in working with disorder, depending on how I feel and what I can without any orientation of the organization. Even my supervisors sometimes use to task me whatever comes instead of letting me doing my responsibilities. Therefore, the routine of working in such a way without any precision of what is supposed to be done, with no guide, cannot help me to be highly satisfied with this job. I feel satisfied at low level and when I try to ask a question related to job descriptions, nobody to answer me effectively but they blame me saying I am mature and experienced enough to know what to do (AD3).

On the other hand, much concern was put on workload by academic staffs.

Among dissatisfying elements, one is workload. If you work extra hours, of course you do not work properly. Workload must be considered. If the number of students increases, the number of teaching staff should also increase. Busogo! What can I say else? Review the workloads. Suppose now if I count my workload according to regulations, it cannot be understood, it can be about 3000 hours while I should have 1980 hours at maximum. I spend much energy to do the work and unfortunately, objectives cannot be reached successfully. It is really dissatisfying (AC4).

I feel satisfied with my job. I can add that being a university employee is an umbrella that provides many opportunities; the necessity is to make a step forward to create a network. Opportunities are there, even if it may take a time, but it is possible. An employee should be active and try to catch what is possible. An employee has an opportunity to use his/her position but of course, it is a process (AC1).

Responsibility

Measured quantitatively, the data for responsibility factor are presented and detailed in table 6 with frequency and percentage given to different items. The frequency stands for the number of staff who responded to items and percentage is calculated out of the total number of the respondents who participated in the study for each item.

Table 6 Frequencies and percentages of responses for staff job satisfaction with responsibility

Item No	Item statement	Very	Satisfied	Satisfied	Neither	satisfied nor	Dissatisfied	Very	Dissatisfied	Total of responses
		Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied		
7	The opportunity I do have to do a variety of tasks	20	46	26	5	0				97
		21%	47%	27%	5%	0%				
8	The opportunity of being responsible for planning my work activities	26	59	10	0	2				97
		27%	61%	10%	0%	2%				
Total		46	105	36	5	2				194
		24%	54%	19%	3%	1%				

Source: Author's own design, research findings

Table 6 indicates that a good number of staff at Busogo campus (78%) feel satisfied or very satisfied with their responsibilities, 19% are neither satisfied nor dissatisfied with responsibilities while only 4% of the staff openly said to be dissatisfied with their responsibilities. The results also revealed that, 68% are satisfied by the opportunity to do a variety of tasks and 88% are satisfied by the opportunity of being responsible for planning their work activities.

From the interview findings, staff feels satisfied in terms of being responsible to their work. They feel free in general and know what to do as mature and experienced employee as stated in their comments.

The first interviewee said:

"Yes, I am satisfied with my job on my side because I complete all the responsibilities involved through daily activities with students and office services"(AD1).

The second raised concern that:

Being responsible of one's job is normal. Everyone needs to know his/her responsibilities so that he/she should perform them. It becomes a big issue when it happens that you are blamed for other's responsibilities, or you do not do what you are supposed to do because you do not know that they are yours (AC4).

The third continued saying:

"I am satisfied by the responsibilities involved in my work and satisfied by some other responsibilities I perform on my own initiative. I always have a good will to improve my performance"(AD3).

Also, the last three interviewees attested to be satisfied by their responsibilities:

"I think I could say that first I like to get the flexibility in what I do. If I have to do my job, I feel like I have the freedom to plan my job and to get the other time to do my personal issues. So I feel satisfied by the results of my work and the flexibility from it"(AC3).

"Talking about my job responsibilities I ensure you that I am free to plan my work"(AC7)

"Among the most satisfying elements I can mention the duties and responsibilities and how I perform them"(AC8).

Advancement

The data for advancement factor are presented and detailed in table 7 with frequency and percentage given to different items. The frequency stands for the number of staff who responded to items and percentage is calculated out of the total number of the respondents who participated in the study for each item.

Table 7 Frequencies and percentages of responses for staff job satisfaction with advancement

Item No	Item statement	Very	Satisfied	Satisfied	Neither	satisfied_nor	Dissatisfied	Very	Dissatisfied	Total of responses
		Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied		
9	The way I perceive my career to be growing on this job	19	34	19	22	3				97
		20%	35%	20%	23%	3%				
10	The good chance I do have for promotion in my organization	14	27	18	25	13				97
		14%	28%	19%	26%	13%				
Total		33	61	37	47	16				194
		17%	31%	19%	24%	8%				

Source: Author's own design, research findings

Table 7 shows that less than a half of staffs at Busogo campus (48%) feel satisfied or very satisfied with advancement. This is analysed as low satisfaction with that factor. The results showed that 19% are neither satisfied nor dissatisfied with responsibilities while only 32% of the staff openly said to be dissatisfied with advancement. The results also revealed that 55% are satisfied by the way they perceive their career to be growing and 42% are satisfied by the chance for promotion in this organization.

Linked to qualitative findings, most of interviewees do not talk much about advancement but they put emphasis on restoration of promotion schemes that were followed before COVID-19 pandemic. Employees are facing the inflation crisis and want that there should be remedies. Here are some expressions of satisfaction from employees:

First:

”Actually, I am satisfied about the job but there is some issue on which I am not satisfied. Yeah, there is no motivation, no promotion. As if you are not promoted you are always stagnant and things outside are becoming very expensive, that is a source of dissatisfaction“ (AC2).

Second:

I can say that I am satisfied in general even if negative traits are not zero, obstacles are not zero but in general I can say I am satisfied. The first thing is that I fit in my domain of study in which I have a strong background, only that. It means it is very advantageous. If I compared with other positions I got in UR, they were not matching better with my domain of study. Appointed to the current position I feel my satisfaction to be increased. There is also opportunity to grow because of education and experiences are matching better. So it is a strong package to me that makes me to be satisfied if I don't take into consideration other factors (AD5).

Third:

My current position, I love it much more. No problem! But the motivations other than money like capacity building, yes they give us but when nobody is interested to ask a learner about his/her report card or degree, it is not enjoyable. It is in that sense that managers should work” (AD6).

Fourth:

Nowadays due to COVID-19 pandemic, staffs are facing the problem of lack of promotion, and this is seen as a major element to dissatisfy most of staff and unfortunately there is no promising plan to handle the problem. Staffs are demotivated by that period of about two years with no clear direction” (AD4).

4.3 Extrinsic/ hygiene factors influencing job satisfaction

Through the five extrinsic /hygiene factors of job satisfaction, i.e. company policies and administration, supervision, salary, interpersonal relationships and working conditions, the researcher presents, analyses both quantitative and qualitative data for each factor, and reach to the following findings:

Company policies and administration

Table 8 Frequencies and percentages of responses for staff job satisfaction with company policies and administration

Item No	Item statement	Very	Satisfied	Satisfied	Neither	satisfied nor	Dissatisfied	Very	Dissatisfied	Total of responses
11	The way organization's vision and mission are clear and shared with staff	9	35	16	33	4				97
		9%	36%	16%	34%	4%				
12	The way UR policies are put into practice	7	27	18	41	4				97
		7%	28%	19%	42%	4%				
Total		16	62	34	74	8				194
		8%	32%	18%	38%	4%				

Source: Author's own design, research findings

Table 8 indicates the low level of satisfaction with company policies and administration. 40% of the staffs said to be satisfied by company policies and administration at Busogo campus, 18 % are neutral about the company policies and administration while only 42 % said to be dissatisfied company policies and administration. Table 8 also revealed that 43% are satisfied by the way organization's vision and mission are clear and shared with staff and only 35% are satisfied by the way UR policies are put into practice.

Concerning policies and administration, interviewees did not talk much about it but those who gave their comments criticized the way most decisions are often taken from UR headquarter to the staff at different colleges and campuses, emphasizing why staffs are facing low level of satisfaction regarding policies and administration.

The two staffs named (AD2) and (AC8) criticized the decision and communication channel used in UR administration.

I am not satisfied with the behaviour of managers in the way they take decisions. Most of the times decisions are taken without involving staffs and there is no window through

which we can give our comments and suggestions. It is a one-way communication from the top to down. General staff meetings are limited or even inexistent. Staffs are considered as material resources not human resources (AD2).

I am moderately satisfied. I say this because normally my job is enjoyable but the way we are treated do not allow us to be fully satisfied. I think the university should not be considered as one of institutions of local government. Decisions should not come from top to bottom without any kind of collaboration or consultancy with its staff. That is surely disappointing

Another staff expresses the worry caused by endless reforms within university of Rwanda

One thing I can say about policies and administration within this institution is the job instability. Talking about instability is not pointing or blaming my institution but it has been in endless restructurings for long time. Even my current position is a result of restructuring and there is no witness that those reforms have stopped. This is the first factor that influences negatively the job satisfaction within our institution. Normally reforms are not bad! However, how are they done? Employees should have been informed before other steps and given opportunity to give their thoughts and constructive suggestions on how to do that. Employees should be among key stakeholders, not treated as subordinate who is always there waiting for the commandment from the boss only (AD5).

An interviewee also raised concern with non-effective communication as another source of low satisfaction

With reference to policies and administration, there is poor communication either from the top or between co-workers on the same level. Each one is busy with his/her business without any collaboration, no complementarities, leaders remain on the top and do not communicate with the bottom thinking that it is only them who work, that without them there is no work but really it not true since educational business is like a chain (AD6).

Supervision

The supervision factor was quantitatively measured by two items and results are presented by table 9 below:

Table 9 Frequencies and percentages of responses for staff job satisfaction with Supervision

Item No	Item statement	Very Satisfied	Satisfied	Neither satisfied nor Dissatisfied	Very Dissatisfied	Total of responses	
13	The way my supervisor is supportive, praises employee's good work and cares about employee personal needs	13	46	22	13	3	97
		13%	47%	23%	13%	3%	
14	The way my supervisor handles his/her workers	18	53	17	7	2	97
		19%	55%	18%	7%	2%	
Total		31	99	39	20	5	194
		16%	51%	20%	10%	3%	

Source: Author's own design, research findings

Table 9 showed the a moderate level of satisfaction with supervision, (67 %) said to be satisfied by supervision at Busogo campus , 20 % are neutral about the supervision while only 13 % said to be dissatisfied by supervision. Table 9 also revealed that 60% are satisfied by the way their supervisor are supportive, praise employee's good work and care about employee personal needs and 74% are satisfied by the way their supervisors handle their workers.

The qualitative findings showed that a good number of staff have no problem with supervision, but some staff showed clearly that they are not satisfied by their supervisors' behaviours at work.

For instance, a staff pointed out negative behaviours of some managers:

Concerning our line managers sometimes they are absent at workplace, some documents are pending while they are urgent, and I am not allowed to approve them so that they should be timely done. This happens often and makes things to be wrongly done as they deal more with emails but not everything can be done online, and this is dissatisfying

somehow. Absolutely absenteeism of our managers handicap or delay our services (AD1).

Another one added:

"I am not satisfied. On the side of managers who help or supervise in the daily activities, they don't ease to work freely since they sometimes task me whatever comes instead of let me do my responsibilities"(AD3).

However, a staff expressed full satisfaction with the supervision factor:

"I am satisfied by the work I do and my supervisor. What I am supposed to have as facilities I have them. My supervisors i.e. my line managers assist me whenever it is needed "(AD7).

Salary

The quantitative data regarding salary were presented in table 10, with frequency and percentage given to different items. The frequency stands for the number of staff who responded to items and percentage is calculated out of the total number of the respondents who participated in the study for each item.

Table 10 Frequencies and percentages of responses for staff job satisfaction with salary

Item No	Item statement	Very	Satisfied	Satisfied	Neither	satisfied nor	Dissatisfied	Very	Dissatisfied	Total of responses		
		Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied				
15	My salary to be equitable with colleagues on the same scale in different organizations within the country	3	20	22	35	17	97	3%	21%	23%	36%	18%
16	My pay to provide me with income adequate for normal expenses	3	20	17	44	13	97	3%	21%	18%	45%	13%
Total		6	40	39	79	30	194	3%	21%	20%	41%	15%

Source: Author's own design, research findings

Table 10 showed a very low number of staff (24 %) to be satisfied by the salary, 20 % are neutral about the salary while more than a half (65%) said to be dissatisfied by the salary. These figures indicated a very low level of satisfaction towards salaries. Table 10 also revealed that 54% are dissatisfied by their salary saying their salary are not equitable with colleagues on the same scale in different organizations within the country and 58% are dissatisfied by the pay saying that their pay do not provide them with income adequate for normal expenses.

In regard with salary, findings from interview gave insight on how job satisfaction among staff members at Busogo campus were negatively influenced by the salary. Most of staff mentioned that the salary is low and remains static for long time so that it is no longer providing an adequate income for today's living expenses. Suggestions were that salary revision should be among the priorities where new salary scheme should be set taking into consideration equity principles for both managers and subordinates as well as the increasing costs on the local markets. The following are some comments from interviewees.

Firstly, here are opinions from academic staffs:

In general, what I can say is that if you consider employees in education area, at a given level when you compare them with others, not only on salary level, but also other benefits, there a mismatch so that staffs live with intention to leave as if they are hired somewhere else, they earn many times the salary at previous job. Example, one has a dream to become a professor, but it is discouraging that a professor may earn less than a bachelor holder of another public institution. This hinders the image of a professor and dignity. Therefore, there is a problem concerning income and it affects the satisfaction and ambitions of academic staff. Improvement at this level is needed (AC1).

I am satisfied by the way the job is done but when it comes to remuneration or the salary, they are very low compared to the market needs. On my side as a human being, if I have chosen to study and fortunately found a job in my domain, which corresponds to my level of education, but I am not paid accordingly, that is a problem. Ok let us say that I am paid in the context of my organization but when compared with other employees in other institutions, I find that still I am very down. It is in this context that you go to the market, and you find everything is expensive and you cannot afford while other employees from other organizations can afford. That is where my dissatisfaction comes in and I feel not stable and live with intention to leave looking for other jobs that can be considered as

green pastures. When you look at employees at UR in general and you compare them with other people who are also government employees but who are working in other organizations, you find that our salaries are very low while we have to live in the same environment sharing the same market. This is unfair (AC2).

”If I am hired to advise the campus on what action to be taken to increase employee satisfaction, the first advice is to address the dissatisfaction in terms of salary“(AC3).

When I think about the salary, I get I don't feel ok since surely the salary is low and can't solve even the basic problem of life. The costs on the markets are high and continue to change on daily basis but no change on salary for years. So, I am no longer able to afford the life of today basing on salary alone. I do not know what I can do. The salary plan is not perfect for all staff. I can see that salaries are planned inequitably where you can see a normal staff who is paid less than a half of the salary of the line manager while sometimes it is that staff who works more than a manager. That is also dissatisfying and makes me think to leave this institution (AC6).

”The University should think much about the welfare of all staff in terms equitable salary and advantages not only the managers“(AC6).

What the institution can do is to strengthen the planning! This is an educational organization. So, emphasis should be put on educational planning instead of other things. If you want your organization to perform well, you should never forget to satisfy your staff at all levels I think the human resources are the pillar of the organization success. Hence, the university must revise the staff salaries to meet the market conditions and reduce inequalities between managers and subordinates in terms of benefits and advantages (AC7).

”Salary revision should be among priorities otherwise the campus cannot stop us from going out to look for extra work that will help us gaining income for use in our daily life“(AC8).

In almost the same words, administrative staff also expressed their thoughts:

”Concerning salary, the institution should think and plan for salary revision, otherwise staffs are no longer able to afford the today's living conditions“(AD2).

Ahh! Poverty! In normal condition, every employee has a remuneration called salary. It is common that in Rwanda our salary is called Serum. In medical setting serum is for patients to prevent them from quick death. It is not given to a healthy person; it is for a patient who is no longer able to eat. Our salaries should not be called serum, it should have been satisfying and help to be healthy so that you should not live as a patient, but it is not the case. Still, it is a serum. There is negative slogan that 'The boss cheats you that he/she pays you and you cheat him/her that you work for him/her'. This slogan may be applicable for both administrative and academic staff according to the discussion I do regularly with most them. The salaries are no longer providing income adequate for normal expenses. E.g. Today one kg of sugar has doubled its cost but there was no salary change for years. It is not only the sugar; many items and services have increased their cost many times. So, salary compared to purchasing power is also among the major factors of dissatisfaction for a staff like me who depends only on monthly salary. The salary that is static while life is dynamic in terms of cost cannot satisfy. Even promotions in my organization are not considered as a mean to get income adequate for normal expenses within the country (AD3).

For me, basic salary is the first factor that influences negatively the job satisfaction within our institution. The salary did not change for long time, but work has changed. For a given position like mine, the magnitude of work today has multiplied many times compared to the same work in early years. Therefore, there is imbalance between the quantity and quality of work and Salary. Those are some factors an employee tolerates but they are there (AD5).

Concerning the salary, I am not satisfied because my pay is no longer providing me with income adequate for today's living expenses. Things have changed and no salary change for many years. We are not satisfied with salary because there is no other advantage we get from the work. Salary is low, prices are high, and nowadays there is no significant difference between us and those people who are jobless. Salary is a key aspect that staffs are not satisfied with. For example, staffs in academics uses to go to look for temporary work outside the campus to increase the income (AD8).

First of all, the managers should know how the staffs are living. What is the level of life among staff! How are they getting advantages in hierarchy? A manager should be aware

of that. Even if a manager at campus level can change nothing but he may advocate for them at higher levels. Recently I was discussing with one staff, she told me that she does not know what the mission is! I do not know if they exist! Everyone and every manager know the benefit a staff gets from the mission. That is why every staff should be taken into consideration in regard with missions planning and management. It should not be a thing that is for some staffs that repeatedly benefit them. For every unit or department there should be a plan for missions for all staffs (AD8).

Interpersonal relationships

Table 11 Frequencies and percentages of responses for staff job satisfaction with interpersonal relationships

Item No	Item statement	Very	Satisfied	Satisfied	Neither	satisfied nor	Dissatisfied	Very	Total of responses
		Satisfied	Satisfied	Neither	satisfied nor	Dissatisfied	Dissatisfied		
17	My fellow employees know how to get the job done and are supportive	16	55	18	8	0			97
		16%	57%	19%	8%	0%			
18	The way my co-workers are supportive with each other	30	52	9	6	0			97
		31%	54%	9%	6%	0%			
Total		46	107	27	14	0			194
		24%	55%	14%	7%	0%			

Source: Author's own design, research findings

Regarding interpersonal relations, findings in Table 11 indicated that the majority (79%) of the staff are satisfied with interpersonal relations. On the other hand, 21% of the population is neutral to this item while no body among staff is dissatisfied with interpersonal relations.

The results also revealed that 73% are satisfied by their fellow employees who know how to get the job done and are supportive and most majority 85% are satisfied by the way co-workers are supportive with each other.

The interview findings showed most staff who declared no problem concerning relationship with co-workers, only one interviewee revealed that collaboration during work, good relations between managers and subordinates are limited.

"In general, I can say that the social context in which I work, being member of a large community in everyday life, in positive and negative events, I feel a member of a family and this contribute positively to my satisfaction"(AC1).

"On the side of interrelations with my coo-workers and supervisor, there is no stress among us hence there is no problem at all"(AC2).

A staff named (AC3) said:

I could advice the campus to improve the way employees are treated to establish a good interrelationship so that the staff should feel they are cared as employees who are friendly and close to the boss and don't see the manager as harsh boss .

(AC6) praised good relationship between coworkers and supervisor:

"My job is good, and my fellow employees are supportive. Briefly, there is no problem" (AC6).

Contrary, a staff named (AD6) declared:

My current position, I love it much more, but collaboration with co-workers during work, how the managers are treating us, good relations between managers and subordinates are limited. Even if we have different views and behaviors, complementarity is necessary. Satisfaction comes when people are considered as brother and sisters who celebrate social events together in equitable manner.

Working conditions

Table 12 Frequencies and percentages of responses for staff job satisfaction with working conditions

Item No	Item statement	Very	Satisfied	Satisfied	Neither	satisfied nor	Dissatisfied	Very	Dissatisfied	Total of responses			
		Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied	Satisfied					
19	My workplace environmental conditions to enable me to perform on my job.	11	40	21	21	4		11%	41%	22%	22%	4%	97
20	The length of the travel from my residence to workplace	10	35	21	19	12		10%	36%	22%	20%	12%	97
Total		21	75	42	40	16		11%	39%	22%	21%	8%	194

Source: Author's own design, research findings

Regarding working conditions, data in Table 12 indicated that a half (50%) of the staff are satisfied with working conditions. This is interpreted as moderate level of job satisfaction. On the other hand, 22% of the population is neutral to this item while 29% are dissatisfied with working conditions. The results also revealed that 42% are satisfied by workplace environmental conditions that enable them to perform on their jobs and the length of the travel from their residence to workplace satisfies 46% of the staffs.

From the interview, some respondents said to be satisfactory with working conditions, others who tried to go in deep said to be not satisfied by the working conditions as expressed in their thought's statements.

"The first thing that satisfies me is the location and climate of Busogo campus"(AD4).

The respondent qualified the working environment not satisfying:

"Even though I tell you that I am satisfied it is not fully until the needed level because for being fully satisfied with my job it is necessary to have a conducive working environment, I mean the working environment is not satisfying"(AD6).

The staff named (AC4) also raised a concern with working environment:

You see, Busogo is an area without adequate accommodations for university at their level. You cannot find a room or a house at a lecturer level. Even for students the housing conditions are not on university standard. Teaching environment also must be improved by increasing the number of teaching rooms and didactic materials including consumables (AC4).

Likewise, the staff (AC5) recommended to improve the working environment:

For me I am not satisfied, and I am not dissatisfied. I am neutral and working conditions cannot be satisfying for me. You can consider the long travel I do from my residence to reach the workplace; I do not know if it is good. I take it as it is. For me I would recommend improving the working environment. For example, if there is class of 500 students, is it a good working environment pedagogically? (AC5).

Finally, the staff (AC8) stated that:

“Busogo is not a good place for me because it is always cold. It has no enough accommodation on the standard of university staff, no restaurants, no specialized medical personnel and private clinic, and it is far from Kigali the capital city“ (AC8)

4.4 Overall job satisfaction

Table 13 Frequencies and percentages of staffs’ responses on both motivator and hygiene

Item No	Item statement	Very Satisfied		Satisfied		Neither satisfied nor Dissatisfied		Dissatisfied		Very	
		Total	%	Total	%	Total	%	Total	%	Total	%
1	The way I use my professional skills (education, training) to provide an appreciated service to clients	36	37.1	52	53.6	7	7.2	2	2.1	0	0.0

2	The chance to do something that makes use of my abilities	29	29.9	57	58.8	7	7.2	4	4.1	0	0.0
3	The way my organization or supervisor(s) recognizes my extra effort put into my work	14	14.4	29	29.9	23	23.7	28	28.9	3	3.1
4	Being recognized for the work well done	14	14.4	29	29.9	23	23.7	26	26.8	5	5.2
5	The kind of work I do in terms of manageable workload	13	13.4	59	60.8	16	16.5	9	9.3	0	0.0
6	Clear and well written job description for my position	24	24.7	54	55.7	8	8.2	8	8.2	3	3.1
7	The opportunity I do have to do a variety of tasks	20	20.6	46	47.4	26	26.8	5	5.2	0	0.0

8	The opportunity of being responsible for planning my work activities	26	26.8	59	60.8	10	10.3	0	0.0	2	2.1
9	The way I perceive my career to be growing on this job	19	19.6	34	35.1	19	19.6	22	22.7	3	3.1
10	The good chance I do have for promotion in my organization	14	14.4	27	27.8	18	18.6	25	25.8	13	13.4
11	The way organization's vision and mission are clear and shared with staff	9	9.3	35	36.1	16	16.5	33	34.0	4	4.1
12	The way UR policies are put into practice	7	7.2	27	27.8	18	18.6	41	42.3	4	4.1
13	The way my supervisor is supportive, praises employee's good work and cares about	13	13.4	46	47.4	22	22.7	13	13.4	3	3.1

	employee personal needs										
14	The way my supervisor handles his/her workers	18	18.6	53	54.6	17	17.5	7	7.2	2	2.1
15	My salary to be equitable with colleagues on the same scale in different organizations within the country	3	3.1	20	20.6	22	22.7	35	36.1	17	17.5
16	My pay to provide me with income adequate for normal expenses	3	3.1	20	20.6	17	17.5	44	45.4	13	13.4
17	My fellow employees know how to get the job done and are supportive	16	16.5	55	56.7	18	18.6	8	8.2	0	0.0
18	The way my co- workers are supportive with each other	30	30.9	52	53.6	9	9.3	6	6.2	0	0.0

19	My workplace environmental conditions to enable me to perform on my job.	11	11.3	40	41.2	21	21.6	21	21.6	4	4.1
20	The length of the travel from my residence to workplace	10	10.3	35	36.1	21	21.6	19	19.6	12	12.4
	Total	329		829		338		356		88	
	Average %	16.96%		42.73%		17.42%		18.35%		4.54%	

Source: Author's own design, research findings

Table 13 is summarized in table 14 that show overall satisfaction (very satisfied +satisfied) and dissatisfaction (dissatisfied+ very dissatisfied) at all motivator and hygiene factors.

Table 14 Staff satisfaction with Motivator (intrinsic) and Hygiene (extrinsic) factors

	Satisfaction in general (Very satisfied + Satisfied)		Neutral (Neither satisfied or dissatisfied)		Dissatisfaction in general (Dissatisfied + very dissatisfied)	
	Total	%	Total	%	Total	%
Motivator (intrinsic) factors						
Achievement	174	89.69%	14	7.22%	6	3.09%
Recognition	86	44.33%	46	23.71%	62	31.96%
Work-itself	150	77.32%	24	12.37%	20	10.31%
Responsibility	151	77.84%	36	18.56%	7	3.61%
Advancement	94	48.45%	37	19.07%	63	32.47%
Total	655		157		158	
Percentage	67.53%		16.19%		16.29%	

Hygiene factors (extrinsic)						
Company policies and administration	78	40.21%	34	17.53%	82	42.27%
Supervision	130	67.01%	39	20.10%	25	12.89%
Salary	46	23.71%	39	20.10%	109	56.19%
Interpersonal relationship	153	78.87%	27	13.92%	14	7.22%
Working conditions	96	49.48%	42	21.65%	56	28.87%
Total	503		181		286	
Percentage	51.86%		18.66%		29.48%	

Source: Author's own design, research findings

Table 14 indicates that staffs in Busogo campus are highly satisfied by motivator factors compared to hygiene factors. That is 67.53% of motivator factors against 51.86% of hygiene factors. It is also observed from Table 14 that among motivator factors, staffs are highly satisfied by achievement with 89.69% followed by responsibility 77.84% and work-itself 77.32%. Staffs are affected by low satisfaction with advancement 48.45% and recognition 44.33%. Among hygiene factors, staffs are highly satisfied by interpersonal relationships (78.87%), moderately satisfied by supervision (67.01%) and low satisfaction comes with working conditions (49.48%), company policies and administration (40.21%) while staffs were satisfied by salary at very low level (23.71%).

Table 14 shows the general image of job satisfaction among staff members at Busogo campus when all dimensions of job satisfaction are taken into consideration. Staffs are moderately satisfied (Very satisfied + Satisfied) at the level of 59.69%, 22.89% of the staff reported to be dissatisfied (Dissatisfied + very dissatisfied) while 17.42% are neutral (Neither satisfied nor dissatisfied). These results can easily be presented using a pie chart.

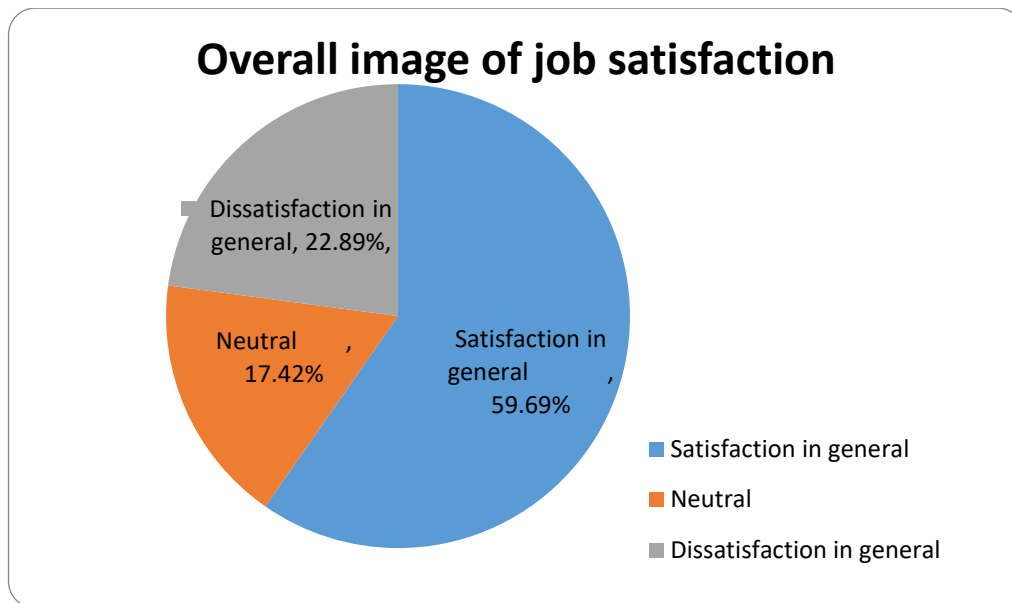


Figure 3 Overall job satisfaction among staff members at Busogo campus

Data from interview showed no full level of job satisfaction among staffs. Some staff said to be satisfied, others reported to be satisfied followed by a word “but” to express something different and few staff said to be not satisfied in general. Hereafters are comments from some interviewees.

The first 6 respondents reported in simple words that they are satisfied:

”Yes, I am satisfied with my job “(AD1).

”I am satisfied with my present job because it is an opportunity to implement or practice what I learned either though courses or research activities “(AC1).

”I am satisfied by my job at university because I am here for the last 12 years so I could say that I am satisfied “(AC3).

”I am feeling good with my job. I am satisfied “(AD7).

”As a lecturer it is normal and there is no problem. I cannot say that I am not satisfied “ (AC4).

”I am satisfied because I am not jobless there is nothing to add “(AD9).

The following 8 staffs showed that their satisfaction is not at the desired level as they expressed themselves:

"I am satisfied but not totally, because there are some issues that are discouraging but I am satisfied anyway. If I am not, I would have resigned"(AD2).

"Actually, I am satisfied about the job but there are some issues on which I am not satisfied"(AC2).

"For sure for me I am satisfied with my job because I am happy with it, I am not misplaced and mismatched I feel complete. However, even though I tell you that I am satisfied it is not fully until the needed level"(AD6).

"For me I am not satisfied, and I am not dissatisfied. I am neutral"(AC5).

"I am satisfied somehow and dissatisfied somehow. It means I am satisfied by some aspects and dissatisfied by others"(AC6).

"As an academic staff, I feel satisfied by the kind of job I do but at a moderate level"(AC7).

"I am moderately satisfied. I say this because normally my job is enjoyable but the way we are treated do not allow us to be fully satisfied"(AC8).

Clearly one staff revealed to be not satisfied at all:

No, I am not satisfied. Really, I am not satisfied because the job I do is a difficult job that needs to be well trained and well equipped with necessary material. Even though I try to train myself, I have no adequate material. For that, the way I perform my job is always low compared to the level I would desire and consequently I feel not satisfied (AD3).

4.5 Summary and Discussion

The chapter four gave out the presentation of both quantitative and qualitative data obtained from administrative and academic staff at Busogo campus. The presentation of the results turned around three themes chosen in accordance with research questions underpinning this study. Those three themes are intrinsic/motivator factors influencing job satisfaction, extrinsic/hygiene factors influencing job satisfaction and the overall job satisfaction.

In regard with intrinsic/motivator factors, the results, participants talked about factors like achievement, recognition, work-itself, and advancement. The results indicated that staffs at

Busogo campus are by motivator factors at 67.53% on average. It is also observed that among motivator factors, staffs are highly satisfied by achievement with 89.69% followed by responsibility 77.84%, work-itself 77.32, advancement 48.45% and recognition 44.33%.

In respect with extrinsic/hygiene factors, participants talked about factors such as company policies and administration, supervision, salary, interpersonal relationship, and working conditions. The results revealed that Among hygiene factors, staffs are highly satisfied by interpersonal relationships (78.87%), moderately satisfied by supervision (67.01%) and low satisfaction comes with working conditions (49.48%), company policies and administration (40.21%) while staffs were satisfied by salary at very low level (23.71%).

For overall job satisfaction, the results showed the general image of job satisfaction among staff members at Busogo campus when all dimensions of job satisfaction are taken into consideration. Staff were found to be moderately satisfied (Very satisfied + Satisfied) at the level of 59.69%, 22.89% of the staff reported to be dissatisfied (Dissatisfied + very dissatisfied) while 17.42% are neutral (Neither satisfied nor dissatisfied).

In general, basing on the quantitative and qualitative data, there is a need to satisfy all the staffs in Busogo campus, both academic and non-academic. If no action is taken to increase or maintain the level of satisfaction, the worse situation of negative behaviours is welcomed at workplace, and of course, performance will be affected.

Discussion of the findings

The following paragraphs serve to discuss analytically the research findings basing on three themes found to underpin the study by comparing and linking to previous researchers in the literature.

Overall job satisfaction.

In general, when all dimensions of job satisfaction are taken into consideration, staffs at Busogo campus have been found to be moderately satisfied by their jobs (Very satisfied + satisfied) at the level of 59.69%.

Intrinsic/motivator factors

Data indicated that staffs at Busogo campus are satisfied by motivator factors at the level of 67.53%, which is a moderate level, which need to be improved to achieve the high level.

Extrinsic/ hygiene factors

The data revealed that at Busogo campus, staff are satisfied by hygiene factors at the low level of 51.86%, which need much effort to improve this situation. The salary was ranked the first among hygiene factors to influence the employees' satisfaction.

Data from interview conducted on a sample of employees selected from both administrative and academic staffs of Busogo campus were analysed following different themes chosen in accordance with both motivator and hygiene factors, and findings showed job satisfaction to be influenced by both motivator and hygiene factors.

It should be noted that these findings are in consistency with Maslow's hierarchy of needs theory as elements of this theory have been found to be relevant in the context of this study. In fact, employees at Busogo campus showed a need of equitable salary so that they can afford the basics of today's living conditions. Employees also presented a safety need in their jobs like security of having stable work. The love and belonging need were found to influence employees through interpersonal relationship at workplace. The esteem need remained relevant, as employees showed a need to be recognized or respected for the work well done. For self-actualization, its relevancy was found in the sense that employees seek for personal growth specifically from promotions. Employees have these views since they feel the basic needs are not fully satisfied at workplace.

In the same way, the moderate level of job satisfaction found from the current study is also consistent with those found by Rusagara and Sreedhara (2015) who concluded that more than half of employees are satisfied and motivated in public higher learning institutions in Rwanda. In comparison with Munyengabe and Haiyan He (2016), who revealed lecturer's motivation and job satisfaction in University of Rwanda to be low and highly affected by factors like working conditions, financial rewards, workload and stress level, relation with supervisors, opportunity for advancement, and respect co-workers, this study added that job satisfaction for both academic and administrative staff is moderate and highly affected by salary, company policies and administration, recognition, advancement and working conditions.

Again, the current study findings corroborate with those from Ssesanga and Garrett (2005) who concluded that any given factor, be it intrinsic or extrinsic can either evoke academic satisfaction

or induce dissatisfaction. The current study added that the same factors are verifiable, not only for academic staff but also for administrative staff.

On the other hand, the overall job satisfaction found in this study is in contrast with the Herzberg's motivation-hygiene theory, simply because job satisfaction of staffs at Busogo campus have been found to be influenced by both motivator and hygiene factors while the theory was built on the assumption that there are certain factors in the workplace such as achievement, recognition, work itself, responsibility, and advancement that cause job satisfaction; while a separate set of factors such as company policy, administration, supervision, salary, interpersonal relations, supervisor, and working conditions cause dissatisfaction.

As a result, even though several studies in different HLIs and several countries focused on the satisfaction of academic staff, this study identified that, administrative staff face almost the same job satisfaction problems with academic staff, and through this study, new knowledge is advanced that all staffs should be treated in the same conditions regardless the job status.

CHAPTER FIVE

GENERAL CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Through this last chapter, the researcher provides the summary of the findings from the study, draws conclusion and proposes the recommendations.

5.2 Conclusion

The objective of the study was to investigate the job satisfaction and factors for which employees, both in administrative and academic positions within Busogo campus are satisfied or dissatisfied with. The specific objectives covered were to explore intrinsic (motivator) factors influencing job satisfaction within Busogo campus of UR, to identify extrinsic (hygiene) factors influencing job satisfaction within Busogo campus of UR, and to find out the overall level of job satisfaction among UR administrative and academic staff at Busogo campus.

About the first research objective related to exploration of intrinsic/motivator factors influencing job satisfaction within administrative and teaching staff at Busogo campus, it was found that job satisfaction of these employees was influenced by factors that include achievement, recognition, work-itself, responsibility and advancement, referred to as Herzberg's motivator factors, but at different levels as shown below.

Achievement

Among the five intrinsic factors studied, the survey showed achievement as number one to be satisfying staffs at Busogo campus. Indeed, the majority of staff at Busogo campus (90%) are satisfied with achievement. The results from qualitative data were supporting this, emphasizing that the level of employee satisfaction at Busogo campus increases when a staff successfully completes his/her job.

Work-itself

Quantitative data indicated this factor to be the third among motivator factors that influence positively the job satisfaction among employees of Busogo campus as 77% of staffs feel satisfied with it. The findings from interview are in accordance with the survey revealing that staff satisfaction at Busogo campus was positively influenced by the nature of their work that

they consider enviable. However, administrative staffs claim to be dissatisfied by lack of clear job descriptions while academic staffs raise concern with workload issue.

Recognition

The survey results showed a low level at which, staffs at Busogo campus are satisfied by recognition of the job done, either by the organization or by supervisors. Only 44% revealed to be satisfied. This dimension is ranked the fifth and the last among motivator factors of job satisfaction.

Opinions from different interviewees were found consistent with recognition to be a factor that negatively influences the staff satisfaction at Busogo campus. The qualitative data exhibited inadequate recognition of employee's work by direct supervisors or any other individual in management. Hence low-level related satisfaction.

Responsibility

The survey results indicated responsibility at the second rank in percentage (78%) to influence positively the job satisfaction of staff members at Busogo campus. The data from qualitative study supported the findings by clarifying that staff feel satisfied in terms of being responsible to their work. They feel free in general and know what to do as mature and experienced employees.

Advancement

The quantitative data revealed a low level of staff satisfied by the opportunity of advancement at Busogo campus with 48% only. Qualitatively, most of interviewees do not talk much about advancement but they put emphasis on restoration of promotion schemes that were followed before COVID-19 pandemic stressing that employees are facing the inflation crisis and want that there should be remedies.

With regard to the second research objective, related to identification of extrinsic/ hygiene factors influencing job satisfaction within administrative and teaching staff at Busogo campus, the researcher explored each factor using quantitative and qualitative data and found that job satisfaction of staff members at Busogo campus were influenced by all the five hygiene factors, i.e company policies and administration, supervision, salary, interpersonal relationships and working conditions at different levels as shown below:

Company policies and administration

The survey findings indicated the low level of satisfaction with company policies and administration, ranked at fourth position with 40 % of the staffs who said to be satisfied by company policies and administration at Busogo campus. In qualitative data, interviewees did not talk much about it but those who gave their comments criticized much the way most decisions are often taken from UR headquarter to the staff at different colleges and campuses.

Supervision

Quantitative data showed a moderate level of satisfaction with supervision (67 %) who said to be satisfied by supervision at Busogo campus. In line with this, qualitative data revealed that a good number of staff have no problem with supervision, but few staff showed openly that they are not satisfied by their supervisors' behaviours at work.

Salary

Data from quantitative survey discovered the salary as the lowest hygiene factor in percentage to influence job satisfaction of staff members at Busogo campus with only 24 % who said to be satisfied by the salary. These findings were supported by qualitative findings where almost all interviewees confirmed that job satisfaction among staff members at Busogo campus was negatively influenced by the salary. Most of staff mentioned that the salary is low and remains static for long time so that it is no longer providing an adequate income for today's living expenses.

Interpersonal relations

Regarding interpersonal relations, Quantitative findings indicated that the majority (79%) of the staff are satisfied with interpersonal relations and this factor was ranked the first among hygiene factors of job satisfaction of employees. The same in qualitative study, most staff declared no problem concerning relationship with co-workers, only one interviewee revealed that collaboration during work, good relations between managers and subordinates are limited.

Working conditions

Quantitative study indicated that a half (50%) of the staff are satisfied with working conditions. This is interpreted as moderate level of job satisfaction. From the interview, there is consistency

as some respondents said to be satisfactory with working conditions, others who tried to go in deep said to be not satisfied by the working conditions.

With regard to the third research objective related with finding out the overall level of job satisfaction among UR administrative and teaching staff in Busogo Campus, It was found that, when all dimensions of job satisfaction are taken into consideration, staffs at Busogo campus have been found to be moderately satisfied by their jobs (Very satisfied + satisfied) at the level of 59.69%. Data also indicated that staffs at Busogo campus are highly satisfied by motivator factors (67.53%) compared to hygiene factors (51.86%). Data from interview conducted on a sample of employees selected from both administrative and academic staffs of Busogo campus were analysed following different themes chosen in accordance with both motivator and hygiene factors influencing job satisfaction and findings showed a moderate level of job satisfaction in general. Some staff said to be satisfied, most of staff reported to be satisfied with a word “but” to express something different, and few staff said to be not satisfied in general.

In general, the research objectives have been achieved and research questions have been answered through research.

The findings of the study clearly showed that staffs at Busogo campus are moderately satisfied by their jobs (59.69%). Results also indicated that staffs at Busogo campus are highly satisfied by motivator factors (67.53%) compared to hygiene factors (51.86%). Among motivator factors, staffs are highly satisfied by achievement with 89.69% followed by responsibility 77.84% and work-itself 77.32%; Staffs are affected by low satisfaction with advancement 48.45% and recognition 44.33%. Among hygiene factors, staffs are highly satisfied by interpersonal relationships (78.87%), moderately satisfied by supervision (67.01%) and low satisfaction comes with working conditions (49.48%), company policies and administration (40.21%), while the salary was ranked the first to have negatively influenced the job satisfaction (23.71%). These results highlighted the need for Busogo campus to set strategies that may satisfy every individual employee in order to maintain its success and positive public image.

5.3 Recommendations

When investigating job satisfaction and its influencing factors among staff members at Busogo campus of University of Rwanda, the researcher identified low attention to organizational behaviour by the University towards its staff. This lack of consideration may hinder the quality

of work, the performance, and the organizational achievement. Given these findings from the study, the researcher proposes the following recommendations:

Conduct UR Organizational Behaviour research in terms of job satisfaction to be the base of all decision making regarding Human Resource Management and reforms.

Set strategies to reduce the level of dissatisfaction among UR staff specifically staff at Bosogo campus like creating a climate of effective and continuous communication with staffs; in general meetings and on individual basis.

Revise key aspects presenting red signs towards job satisfaction like salaries, job responsibilities for administrative staff, recognition, advancement, working conditions towards job satisfaction.

Organize related research in different approaches in order to be deep and find more information about human resources management.

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Appendices

Appendix A: Questionnaire

Date...../.....`2022

Dear respondent (staff of UR/Busogo campus),

My name is **Lionel Kubwimana**, a master student at University of Rwanda (UR)/College of Education (CE), Educational Leadership and Management programme. I am conducting a research entitled "**An investigation into job satisfaction and its influencing factors among staff members of Busogo campus, University of Rwanda**".

The purpose of the study is to investigate the job satisfaction and factors for which employees both in administrative and academic positions within Busogo campus are satisfied or dissatisfied with. It is undertaken as part of Master's Dissertation at UR/CE.

This questionnaire is designed with purpose to give an opportunity to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

On the basis of your answers and those of staffs like you, we hope to get a better understanding of the things that staffs like and dislike about their jobs in Busogo campus. Be assured that your responses are voluntary and confidential.

SECTION1-Personal information

Please choose the appropriate answer by ticking (symbol √)in the given box

1. What is your gender? ----- Male Female
2. What is your age? ----- < 30yrs 30-39 yrs 40-50 yrs51-60yrs >60 yrs
3. What is your experience working with your organization? -----
< 1year 1-5years >5 years
4. What is your highest level of education?
Secondary Diploma Degree Masters PhD Other (specify)-----
5. What is your job status? -----Administrative staff Academic staff

SECTION 2- Items to measure general job satisfaction factors

Read each statement carefully, decide openly and honestly how satisfied you feel about the aspect at your job to give a true picture of your feelings about your present job. Please answer every item by ticking in the given box.

Item No	Item statements	Very Satisfied	Satisfied	Neither satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
1	The way I use my professional skills (education, training) to provide an appreciated service to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The chance to do something that makes use of my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The way my organization or supervisor(s) recognizes my extra effort put into my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Being recognized for the work well done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The kind of work I do in terms of manageable workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Clear and well written job description for my position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The opportunity I do have to do a variety of tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The opportunity of being responsible for planning my work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The way I perceive my career to be growing on this job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The good chance I do have for promotion in my organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11 | The way organization's vision and mission are clear and shared with staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | The way UR policies are put into practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | The way my supervisor is supportive, praises employee's good work and cares about employee personal needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | The way my supervisor handles his/her workers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | My salary to be equitable with colleagues on the same scale in different organizations within the country | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | My pay to provide me with income adequate for normal expenses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 | My fellow employees know how to get the job done and are supportive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | The way my co-workers are supportive with each other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | My workplace environmental conditions to enable me to perform on my job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | The length of the travel from my residence to workplace | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Thank you for your valuable contribution in completing this questionnaire.

Appendix B: Interview guide

Question 1. As an employee of UR at Busogo campus, are you satisfied with your job in this campus? Can you tell me how you feel about your satisfaction with your job position?

Question 2. What elements do you currently consider to be satisfying or motivating you within this campus to accomplish your job?

Question 3. Can you tell me about the elements that you consider to dissatisfy you (make you not happy) with your current job at Busogo campus?

Question 4. In order to increase your job satisfaction, what the institution (UR-CAVM) can do for you? What do you think you as an employee, can do to be more satisfied with your job?

Appendix C: Consent form

CONSENT FORM FOR INTERVIEW

A research entitled "**An investigation into job satisfaction and its influencing factors among staff members of Busogo campus, University of Rwanda**" is being conducted by Mr. KUBWIMANA Lionel to complete his Master of Education in Educational Leadership and Management at UR-CE.

Therefore, I would like to solicit your agreement to take part in this study as interviewee. This voluntary interview will take about 30 minutes and you may, at any time, decide to discontinue your participation for any reason. In addition, be assured that all data (audio-recordings and transcripts) will be kept confidential, used for research purpose only and will be destroyed after the research is complete.

If you agree to voluntarily, participate and being audio-recorded in this interview, kindly indicate your agreement by signing below.

Signature of Volunteer/participant-----/Date-----

Appendix D: Research recommendation letter



UNIVERSITY of
RWANDA

COLLEGE OF EDUCATION

RESEARCH AND INNOVATION UNIT

Granted!

Rukara, 17th May 2022
Réf: 03/DRI-CE/079/EN/2022



The Principal
UR-CAVM, Busogo Campus
Northern Province
Rwanda

Research recommendation letter for Mr. Lionel KUBWIMANA

On behalf of the University of Rwanda-College of Education (UR-CE), I introduce Mr. Lionel Kubwimana, a post-graduate student at the School of Education at UR-CE. Mr. Kubwimana is writing his thesis entitled: **“An investigation into job satisfaction and its influencing factors among staff members of Busogo campus, University of Rwanda”** to complete his Master of Education in Educational Leadership & Management.

He wishes to investigate the job satisfaction level and its contributing factors among UR-CAVM staff members. This research will involve CAVM administrative and academic staff members located at Busogo Campus. Thus, we request permission on his behalf to access data sources in his field of research from the identified staff members of your college.

We very much hope to get your usual cooperation.

Yours sincerely,





Digitally signed by
UR (Rukara, Directorate of Research & Innovation)
Date: 2022.05.18
Time: 10:26:07 +2'00

Assoc. Prof. Eugene Ndabaga
Director of Research and Innovation
University of Rwanda-College of Education
E-mail: ndabagav@yahoo.ie
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Cc:

- Principal, UR-CE
- Postgraduate Program Coordinator, School of Education
- Dr. Gabriel Nizeyimana, supervisor

EMAIL: dri.ce@ur.ac.rw

P.O. Box: 55 Kigali

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Appendix E: Research ethical clearance



COLLEGE OF EDUCATION

RESEARCH AND INNOVATION OFFICE

Rukara, 17th May 2022

Ref: 03/DRI-CE/078/ EN/gi/2022

Mr. Lionel Kubwimana
 Master Student
 Master of Education in Educational Leadership & Management
 School of Education
 UR-CE

Dear Sir,

RE: RESEARCH ETHICAL CLEARANCE FOR YOUR STUDY

Following your application for research clearance for your study entitled: "An investigation into job satisfaction and its influencing factors among staff members of Busogo campus, University of Rwanda."

Having reviewed your application and being satisfied with your protocol (your research topic, interview schedule, and informed consent): your study is ethically acceptable. This ethical clearance shall last for six months and is renewable upon your request and presentation of the progress report to the UR-CE Research Screening and Ethics Clearance Committee (RSEC-C) through the Research and Innovation Unit. Please note that you will have to apply for ethical clearance before making changes in the protocol during the implementation phase. The Research and Innovation Unit shall receive a final copy of your study report at the end of your study.

We wish you success in your study.

A handwritten signature in blue ink, appearing to read 'Eugene Ndabagwa'.



Digitally signed by the UR (Rukara,
 Directorate of Research & Innovation)

Date: 2022.05.18

Time: 10:25:20 + 2'00'

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