INSTITUTIONAL FACTORS INFLUENCING EMPLOYEE JOB SATISFACTION IN RONGO UNIVERSITY, MIGORI COUNTY, KENYA

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A Research Project Submitted in Partial Fulfilment of the Requirement

for the Award of the Degree of Master of Education in Corporate

Governance in Education

University of Nairobi

2022

DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.
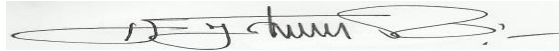
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ACKNOWLEDGEMENTS

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ABBREVIATIONS AND ACRONYMS

DRD: Descriptive Research Design

EU: European Union

HRD: Human Resource Development

HRM: Human Resource Management

HTF: Herzberg's Two-Factor (HTF)

OCE: Organizational Culture Linked to Employees

OCM: Organizational Culture Associated with Leaders and Managers

SPSS: Statistical Package For Social Scientists

T&D: Training and Development

UASU: Universities Academic Staff Union

UK: United Kingdom

USA: United States of America

USIU: United State International University

ABSTRACT

The purpose of this study was to investigate institutional factors influencing employee job satisfaction in Rongo University: A Case Study of Rongo University, Migori County, Kenya. The study was guided by the following objectives: to determine the influence of availability of social amenities, financial incentives, availability of professional development support and career support in Rongo University, Migori County, Kenya. The study was guided by Herzberg's two-factor (HTF) theory (1959). The study adopted descriptive research design. The study target population was 804 employees from Rongo University both non-academic and teaching staff. The sample size constituted of 20 academic staff and 60 non-academic staff totalling 80 respondents. Data collection tools were questionnaires for non-academic and teaching staff. Instrument validity was assured through seeking expert opinion of University supervisors. Instrument reliability was determined through test-retest method. Descriptive and inferential statistics that included correlation and regression were used for analysis of quantitative and qualitative data which included mean and standard deviation, results presented in frequencies and percentages. Statistical Package for Social Sciences version 23.0 was used for data analysis. The findings of the study were; based on the first objective of the study, which was to investigate the influence of availability of social amenities on employee job satisfaction. It was found to be statistically significant (M=3.91, r=0.734, p<0.05). The second objective of the study, which was to examine how availability of professional development support influences employee job satisfaction was positive and statistically significant (M=3.12, r=0.461, p<0.05). Based on the third objective of the study, which is to establish how financial incentives influence employee job satisfaction. It was found to be statistically significant (M=3.11, r=0.734, p<0.05).The fourth objective of the study sought to establish the influence of career support on employee job satisfaction. It was found to be statistically significant (M=3.07, r=0.126, p<0.05). The study concludes that there was a significant relationship between level of job satisfaction and availability of social amenities, adequacy of financial incentives and availability of professional development programs. The study further revealed, positive relationship between level of job satisfaction and availability of social amenities and adequacy of financial incentives. The study further revealed, that four parameters used (availability of social amenities, adequacy of financial incentives, availability of professional development programs and career support) explains 60% of variance of the dependent variable which was the level of employee job satisfaction. The study recommends that, Rongo University Administration should enhance Professional Development Programmes to enable employees acquire relevant skills and knowledge geared towards value and competency that motivates, retains hence employees job satisfaction. The University should reassess and improve on employee salaries and allowances as well as health insurances cover this boost employee morale thus improve their job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job and effective reaction to one's job; and an attitude towards ones job (Weiss, 2016). Job happiness is crucial to an organization's performance (Amburgey, 2015). This subject has piqued the attention of researchers worldwide as well as organizational employees (Lu & Gursoy, 2016). When a person's successful orientation has a positive or bad impact on overall position at work, that employee is said to be at a level of job satisfaction (Tsigilis, Zachopoulou & Grammatikopoulos, 2016). Employee satisfaction is more likely to increase the happy they seem to be with their jobs.

An employee experiences obligations, recognition, work and achievement, progress, and the potential for growth as a result of their employment. The majority of the employees will be satisfied, which will result in positive results, if these influences are addressed. Worker productivity, job retention, costs associated with employee turnover, output quality, and loyalty to the organization are all factors that should be considered when evaluating employee job satisfaction. One of the most important things an employer can do is gauge how satisfied employees are with their jobs (Srivastava, 2016).

As indicated by Heathfield (2016) work fulfillment is the phrasing used to portray whether representatives are blissful, satisfied and satisfying their cravings and necessities at work. Many estimates imply that representative fulfillment is a figure worker inspiration, worker objective accomplishment, and positive worker spirit in the working environment.

While Dabo and Azi (2016) offer a different interpretation of the word, they claim that job satisfaction is the ability of companies to offer employees the conditions that will increase their productivity level Instrument by making them more effective and engaged at work. Job happiness has come to be associated with productivity at work over time. Numerous studies have been done on lecturers' job satisfaction. According to Zaman, Jahan, and Mahmud (2014), there are other elements than the job that contribute to job satisfaction, including the physical and social environment at work, relationships with coworkers and supervisors, corporate culture, and management style.

Numerous studies about employee work satisfaction have been conducted internationally. According to a study by Rehman and Abbas (2014), 65% of respondents in the United States said they were either somewhat or completely dissatisfied with their jobs. A Mercer poll of 30,000 workers worldwide found that between 28% and 56% of respondents wanted to quit their jobs (Blackman & Hurst, 2013). Underpayment, poor management, a lack of opportunity for career progress, and poor working conditions were the primary causes of job unhappiness..

Lapland University in Finland revealed that higher education corporate governance is characterized by complexity and multi-dimensional character (Abdeldayem & Aldulaimi, 2019). The global shift in knowledge has led to emergence of strong financial autonomy and entrepreneurial mode in university as a way of coping with the changes. Abdeldayem and Aldulaimi (2019) also compared the governance model in UK and Bahrain. They came to the conclusion that government model in UK is based largely from corporation of different stakeholders unlike the model in Bahrain which is not autonomous.

The literature assessment of 54 studies revealed that environment, culture, and performance evaluation are the organizational characteristics that have the biggest impact on teachers' motivation and satisfaction (Viseu, Neves, Rus, Canavarro & Pereira, 2016). On the other hand, findings from a study of university professors in China suggest that elevating the perception of organizational support may raise university teachers' degree of job satisfaction (Pan, Shen, Liu, Yang & Wang, 2015). One element influencing the academic staff's job satisfaction in public tertiary institutions is the transformational leadership style (Ahmad, Bibi, & Majid, 2017; Baron & Greenberg, 2003; Alonderiene & Majauskaite, 2016; Hashim, Khattak & Kee, 2016).

In their comparative research of higher education institutions in China and Ghana, Amankona, Kodua, and Tobi (2018) found that institutional factors are one of the distinctions between corporate governance institutions in Ghana and China. In contrast to Ghana, China's public universities have robust institutional models that place a high value on the wellbeing of both academic

and non-academic employees. In Ghana, the welfare of academic and non-academic personnel is still not given the priority it deserves compared to Chinese universities.

Professional development programs in Nigeria are heavily reliant on institutional elements, hence it stands to reason that institutions with strong institutional elements offer superior professional development programs. Universities in South Africa also reaffirmed the necessity for Universities to establish strong institutional models as part of their Corporate Governance model as a strategy to sustain their mission in Moloi and Adelowotan (2019). has a focus on providing financial incentives, social amenities, and career support to employees in certain locations.

The governance structure of Uganda and Tanzania was discovered to be semi-autonomous, with universities receiving money from both the government and profit-making businesses. Institutional elements related to corporate governance practices were found to be poor and deficient in all universities. Most universities in Uganda and Tanzania were found to have insufficient financial incentives and professional development programs. The study showed that governance issues related to institutional difficulties are still present in public universities in both countries (Lyamtane & Ogoti, 2018; Nabaho, 2019).

In contrast to private colleges, public universities have a corporate governance structure that results from the interaction of three forces: the market, the states, and academic freedom (Westerheijden, 2018). The combination of the forces

has resulted in private institutions developing a stronger institutional model than state universities. Universities in private universities are more inclined to develop stronger financial incentives system, professional development programmes and carer support that are determined by market forces (Pruvot & Estermann, 2018). Among the characteristics of career support culture fostered in private universities include support for job specific training occasioned by strong institutional management (Kejriwal, 2017).

Institutional factors in universities can take different forms as illustrated by different scholars. For instance, Chandra (2016) highlights the importance of welfare factors in motivation of staff in higher learning institutions. Welfare practices through the provision of social infrastructure to employees of higher learning institutions was demonstrated to be an important aspect in enhancing employee productivity. Several factors can influence academic staff in East African universities to improve their research productivity. These factors include job satisfaction, personal characteristics, organizational factors, training, teamwork, PhD students studying in university and requesting to publish, rewards, identifying the main goals of an organization, mobility, knowledge sharing, university–industry relationships, motivation, measuring staff progress, online platforms and IT infrastructure (Verbree, et.al., 2015).

Another institutional aspect that has been shown to boost employee engagement is financial incentives. This is because financial incentives enable university personnel to achieve their basic needs. In higher education

institutions, Dessler (2016) continued, the availability of incentives affects job productivity, employee happiness, and turnover rates (Dessler, 2016). Higher education employees are more inclined to compare financial incentives from other universities, which increases the likelihood that turnover will be high as they look for better financial incentives (Crispen, 2017).

According to Khan, Rajasekar, and Al-Asfour (2016), the majority of firms may use career development programs to help their employees effectively plan their careers because it is assumed that employees respond favorably to opportunities for career growth and promotion. Consequently, career development is seen as a collaborative effort between the organization and the specific employee (Kibui, Gachunga, & Namusonge, 2016). Building commitment leads to employee retention, thus an organization's employee orientation program is crucial. By offering professional development chances, employers can prevent employees from leaving and foster greater loyalty (Kibui, Gachunga, & Namusonge, 2016).

Changing the organizational culture is another strategy to increase job satisfaction, especially in institutions of higher education. An institution's employees are coordinated and guided in their behavior by the shared presumptions, convictions, and core values that define university culture. Supportive culture and inhibitive culture have emerged as culture blocks in higher learning institutions after an analysis of university setup (Qazi & Kaur, 2017). Notably, supportive cultures are seen to be the glue that binds academic staff to their organizations and helps them achieve the targets set by their

institutions. Contrarily, it is believed that one of the key elements that deters personnel is an inhibitive culture. According to Belias and Koustelios (2014), the business culture has a direct impact on how happy and committed employees are (Peter, 2014).

Scholars have noted that, in light of this discourse, the institutional setting may have an impact on how happy employees are with their jobs in higher education institutions. Job satisfaction has previously been recommended as a priority in universities because it is seen to be one of the results of institutional determinants (O'Neil and MacLabhram, 2014). Any university must make sure that its staff members are happy with their jobs and the workplace in order to be truly successful. Okechukwu (2017) shown that universities with high performance are likely to successfully satisfy their staff members.

Occupational happiness in Kenya Public universities are widely acknowledged as a complex concept that is influenced by organizational elements like compensation and benefits, professional growth opportunities, social amenities, work environment, and university rules, among others (Nkirote & Kiiru, 2018). Remuneration, the workplace climate, and career promotion were all mentioned by Universities Academic Staff Union (2018) in their study on student satisfaction in public universities. The report also emphasized that because the majority of these institutional issues have not been resolved, university satisfaction is still a problem. The survey finds that employment happiness differs among universities, with small universities reporting lower job satisfaction than large universities.

Public university managers have the difficult challenge of inspiring their staff members through the provision of appealing working conditions, encouraging initiatives, and competitive pay. According to the UASU research, public universities that lag in developing institutional context have a high employee turnover rate. The research admits that institutional considerations are still taken into account in the majority of public colleges to this extent. a circumstance that has resulted in concerns with motivation and work discontent (UASU, 2018).

1.2 Statement of the Problem

The effectiveness of Kenyan universities depends on employee job satisfaction. Low levels of job satisfaction have been recorded in Kenyan universities despite the importance of job happiness to the functioning of Kenyan universities (Ombina, 2014: UASU, 2018). The UASU study for 2018 also identified several other areas of unhappiness, such as lack of professional growth, lack of career support, and incentives for welfare recipients. According to the UASU research, job discontent is a problem at more than 80% of Kenya's universities and is particularly high at smaller universities like Karatina University and Rongo University, among others.

Poor reward schemes and an unfavorable work environment are the primary contributors to low employee job satisfaction in public universities (Ibua, 2014). This is supported by a report from UASU (2018) that lists work load, promotion, employee welfare, and incentives as some of the problems contributing to low levels of satisfaction in Kenyan public universities. The research also noted that

Rongo University and other small public universities in Kenya are particularly affected by some of these problems.

The high turnover rate witnessed at Rongo University in comparison to other universities serves as the finest illustration of the issue of job satisfaction in the institution. Nairobi University, with the primary cause being stated to be work unhappiness. This was corroborated by data from the academic registrar, which linked complaints about financial incentives and other issues with welfare to the high rate of employee turnover among academic personnel (Rongo University, 2019). Additionally, the UASU study expressed unhappiness with promotions, noting that just 5 staff members out of the 50 that needed to be promoted in the institution did so in 2017 (UASU, 2018). Given the concerns with job discontent at Rongo University, it is crucial to look into the institutional causes of low employee job satisfaction.

1.3 Purpose of the Study

The purpose of this study was to investigate institutional factors influencing employee job satisfaction in public universities: A Case Study of Rongo University, Migori County, Kenya

1.4 Research Objectives

i) To determine the influence of availability of social amenities on employee job satisfaction at Rongo University, Migori County, Kenya

ii) To establish how financial incentives influence employee job satisfaction at Rongo University, Migori County, Kenya.

iii) To examine how availability of professional development support influences employee job satisfaction at Rongo University, Migori County, Kenya.

iv) To establish the influence of career support on employee job satisfaction at Rongo University, Migori County, Kenya.

1.5 Research Hypothesis

H_01: There is no statistically significant relationship between availability of social amenities and employee job satisfaction at Rongo University, Migori County, Kenya

H_02: There is no statistically significant relationship between financial incentives and employee job satisfaction at Rongo University, Migori County, Kenya

H_03: There is no statistically significant relationship between availability of professional development support and employee job satisfaction at Rongo University, Migori County, Kenya

H_04: There is no statistically significant relationship between career support culture and employee job satisfaction at Rongo University, Migori County, Kenya

1.6 Significance of the Study

The study may be helpful to Educational Administrators who will be able to be more insightful on importance of institutional environment on employee job satisfaction in different setups. The findings may help gain more insight on employee job satisfaction determinants. In particular the study may amplify the

role of institutional factors as a determinant of job satisfaction in public Universities. The research findings will also be essential to Rongo University management and will help them have a better understanding of employee's behavior.

The study findings may be also be beneficial to Scholars since it will generate new insights to the field of Human Resource Management and other Social Sciences. The study findings may also be essential to the trade unions. Notably, the study may be central in helping trade union, UASU in particular to develop collective bargaining agreements that meets the real concerns of Public University staff.

1.7 Limitations of the Study

The study was limited by the reason that the findings cannot be generalized to other Universities and may be applicable to a University. The study was hampered by the challenge of face-to-face data collection due to the prevailing COVID-19 pandemic. To address this, the study used a combination of data collection techniques that included online and physical questionnaires.

1.8 Delimitation of the Study

The research was conducted in Rongo University, which is located in Migori County, Kenya. In Kenya, limited studies have been conducted to examine the role of employee job satisfaction in Universities. The research may deal with employees of the University including Academic and non-Academic staff. The researcher will collect data over 1-week period.

1.9 Assumption of the Study

The following assumptions were made in this study:

i) The academic staff would respond honestly to all questions in the questionnaire.

ii) The University management may know employee job satisfaction and employee job performance levels of Academic staff.

1.10 Definition of Significant Terms

Career Support Culture refers to the surrounding conditions that either facilitates or inhibits the career path of an employee.

Financial Incentives: refers to approaches used by management to attract and retain employees using incentives in a form of money -such as rewards, allowances, profit sharing, salary, and bonuses that are set to achieve human needs and encourage employees to enhance their work performance

Job Satisfaction refers to the satisfaction with pay, the content of work, relations with colleagues, among others.

Professional Development Support refers to the effort expended in improving their skills of employees to enhance their productivity.

Social Amenities refers to the construction and maintenance of facilities that support social services such as health, education, recreation facilities, among others.

1.11 Organization of The Study

This study was organized in five chapters. The first chapter was the introduction covering background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of the key terms and organization of the study. Chapter two gave the literature review based on study variables which includes; Social Amenities and Employee Job Satisfaction in Organizations, Financial Incentives and Level of Employee Job Satisfaction in Organizations, Availability of Professional Development Programmes and Employee Job Satisfaction in Organization, Career Support Culture and Employee Job Satisfaction in Organizations, summary of literature, Theoretical framework and the Conceptual framework. Chapter three described; Research Methodology, Research Design, Target Population, Sample Size and Sampling Procedure, Research Instruments, Validity of the Research Instrument, Reliability of the Research Instrument, Data Collection Procedures, Data Analysis Techniques and Ethical Considerations. Chapter four focused on data Presentation, Interpretation and discussion of findings five covered summary of the Study, Conclusion and recommendations. Suggestions for further study were also presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This In the context of employee job satisfaction and social amenities, employee job satisfaction and financial incentives, employee job satisfaction and professional development programs, employee job satisfaction and career support culture, theoretical framework, and conceptual framework, this chapter reviews pertinent empirical and theoretical literature.

2.2 The Concept of Job Satisfaction

The development of operational and conceptual definitions of the construct on employee job satisfaction, which includes the general and overall employee job satisfaction and satisfaction with aspects of jobs like the work itself, coworkers, pay, supervision, company policies, working conditions, and opportunities and procedures for promotion, has been the focus of a sizable body of literature. Javed (2014), Aboazoum, Nimran, and Muzadieq claim (2015). Employee work satisfaction is a pleasant or positive emotional state brought on by an evaluation of one's position or previous employment.

According to earlier study done in the EU and the USA, it is commonly believed that the development of employee job satisfaction is a complicated process that is impacted by the subjective knowledge of individuals. (Dicke, 2019). Because each person has a unique set of subjective knowledge, various researchers evaluate employee job satisfaction from a variety of angles and produce a variety of theoretical frameworks. It has been discovered that

employee job satisfaction among university employees is inconsistent, with academic personnel reporting relatively low to moderate levels of happiness compared to non-academic staff, who report relatively high levels of satisfaction. Academic atmosphere, salary, and financial support were highly correlated with employee work satisfaction in Saudi Arabia, where academic staff expressed moderate job satisfaction (Shukla, Sumbul & Bhardwaj, 2020).

Past the financial fulfillment, economic wellbeing quo is one more key justification behind inspiration laid out in Europe. Bhardwaj et al., (2020) express that the mental variables and the social foundation of professionals are a portion of the basic factors that impact representative work fulfillment and efficiency in India. Resultantly, the work conduct of representative is impacted by their sentiments. In Africa, concentrates on worker work fulfillment in higher learning establishments have extensively been sorted by factors that influence representative work fulfillment into two primary perspectives: Employee and Organizational own viewpoints. Hierarchical highlights primarily incorporate the material states of work, corporate culture climate, compensation, and rules and guidelines (Seara et al., 2017). Administration of state funded colleges has been accounted for to decide worker work fulfillment in state funded colleges in Uganda and Tanzania. In Kenya, a review directed at USIU shows that monetary elements and natural variables influence worker work fulfillment in Universities (Ombima, 2014).

Research studies have elaborated that laborers who are fulfilled at their working environments show uplifting outlooks in their homes and make a

mentally solid society. Regarding what by and large decides work fulfillment, it has been laid out by Lambert et. al., (2018) that many variables are associated with affecting position fulfillment. As been made sense of by Sparks (2015), expanded pay, staffing level, and advantages are among the main elements connected with higher work fulfillment. Adds different features like acknowledgment, working circumstances, organization and the board all add to the accomplishment of higher work fulfillment. For Fajana (2012) work fulfillment is affected by the general work perspectives of representatives, for example, mentality toward work bunch, general working circumstances, perspectives toward the association, money related advantages and disposition toward management. Further, he thinks that disposition toward managements is complicatedly associated with the singular's perspective about the actual work and life overall. Work fulfillment could be likewise impacted by the idea of the gig, its unavoidable social environment, and the degree to which laborers' exceptional requirements are met.

Working circumstances that are comparable to regional and worldwide standards as well as how closely they reflect those of other local professions are also important determinants, according to Oshagbemi (2014). Lambert et al. (2018) all agree that elements including the academics' connections with their supervisors, the condition of their workspace, and the level of fulfillment in their work can all have an impact on how satisfied they are with their jobs.

Work fulfillment incorporates two elements: characteristic variables and outward factors. Natural variables bring position fulfillment; then again, outward factors bring disappointment and lessen the degree of occupation fulfillment. The inborn elements are additionally called satisfiers and inspirations, included inventive or testing work, obligation and headway valuable open doors. It is accepted that natural inspiration, which is the inspiration to play out a movement, can assist representatives with encountering the delight and fulfillment intrinsic in the action. Especially, it is accepted that inherent work fulfillment was the means by which representatives feel about the actual positions, or the idea of the gig. While outward work fulfillment was the way representatives feel about the angles beyond the actual work. Rewards that are deciphered as data around one's ability and fulfill people's requirement for independence, will improve inherent inspiration (Phuong, Khuong, Phuc, and Dong, 2018).

Inspiration factors lead to positive emotional wellness and challenge individuals to develop, add to the workplace and put themselves in the association. Scholastic execution is the result of instruction; the degree to which an understudy, teacher or foundation has accomplished their instructive objectives (Victor and Babatunde, 2014). Teachers play the tutoring job for their understudies in higher organizations of learning; their essential inspiration is related with understudies learning accomplishment. Moreover, auditing the past examinations on teacher's inspiration, various creators have investigated different issues of inspiration for speakers in higher instructive establishments which can be important commitment in improving position fulfillment and contribution specifically and for hierarchical

development as entirety. The essential undertaking of instructive supervisor and human asset the executives in colleges or advanced education establishments is constantly focused to improve the work fulfillment level, especially of teachers as they are building blocks of foundation as well as society at large.

2.3 Social Amenities and Employee Job Satisfaction in Organizations

Aberdeen Asset Management (2017) defined social infrastructure as the construction and maintenance of facilities that support social services. The organization noted those social infrastructures include: healthcare (hospitals), education (schools and universities), public facilities (community housing and prisons) and transportation (railways and roads). For the purpose of this work, the researcher used the term social infrastructure to describe free or subsidized welfare facilities provided for employees in an organization to make life easier, fun, cut down on cost, and to enhance their socio-economic wellbeing. Variables of social infrastructure in this concept include transportation facilities, staff club/guest house, and housing scheme.

The accessibility of social foundation for representatives of an association doesn't just decrease the monetary weight, yet in addition goes far in making work life more helpful and agreeable for workers. For example, arrangement of free or financed transportation administrations, and official vehicles for staff makes their proceeding to get back from true task a lot simpler and more helpful. Arrangement of lodging plan inside or near the work environment makes it feasible for representatives to get to their office on time. These social foundations likewise give some degree of monetary help for representatives and

as a result further develops worker fulfillment (Waititu, Kihara and Senaji, 2017).Associations likewise give other social frameworks, for example, staff clubs/visitor house to assist with addressing the requirements of representatives regarding revival, unwinding, diversion, wearing and activities, housing, and amusement. Satisfactory arrangement of social foundation for the staff of an association ensures their social prosperity and causes them to feel appreciated and expands their work fulfillment (Patro, 2020). Like Zahedi and Inom (2015) appropriately brought up, the arrangement of social offices can assemble representative bonds with an association. It takes a blissful worker to be committed.

As for social conveniences, an exact review led by Australian Sports Commission (AIS) in Oam (2019) uncovered that staff club exercises, for example, group donning separates ethnic, political and social boundaries, and constructs holding at individual and hierarchical levels. Barton (2013) in his concentrate on working environment offices and representative work fulfillment found that work environment rec center and related conveniences assists with expanding position fulfillment among workers. The concentrate likewise uncovered that staff club and visitor house exercises encourage general satisfaction, cooperation and corporate holding.

Abraham (2012) found that workplaces with favorable working conditions perform poorly in terms of increasing employee job satisfaction. He recommended that businesses conduct regular surveys to identify the working conditions that promote attainment of institutional objectives and address those

that do not. (Glynn, Arnow Richman, & Sullivan, 2015) examined working circumstances with respect to hours worked, dress code, days worked, pay, "in-between breaks," leave days, and off days, as well as other advantages including home and car allowances, health insurance, and retirement plans.

Mokaya (2013), inferred that a working environment with favorable environmental elements is a fundamental variable for estimating representatives' proficiency and gauging their degree of happiness with their work. Sirota and Klein (2013), saw that a lot of work on occasion prompts elevated degrees of burnout and dissatisfaction among laborers and their work. It is then reflected in the work yield and their relationship with their clients. These disclosures connect with those of (Scott and Davis, 2015), who reports that an excess of work harmed on the prosperity of representatives and crippled them. Shahid and Azhar (2015), presumed that functioning circumstances influence representatives' work fulfillment straightforwardly which in the long run influences the associations yield in general. Thusly, it is major for the initiative of an association to sort out the elements that influence representatives' work fulfillment adversely at work and devise approaches to countering the adverse consequences (Nyakundi, 2012).

Iavicoli, et al., (2014), in their review noticed that there was a great deal of grumbling from laborers because of an absence of balance between fun and serious activities. Laborers worked for extended periods and lacked opportunity and willpower to enjoy with their families. This at last causes pressure, undesirable laborers and less efficiency. A business ought to constantly try to

safeguard their representatives from stress because of wear out. Caruso (2014), saw that laborers in the medical services industry for the most part work for extremely extended periods of time and don't rest enough since they need to offer nonstop types of assistance to their patients. This outcomes in laborers experiencing different persistent illnesses and makes blunders while dealing with patients due weakness. Tired medical services representatives could likewise hurt others en route to and from work while driving. The review concocted measures that associations ought to think of approaches to focusing on rest by re-organizing work done by medical care laborers to stop the gamble factors.

A study by Njeri (2015), looking at parts influencing position fulfillment level among delegate head educators in open optional schools in Kandara, saw that school head educators responsibility has been developing. This is because of how schools are being overseen which thusly prompts liabilities being passed down to their appointees and associates. This, hence, prompted the decrease to the emphasis on the nature of their educating. The concentrate likewise uncovered that balance between fun and serious activities affected significantly on work fulfillment and efficiency which more often than not brought about being away from work and numerous representatives stopping work. Quality work life (QWL) the board approach has increased the consideration on the work-life talk pushing movable work courses of action to help balance work and individual life. This has eminently affected representative work fulfillment.

Schulze (2014) analyzed factors impacting the work fulfillment of scholastics in higher Factors affecting the work fulfillment of scholastics in advanced education. An overview configuration included 94 respondents from comparative offices at a private and a distance training organization. A survey zeroed in on educating, research, local area administration, organization, pay, advancements, college the executives, colleagues' way of behaving and states of being. Socioeconomics that could impact the work fulfillment of the scholastics were additionally thought of. These included college setting being utilized on a full-time or parttime premise, rank, ethnic gathering, organization enrollment and orientation. Factors causing fulfillment and disappointment were distinguished. These were in some cases impacted by the previously mentioned socioeconomics. 3/4 of the example demonstrated that, taking everything into account, they were happy with their work. Critical connections between's occupation fulfillment and states of being and support, not set in stone.

A review directed by Clement (2013) uncovered that arrangement of financed convenience, and staff quarters is a powerful outward persuasive variable and causes workers to feel appreciated and increments work fulfillment. An experimental review directed by Achine (2014) uncovered that accessibility of sporting offices for educators in non-public schools in Lagos State makes a feeling of having a place and educators' close to home connection to the school where they instruct, and as a result further develops work fulfillment. Lenient (2013) in his investigation discovered that accessibility of value medical care offices and great vehicle framework effectively improves the general work

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fulfillment and efficiency of representatives. This finding recommends that arrangement of transportation offices decidedly impacts continuation responsibility.

2.4 Financial Incentives and Level of Employee Job Satisfaction

Associations have been constantly keen on expanding efficiency and accomplishing hierarchical objectives, subsequently, various examinations looked through in how to propel workers, and they found that impetuses assume a significant part in keeping representatives persuaded and resolved to arrive at those targets. Motivations can be parted into two sorts, the primary kind is characteristic motivators which exist in the gig and increment worker fulfillment, for example, strengthening, and the subsequent kind is extraneous impetuses which communicated as advancement, headway potential open doors, pay, gifts (Coccia Mario, 2019).

Either financial or non-financial instruments can inspire employees. Positive attitudes increase corporate loyalty since they result in happier employees. Customer satisfaction follows as a result of happy personnel giving more thought to fulfilling customers' requirements and wants. If a company's clients are more loyal, its financial performance will also increase. Financial incentives are a strategy for getting workers to follow instructions and work toward shared employer-employee objectives (Ekpudu & Okafor, 2012).

According to Ellis and Pennington (2014), financial incentives have a short-term impact on an employee's motivation levels, despite the fact that they are crucial to their motivation because they have a stronger impact and last longer

in the employee's mind because they appeal to their emotional state. Financial incentives are any prizes, allowances, profit-sharing plans, salaries, and bonuses that are intended to meet human needs and motivate staff members to improve their job performance. The goal of financial incentives is to increase performance and production efficiency by inspiring workers to act in the desired manner (Novianty & Evita, 2018).

Musyoki (2016) on a review found a positive connection among remunerations and occupation fulfillment at the public oats and produce board. The review figured out that the prizes which were utilized by the association was the fundamental compensation, either stipend or lodging, clinical cover, leave remittance, wiped out leave, advancement, preparing, extra security, retirement helps other than the legitimately required like NSSF, any private administrations and execution based pay. There was serious areas of strength for a connection between's representative work fulfillment and prizes. Simultaneously the outcomes demonstrates serious areas of strength for an among remunerations and occupation fulfillment as to the general working condition; pay and limited time potential; work plan and occupation criticism.

El-Din (2020) believes that in order to increase the effectiveness of financial incentives, they should be connected to both corporate and employee goals, offered at the right time, and sustained over time. Financial incentives have been the subject of numerous studies; Al-Harthi (2019) examined how they affected the effectiveness of civil defense staff in Riyadh, Saudi Arabia. Employee

dissatisfaction with the incentives was evident from the results, which also revealed that financial incentives had a greater impact on performance efficiency than moral ones.

Salisu et al., (2015) detailed a critical positive connection among's remuneration and occupation fulfillment and finished up the members taking part in their review viewed prizes as one of the fundamental supporters of their work fulfillment. Swanepoel et al., (2014) expressed that pay as monetary and non-monetary extraneous prizes gave by a business to the time, abilities and endeavors made accessible by the worker in satisfying position necessities pointed toward accomplishing authoritative targets. Qasim et al. expressed that money related rewards assume significant part in deciding position fulfillment. Pay is one of the central parts of occupation fulfillment since it has a strong impact in deciding position fulfillment. The developing necessities of individuals with high living costs force laborers looking for higher pay that can ensure their future and life fulfillment. Besides, in the event that people accept they are not repaid well in this manner a condition of close to home disappointment will be created. These profound errors will develop and amass over the long run in this manner make representatives troubled and unsatisfied working for the association.

A review to decide the impact of advancement opportunity on work fulfillment among 320 speakers in four state funded colleges in Kelantan, Malaysia by Mustapha and Zakaria (2013), uncovered that there was a positive critical connection between advancement opportunity and occupation fulfillment. As

per Shields and Ward (2001) the representatives who are disappointed with the open door accessible for advancement show a more noteworthy expectation to leave the foundation. Aside from representative's fulfillment in work, advancement can be one of the variables that a representative can see as a part of occupation fulfillment. Whenever representatives see that there are brilliant opportunities for advancement they feel fulfilled for the separate spot in the association (De Souza, 2012).

In a comparative report on higher instructive organizations in Muscat, Sultanate of Oman, Khan and Mishra (2013) researched how much scholastic staff working in higher instructive foundations experience work fulfillment from advancement. They found that scholastic showing workers where happy with their degree of advancement. Muhammad, Rizwan and Yasin (2012) embraced a review to explore the effect of two factors (pay and advancement) hands on fulfillment of speakers in advanced education Institutes in Pakistan. They found that pay has critical impact on work fulfillment however advancement had less impact and somewhat important to the gig fulfillment of the speakers. A comparative investigation of Mehboob and Bhutto (2012) saw that employees were by and large happy with their work. in particular, their review, showed that "Work itself" was the most fulfilling angle that affected work fulfillment, while "Strategy" and "Working condition" were the most un-fulfilling parts of work.

Jawabri (2017) examined the job satisfaction of academic staff in higher education as well as private universities in UAE. The data obtained and analysed revealed that only few factors have positively influenced job satisfaction,

especially, supervisor support, promotion and support from colleagues while, recognition and rewards for work done had a negative impact on job satisfaction of academic staff. Contracting evidences were presented by authors such as Akafo and Boateng (2015) who investigated the impact of rewards and recognition on job satisfaction in academic staff of seven private universities in Nigeria. The study revealed that, there was a positive relation between rewards and job satisfaction. For academic faculty members of state universities in Sri Lanka, recognition was a highly significant positive factor affecting the overall job satisfaction (Amarasena, Ajward & Ahasanul Haque, 2015).

Xuong-Kiet and Minh-Quang (2013) are of the opinion that job satisfaction is influenced by factors such as internal, external and personal factors, and according to these authors the internal, includes sub factors such as characteristics related to the basic nature of work. External factors, on the other hand, include sub factors such as the conditions of physical work, promotion conditions, relationships with superiors and co-workers, job security, organizational structure and culture. With an aim to examine the factors affecting faculty job satisfaction in institutions of higher education in Eritrea, Fessehatsion and Bahta (2016) collected data through a structured questionnaire from a randomly selected sample of 100 respondents from the IHE in Eritrea Correlation and regression analysis revealed that research, co-workers relations, and training and development have strong positive and significant contributions to job satisfaction of the faculty in institutions of higher education in Eritrea.

Within the Nigerian academic environment, a study by Umaru and Ombugus (2017) revealed that regular salary payment, promotion opportunities, work environment, attainment of work goals, opportunity to growth and development among others are the determinants of job satisfaction of college of education lecturers. It was recommended that the college management should fulfil their financial obligations and make provisions for adequate facilities as this will improve lecturers' commitment to work and job satisfaction for optimal performance. In a comparative study, Bello, Ogundipe and Eze (2017) provided findings that significant differences in the factors that influenced job satisfaction in public and private university lecturers in Nigeria. For working conditions, academic staff in private universities indicated that they had better working conditions, for pay package, academic staff in public universities stated that they had better payment package, while the academic staff in private universities are more satisfied with the recognition they got from their jobs.

Again, Aderinto and Obadare (2017) questioned academic librarians on the effect their working environment had on their job satisfaction. Half of them (50%) indicated that the environmental conditions in the library gave them low job satisfaction towards their work. Ikhifa, Imide, Israel and Okokoyo (2016) studied the level of job satisfaction among 230 randomly selected Colleges of Education lecturers. Five variables, work load, present pay, promotion, supervision and co-workers of were adopted for the study. The results showed that lecturers were most satisfied with their work load followed by co-workers, supervision and promotion. Lecturer s expressed a high degree of dissatisfaction with their present pay. Generally, lecturers were not satisfied with their job. The

correlation analysis showed that there was a significant negative correlation between age, education level and academic rank and the various facets that determined job satisfaction.

Al-Nsour (2012) studied the effect of moral and financial incentives on the organizational performance the population of the study was the employees in the Jordanian universities. The study found that Jordanian universities provide sufficient incentives to their employees. The study split incentives into moral and financial incentives and it found that the effect of financial incentives was more than the effect of moral incentives. Results showed that moral and financial incentives affected organizational performance, customer satisfaction, and internal business process. However, the study did not find an impact of incentives on learning & growth. El-Din (2020) researched in the relationship between financial incentives and organizational commitment, the research was conducted on public organizations in Egypt. Results showed a significant positive relationship between the employment of a good incentive system and the organizational commitment.

2.5 Availability of Professional Development Programmes and Employee Job Satisfaction

Motivating the workforce is one of the most critical challenges facing organizations today. The choice of appropriate human resource practices is essential as various arguments have been made that the organization's human resources are critical to an organization's success. Professional development is one of the most significant functions of human resource practice. Recent research suggests that 'high commitment' human resource practices, such as

professional development, affect organizational outcomes by shaping employee behaviours and attitudes.

A Professional Development Programme is the attempt that Organizations make to improve the present or future performance of their employees by increasing the ability of workers to attempt work through continual learning (Okechukwu, 2017). Nassazi (2013) maintains that professional development support is essential in developing the intellectual capacity of workers by building their competencies as well as optimizing their contribution towards the firm (Chaudhary & Bhaskar, 2016).

Employee empowerment can begin with training and converting a whole organization to an empowerment model. The thinking behind employee empowerment is that it gives power to the individual and thus makes happier employees. By offering employees choices and participation on a more responsible level, the employees are more invested in their company, and view themselves as a representative of such (Sandeep, 2015). For empowerment to work well the management team must be truly committed to supporting the employees by allowing them to make more decisions. Empowerment is a two sided coin. For employees to be empowered leadership must want and believe that employee empowerment makes good business sense and employees must act.

Armstrong (2010) proposes that two major components of getting staff ready for empowerment is boosting their knowledge and skill levels and helping them feel competent. Managers who empower their staff must be trainers.

Confidence in ones" abilities comes from successful performances, observing others perform successfully, and encouragement. By having staffs learns to perform a task, managers increase their subordinates confidence in their abilities, which helps them progress toward becoming proficient with the entire task. All training programs must be evaluated and there should be return on investment. Training emphasizes efforts to upgrade employees" skills or focus on work-related topics beneficial to both employees and the organization while development is intended to provide general knowledge about theoretical concepts to enrich organizations through human resource programs and career progression (Dessler, 2008; Armstrong, 2010).

Employee training is based on the belief that developing talents internally is good investment. Jackson et al., (2009) contend that the best competitors who embrace empowerment use training and development since improving competence of workforce is one way that creates a competitive advantage. Training refers to improving competencies needed today or future (Jackson *et. al.*, 2009). However in a study done by Darvish *et. al.* (2013) in Iran the results of the survey indicated that while training programs have created meaningful sense and help the staff to have a meaningful sense of self-efficacy it has not created any feeling of competence. The survey also concluded that training alone cannot empower employees.

Organizations which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover. Employees get a lot of benefits from the employee training

and development program. Most employees recognize the importance of a training program and would like to increase their salaries (Jehanzeb & Bashir, 2012).

Tuan and Hung (2020) investigated the levels and factors affecting lecturers' motivation in Vietnamese public universities. In this study, ordinary least squares (OLS) and exploratory factor analysis (EFA) has been utilized to identify the factors affecting work motivation of lecturers at Vietnamese universities. A questionnaire was administered to a sample of 189 lecturers at different public universities in Vietnam. The finding indicates that seven factors including Work characteristics (WC), Wage and welfare (WW), Social recognition (SR), Peer relationships (PR), Training and promotion opportunities (PO), Leader caring (LC) and Teacher-student interaction and student's attitude (IA) have positive effect on lecturers' work motivation. Among these factors, Teacher-student interaction and student's attitude (IA) has the strongest impact with the coefficient of 0.631 and Peer relationships (PR) has the least impact on work motivation with the coefficient of 0.020. The study findings can facilitate the understanding of how to increase work satisfaction at the universities in Vietnam.

Hameed, Ahmed-Baig, and Cacheiro-González. (2018) dissected the Job Satisfaction of educators in Higher Education Institutions from the Public and Private Sector in Lahore, Punjab, Pakistan. A similar report has been done, in view of the study technique utilizing a quantitative methodology. Information were gathered from a poll finished by 345 Teachers (203 from public and 142 from private area), from 10 colleges (5 public and 5 private), utilizing comfort

testing. The aftereffects of the Chi-Squared autonomy speculation test uncover measurably huge contrasts in level of arrangement for a portion of the assertions between the Public and Private University Teachers hands on Satisfaction scale (pay, advancement, benefits, collaborators, kind of work done, and correspondence inside the Organization). Ideas have been proposed for instructive directors to consider proficient and individual insights connected with Job Satisfaction in light of Teacher's necessities and discernments.

A relative report with 531 University educators in Pakistan and Finland (Malik, Björkqvist and Österman, 2017) tracked down fundamentally better working circumstances, social help at work and advancement valuable open doors in the Finnish example when contrasted with the one from Pakistan. A concentrate by Chughtai (2003) taking into account 45 schools in Lahore (26 public and 19 private), examinations the various factors connected with fulfillment: school qualities, educator foundation, natural factors (the actual showing) and extraneous elements (the instructing climate). 500 and two (502) educators took part in the review (301 from public, and 201 from private area) which tracked down that accomplishment, acknowledgment, and installment are determinant variables of Teacher Job Satisfaction. Results from a concentrate on 17 public and confidential colleges in Islamabad (n=10,223 educators) show that representative advantages represent 54% of the variety in Job Satisfaction (Hina, Zamir and Nudrat, 2014).

A writing survey inspecting Pakistani Public and Private Universities uncovers the need to upgrade the examination culture framework among educators and chiefs (Shabbir and Khalid, 2016), regardless of whether the outcomes from Blix, Cruise, Mitchell, and Blix, (1994) show that research-related exercises were more unpleasant than one or the other instructing or administration. Consequences of the concentrate on Employee Job Satisfaction for Public and Private Universities educators in Pakistan (n=410) present a hypothetical model of individual determinants of fulfillment, with full Professor capability, trailed by right hand Professors making the most noteworthy difference (Nas, 2016). Discoveries from Khalid, Irshad, and Mahmood (2012) analyzing college instructors from Punjab, show that private area educators were happy with their compensation, oversight, and special open doors. Information gathered from 500 educators from 5 Private area Higher Education Institutes of Punjab, showed that working environment fellowship and casual relations have a positive capability on Job Satisfaction and worker responsibility (Amjad, Sabri, Ilyas, and Hameed, 2015).

Sahinidis et al., (2017) studied the relationship between perceived employee training effectiveness of conferences and seminars and job satisfaction and commitment in five Greek companies and found that there is a significant correlation between the employee perceived training effectiveness of conferences and their job satisfaction and motivation. Executive development program through conferences and seminars found to be useful in improving the productivity, efficiency and effectiveness of managers. Yew (2011) suggests that training and development helps in providing career development

opportunities. It is also recognized as an important aspect of best human resource management practices. Job training has become an important aspect of an employee's overall job experience.

Employee dedication, training, motivation, and even level of satisfaction are all positively correlated (Rahayu et al., 2019). There have been conflicting results, nevertheless, between the accessibility of training and work happiness. While some studies (Qazi et al., 2017; Batugal, 2019) have demonstrated a positive relationship between training variables (accessibility of training through conferences and seminars), others have demonstrated that this is not always the case and that the training variable may occasionally display a non-significance result (Mulyadi, 2020; Susomrith et al., 2019).

2.6 Career Support Culture and Employee Job Satisfaction in Organizations

Every organisation in this world has a culture, whether it is deliberately implemented or not. However, some appears to be more supportive than others and that is what this study seeks to answer. Batugal (2019) conceptualized supportive organisational culture as a coherent set of values, beliefs, assumptions and practices among the employees within the organisation. He further explained by putting much emphasis on the pervasiveness of consistent values, beliefs, assumptions and practices as well as the extent of consistency of the various values, beliefs, assumptions and practices of its members within the organisation. Other proponents also argue that a supportive organisational culture tend to benefit the organisation since it fosters commitment,

motivation, solidarity, identity and sameness which turn to facilitate employee job satisfaction.

In another research, Sabri et al., (2011) examines the how supportive organizational culture affects employee job satisfaction among lecturers in Universities both private and public sector, higher educational institutions in Lahore, Pakistan. Based on the empirical findings, supportive organizational culture consists of two components: Organizational culture linked to employees (OCE) and Organizational culture associated with leaders and managers (OCM). In the research, the effect of OCE and OCM on employee job satisfaction was significant and positive. By examining these studies, it is clear that a significant relationship exists between employee job satisfaction and supportive organizational culture. Therefore, corporate culture is integral in promoting employee job satisfaction among workers and also leading towards the success of organizations. However, from all the studies examining employee job satisfaction, it is clear that there is no single study evaluating the characteristics of culture in public University. Resultantly, this research will focus on the characteristics of corporate culture in public Universities.

Fessehatsion and Bahta (2016) examined the factors affecting faculty job satisfaction in institutions of higher education in Eritrea. Primary data is collected through a structured questionnaire from a randomly selected sample of 100 respondents from the IHE in Eritrea with a return number of 95 responses. SPSS 20 is utilized for analysis purposes. Correlation and regression

analysis is made to examine the relationships between the factors and job satisfaction, and to identify the overall contribution of the factors to the job satisfaction of the staff members. The analysis finds that research, co-workers relations, and training and development have strong positive and significant contributions to job satisfaction of the faculty in institutions of higher education in Eritrea. Although the correlation result of the other three variables was moderately strong and significant, the regression outcome has shown insignificant but positive contributions. The research finally concludes that these factors need to get more focus so that the IHE in Eritrea can retain their faculty members.

Considering the personal context of the teachers, a study conducted with 424 academic and administrative employees from 25 public and private universities in the Bikaner district of Rajasthan, India, concluded that the work-life balance between the personal and professional life is a significant component that influenced job satisfaction (Mathur & Mehta, 2015). These results coincide with those of Mudrak et al (2018) in the case of teachers from the Czech Republic (n= 2.071) who propose policies to promote the quality of academic leadership and the work-family balance for its beneficial effects.

An Exploratory Factor Analysis developed by Chauhan, Goel, & Arora (2018), reveals the need to improve the motivation of faculty members in public and private universities, fostering policies that favor factors such: Growth Opportunities, Interpersonal Relationships, Participative Management, Job Security, Monetary Benefits or Research-based Activities. Oshagbemi (2000)

investigates the relationship between university teacher satisfaction and salary in the United Kingdom, showing that over 50% of the respondents were dissatisfied with their pay.

Nevertheless, Adhikari & Barbhuiya (2016) have found that teachers from the Public Assam University in India are satisfied with 'Pay and Allowance'. An outstanding contribution was made by Spector (1997), who considers Job Satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (2), validating the Job Satisfaction Survey (JSS) Scale including 9 facets: (1) pay and pay raises, (2) promotion opportunities, (3) person's immediate supervisor, (4) fringe benefits, (5) rewards (not necessarily monetary) given for good performance, (6) rules and procedures, (7) co-workers, (8) type of work done, and (9) communication within the organization. The comparison made in this study on the opinion of teachers regarding job satisfaction is based on the Spector Scale.

Mulyadi (2020) evaluated the relationship between career support and commitment. Through their research, they found that supportive organization culture leads to organizational commitment through improved employee satisfaction and motivation. Lund studied the impact of various forms of organization culture on employee job satisfaction. Lund research indicated that organizational culture fell within one of four forms: supportive or inhibitive culture. Levels of job satisfaction varied greatly across the two forms. Supportive culture provided the highest levels of job satisfaction as opposed to

inhibitive culture that reduces job satisfaction amongst organization employees.

2.7 Summary of Literature Review

The surveyed writing has investigated the examinations on researched institutional elements impacting worker work fulfillment in state funded colleges. Adhikari and Barbhuiya (2016) have observed that educators from the Public Assam University in India are happy with 'Pay and Allowance'. Sahinidis et al., (2017) concentrated on the connection between saw worker preparing viability of meetings and workshops and occupation fulfillment and responsibility in five Greek organizations and observed that there is a critical relationship between's the representative saw preparing viability of gatherings and their work fulfillment. Nonetheless, this study looks to lay out the degree to which leave stipend, house remittance and travel recompense impact work fulfillment in Rongo University.

The Job Satisfaction of Teachers at Higher Education Institutions from the Public and Private Sector in Lahore, Punjab, Pakistan was examined by Hameed, Ahmed-Baig, and Cacheiro-González (2018). On the basis of the demands and views of teachers, suggestions have been made for educational management to take into account professional and individual perspectives connected to job satisfaction. According to a comparison research involving 531 university instructors from Finland and Pakistan (Malik, Björkqvist, & sterman, 2017), the Finnish sample had significantly superior working circumstances, social support at work, and promotion chances. However, this study seeks to

establish the extent to which scholarships, workshops and seminars influence job satisfaction in Rongo University.

2.8 Theoretical Framework

The exploration is supported on the Herzberg's two-factor (HTF) hypothesis as talked about underneath. Fredrick Herzberg is one of the trailblazer and driving researchers on inspiration hypothesis, chiefly on account of the two-factor model. As per Herzberg, representatives are propelled by six variables: acknowledgment, accomplishment, obligation, the actual work and progression and development. At the point when these variables are missing in the work environment, and afterward laborers are disappointed. However it isn't required for disappointed specialists to be less useful, such laborers frequently become less elaborate their errands, or neglect to show additional work while executing their obligations. Running against the norm, fulfilled workers contribute more exertion consequently raising efficiency (Mushate, 2018).

Herzberg, (1959) finds out that qualities of a task are reliably connected with work fulfillment while various elements are related with work disappointment. This is ordered into inspiration variables and cleanliness factors which shaped the premise of his persuasive cleanliness model on which Herzberg's hypothesis is propounded. The hypothesis affirms that the work disappointment factors generally rotate around monetary motivating forces, social conveniences, profession support through the organization strategy. The variables liable for fulfillment is accomplishment, acknowledgment, development, progression,

and obligation which generally should be visible as expert improvement support programs and monetary motivations (Takupiwa, 2019). This hypothesis gives a premise to the review to examine how social conveniences, proficient improvement programs, monetary impetuses and vocation support impact work fulfillment in higher learning foundations.

There have been numerous aspects that have been separately discussed that will affect job satisfaction. Limitations on personal and professional development, work features, employment stability, organizational support, interpersonal relationships inside the organization, relationships with immediate superiors, and other considerations are among them.

Various elements are either emphatically or antagonistically connected with work fulfillment. This study has zeroed in on the three most normal variables: work pressure, unfortunate correspondence, and compensation. Work pressure is probably going to bring about work discontent since it adversely influences representatives' feelings and sentiments at work. Absence of correspondence can bring about low confidence, misconceptions, and diminished work satisfaction.Employees' misery working will likewise be ignited by their perspective that their pay or pay is similarly or generally low. A hypothetical system has been created by looking at the parts that have been decided to show how working environment stress, unfortunate correspondence, and pay influence work fulfillment.

2.9 Conceptual Framework on Relationship Between Institutional Factors and Employee Job Satisfaction

A conceptual framework shows how the variables in the study are related visually (independent and dependent variables). The association between institutional elements (independent variables) and employee job satisfaction is

depicted visually in Figure 2.1. (independent variable). As seen in figure 2.1,

several institutional elements have an impact on how satisfied an employee is

with their employment.

Figure 2.1: Conceptual Framework
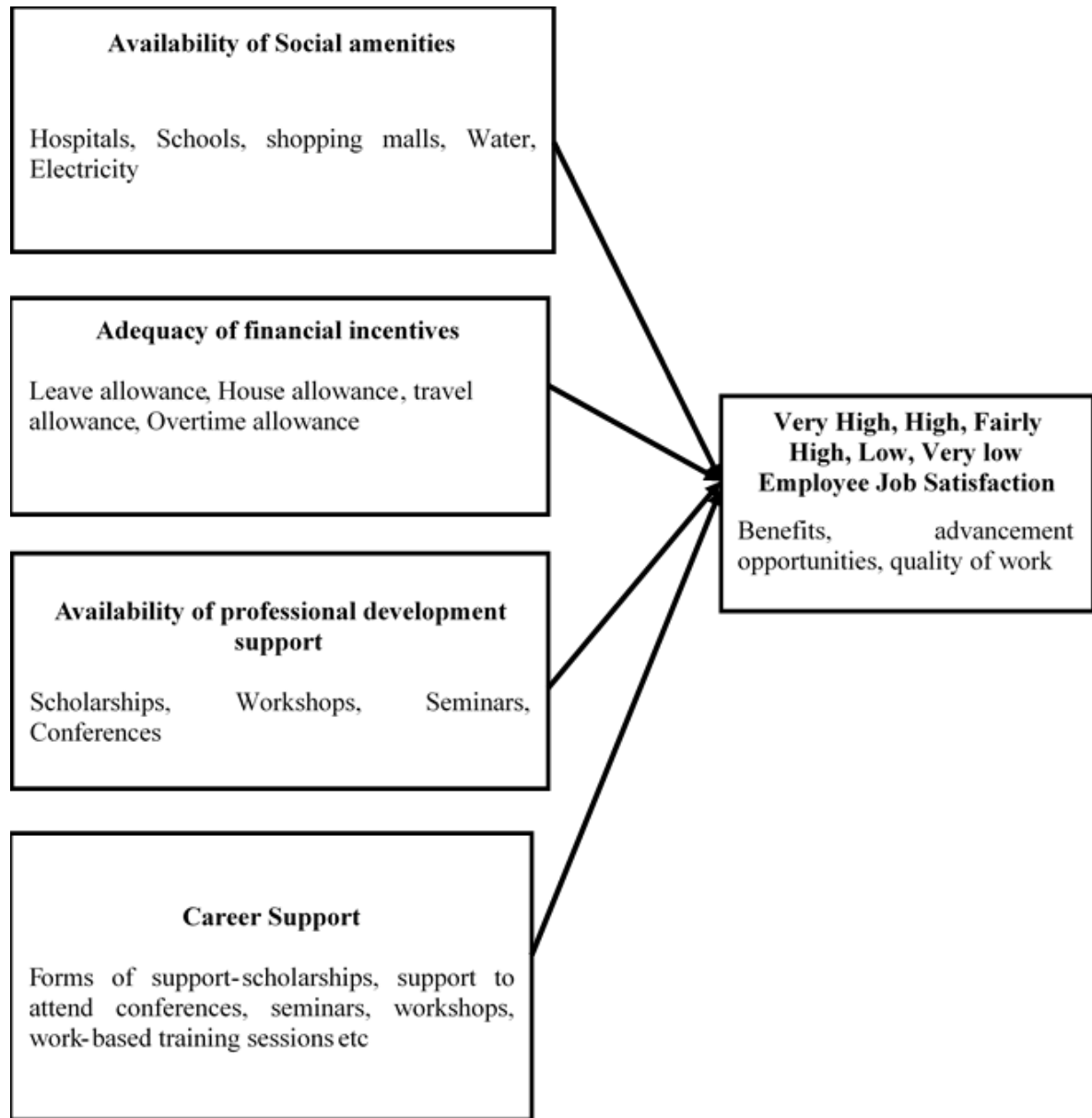
The study's main independent variable is the institutional factors that determine the employee job satisfaction. Institutional factors affect employee job satisfaction through social amenities, adequacy of financial incentives, availability of professional development support and career support. A better work environment through social amenities has more likelihood to lead to enhanced employee job satisfaction in a similar way as availability of

professional development support opportunities. Similarly, institutions that offer adequate financial incentives and have a career supportive culture may have employees who are more likely to be satisfied. Hence this study will seek to understand how these factors influence job satisfaction.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodology that will guide the research. Therefore, the section focuses on the research design, sampling and population, methods of collecting data, research procedures, methods of analysing data and ethical considerations.

3.2 Research Design

The descriptive design technique is used in the research. There are numerous categories for study design that might take into account how well-defined the research under consideration is. The research will make use of the descriptive research design (DRD). The DRD concentrates on posing the following queries: what, who, when, and how much (Creswell, 2012). The study focuses on finding the elements that affect employee work satisfaction and its impact on performance, hence the descriptive research approach is appropriate for the research.

3.3 Target Population

The population of the research includes 804 employees Rongo University. Notably, the total sample includes both non-academic and teaching staff. The population element entails the individual object or participant that is used to take the measurement. According to Cooper and Schindler (2011), it is the study unit. Table 3.1 is representation of the staff population at Rongo University

Table 3.1: Population Distribution on Rongo University Employees

Population	Number
Academic Staff	201
Non-Academic Staff	603
Total	804

Source: (Rongo University, 2019)

3.4 Sample Size and Sampling Procedure

Sampling is the procedure wherein the researcher chooses a subset of the studied population in order to draw generalizations about the population as a whole (Cooper & Schindler, 2001). Notably, sampling aims to choose a subset of the population from which inferences can be made. The study will follow the recommendation made by Mugenda and Mugenda (2004) that the sample size should be between 10 and 30 percent of the intended audience. 80 employees will make up the sample in the study if the sample size is set at 10%.

Stratified proportionate sampling was used to divide the sample according to the strata: academic staff and non- academic staff. Thereafter convenience sampling will be used to select participating respondents from both academic and non-academic staff. Table 3.2 is a sampling frame and sample size selection for Rongo University.

Table 3.2: Sampling Frame on Rongo University Employees

Population	Number	Sample Size
Academic Staff	201	20
Non-Academic Staff	603	60
Total	804	80

3.5 Research Instruments

Cooper and Schindler (2011) point out that methods of collecting data are the processes used to obtained information after the investigator identified the type of data that is required. This research relies on primary data, which will be obtained directly from the target population. Notably, the research relies on structured questionnaires, which will be developed based on literature from other scholars that have examined factors that affect worker job satisfaction and its influence on performance. The questionnaire for academic and non-academic staff had five sections. Section A will be used to gather demographic information. Section B, C, D, E and F will be used to gather information based on each research objectives.

3.6 Validity of the Research Instrument

According to Kothari (2010), a research instrument's validity gauges how well it achieves its stated goals. The study used content validity, which measures how thoroughly an instrument captures all facets of the research issue. The researcher will give the instruments to the supervisor for review in order to decide the ideas the instruments will measure and whether the elements accurately represented the phenomenon under study. This will improve the

measurement validity of the research instruments. In addition, the researcher conducted a pilot study at Kisii University to evaluate the data collection tools.This involved selecting 10 per cent of the sample size, administering the questionnaire to them and also interviewing them. This will help the researcher to identify any ambiguous questions in the questionnaire to rephrase them. On the questionnaire, the researcher will get an opportunity to check for completeness, clear ambiguity and estimate the time that will be taken to complete the questionnaire.

3.7 Reliability of the Research Instrument

Kothari (2012) claims that evaluating reliability determines whether a research instrument is capable of generating the same results when subjected to the same procedures over time. The test-retest method, in which the researcher anticipates obtaining the same result by using an instrument to measure something more than once, will be used to assess reliability (Maxfield & Babbie, 2015). After determining the answers given, the researcher will also use this technique to administer data collection tools to the respondents.

Testing reliability will involve the application of Cronbach alpha. Cronchbach cut-off of 0.7 will be used to ascertain the reliability of the questionnaire. Reliability of the instrument will be tested through pilot study and this will involve collection of data from Kisii University. Data will be sourced from 10 respondents that represents approximately 10% of the sampling size based on Kothari (2012) suggestion.

3.8 Data Collection Procedures

The researcher combined several methods for gathering data. Email interviews, drop-and-pick procedures, and self-administered techniques will be employed in particular. This is due to Kenya now experiencing a pandemic. The researcher will give the drop and pick method and self-administered approach priority. Email interviews will be used in circumstances when respondents are uneasy using these methods, though. The researcher will inform the respondents of the study's purpose prior to data collection in order to obtain their agreement and assent.

3.9 Data Analysis Techniques

Managers require polished information rather than raw data. Data will be analysed through statistical methods such as descriptive statistics; central measures of tendency such as mode, mean and median as well as measures of dispersion such as variance and standard deviation. Inferential statistics through null hypothesis Pearson will also be used to answer the study specific objectives. Specifically, the study used Pearson correlation tests to analyse the research objectives it is known as the best method of measuring the association between variables of interest because it is based on the method of covariance. Data analysis through mean, t-tests and ANOVA was facilitated through Statistical Package for Social Scientists (SPSS) version 26.

3.10 Ethical Considerations

The respondents were assured by the researcher that this research was mainly for educational purpose and policy formulation, therefore their responses were treated with confidentiality that it deserves.

Table 3.3 Measurement of Variables

Variables	Predictors	Analysis Type	Measurement Tools
Availability of social amenities	• Hospitals • Shopping malls • Electricity	Descriptive and inferential statistics	Likert scale questionnaires , Frequencies and percentage
Financial incentives	• House allowance • Leave allowance • Overtime allowance	Descriptive and inferential statistics	Likert scale questionnaires , Frequencies and percentage
Professional development support	• Seminars • Workshops • Scholarships	Descriptive and inferential statistics	Likert scale questionnaires , Frequencies and percentage
Career support	• Work based training • Financing seminars	Descriptive and inferential statistics	Likert scale questionnaires , Frequencies and percentage
Job satisfaction	• Advancement • Quality of work • Benefits		

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents research findings of the study. The study sought to investigate institutional factors influencing employee job satisfaction in public Universities: A Case study of Rongo University, Migori County, Kenya. Specifically, the study sought to determine the influence of availability of Social Amenities on Employee Job Satisfaction; to establish how financial incentives influence employee job satisfaction; to examine how availability of professional development support influences employee job satisfaction and establish the influence of career support on employee job satisfaction at Rongo University, Migori County, Kenya. This chapter presents response rate, demographic data for the academic staff and non-academic staff, data analysis, presentation, and discussion according to research objectives.

Data was collected using questionnaires; the questionnaires were administered to sampled academic staff and non-academic staff. Data analysis was done by applying descriptive statistics such as percentages and frequency distribution, while inferential statistics was done using correlation and regression analysis and then findings presented in statistical tables and bar graphs. Discussion was done in continuous prose form.

The respondents sampled for the study were academic staff and non-academic staff. The return rate for the study is shown in Table 4.1.

Table 4.1: Questionnaire Return Rate

Respondents category	Number administered	Number returned	Percentage returned
Academic Staff	20	20	100
Non-Academic Staff	60	60	100

The return rate for the academic and non-academic official was 100 per cent. According to Kothari (2008) a response rate of above 50 per cent is adequate for descriptive study and consequently the return rate of 100 per cent for Academic staff and non-Academic staff was adequate.

The return rate of questionnaires from Academic staff and non-Academic staff was high due to the ability of the researcher to visit Rongo University in person, administer the questionnaires to the respondents and collect them immediately.

4.2 Demographic Information

This section presents individual attributes of each respondent, including: age, gender, highest academic qualification, and length of service. The result of the findings on the demographic information was used in assessing the respondent's suitability in participating in the study for having had the privilege of interacting with the variables under study. Demographic data for Academic staff and non-Academic staff was derived using questionnaires

4.2.1 Age Distribution of Respondents

In this study it was found necessary to determine the age distribution among Academic staff and non-Academic staff in order to establish age bracket

participation of males and females opinion in job satisfaction. The findings are

presented in the Table 4.2

Table 4.2 Distribution of Respondents by Age

	Academic Staff		Non-Academic Staff	
Age	F	%	F	%
18 – 25	1	5	3	5
26 – 35	5	25	31	52
36 – 45	7	35	12	20
46 – 55	3	15	8	13
Above 55	4	20	6	10
Total	20	100	60	100

The Table 4.2 shows that most of Academic staff at 35 per cent were in the age

bracket of 36-45 years. While majority of non-Academic staff 52 percent were

in the age bracket of 26-35 years. This implied that Academic staff and non-

Academic comprised of individuals who are old enough and had acquired

reasonable conceptual and professional competencies required in

comprehension of job satisfaction.

4.2.2 Distribution of Respondents by Gender

In this study it was found necessary to determine the gender distribution among

Academic staff and non-Academic staff in order to establish gender

participation of males and females opinion in job satisfaction. The findings are

presented in the Table 4.3

Table 4. 3 Distribution of Respondents by Gender

	Academic Staff		Non-Academic Staff	
Gender	F	%	F	%
Male	11	55	37	62
Female	9	45	23	38
Total	**20**	**100**	**60**	**100**

The Table 4.3 shows that majority of both academic staff and non-academic staffs were males while minority were females. Females were therefore marginalized. However, it was noted that the composition of both academic staff and non-academic staff complied with the requirement of one third of either gender as enshrined in the Constitution of Kenya 2010.

4.2.4 Years of Service

The study also sought to find out academic staff and non-academic staff years of service. The findings were presented in Figure 4.1

Figure 4.1 Years of Service
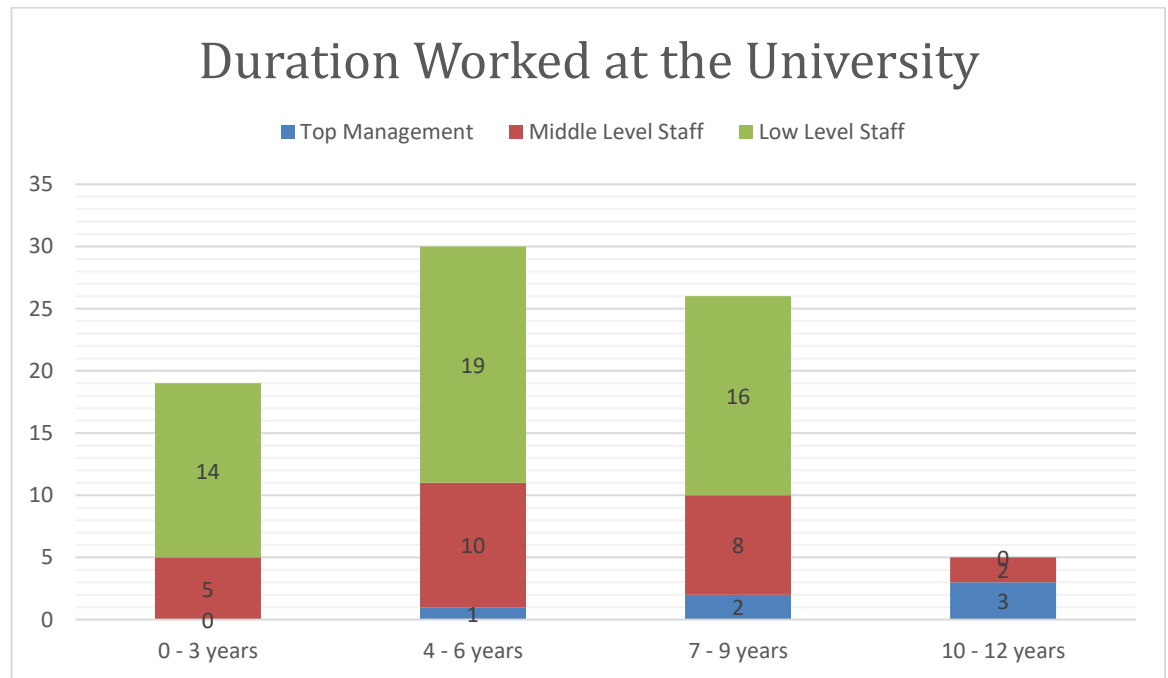
Out of those interviewed, 20 of them representing 25% were academic staff while 60 representing 75% were non-academic staff. Notably, 6 were Top management staff, 25 were middle management staff while 49 were low level staff. Correspondingly, 16 respondents admitted to have worked at the institution for a period of (0 -3 years); 30 had worked for a period (4 – 6 years), 26 had worked for a period (7 – 9 years) and 5 had worked for a period (10 - 12 years). This is shows that most of the staff at the institution had worked there for a period of 4 – 6 years.

Despite the University having been operational since 2011, most of its employees are only 4 – 6 years old at the institution which shows that most employees especially the middle and low-level staff are likely to work at the University for about 4 – 6 years.

Correspondingly, it is likely that most employee's stays at the University for about 6 years and for some reasons quit their jobs for other opportunities in other organisations.

4.3 Availability of Social Amenities and Employee Job Satisfaction

The first objective of the study sought to determine the influence of availability of social amenities on employee job satisfaction at Rongo University, Migori County, Kenya. In the analysis mean and standard deviation were effectively used to show measures of dispersion and central tendency as well as inferential statistics that includes correlation and regression analysis. Questions were asked concerning quality accommodation, availability of recreation facilities, access to quality water, access to quality education and medical facilities. Respondent were asked to asked to state their answer in a scale of 5 ranging from very dissatisfied (1) to very satisfied (5).

4.3.1 Responses on Availability of Social Amenities

The study sought to establish the views of principals on availability of social amenities on employee job satisfaction. Academic staff and Non-academic staff' responses are presented in Table 4.4

Table 4.4: Response on Availability of Social Amenities

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
Quality accommodation facilities	3	4	10	13	37	46	26	33	4	5	3.23	.871
Recreation facilities	7	9	27	34	38	48	6	8	2	3	2.61	.849
Access to quality water facilities	2	3	8	10	16	20	53	66	1	1	3.54	.795
Access to proper and quality education facilities	5	6	14	18	35	44	25	31	1	1	3.04	.892
Quality medical facilities	4	5	13	16	36	45	23	29	4	5	3.13	.919
(n=80, Average Mean=3.11)												

Table 4.4 indicates that 30(38%) of the respondents disagreed that access to quality water facilities is no assured to all the university staff in surrounding community (M=3.54, SD=0.759). This may also be an indication that there is adequate quality water facilities. Further 39(31%) of the respondents indicate that quality medical facilities are not available to the academic and non-academic staff (M=3.13, SD=0.91). Moreover, 30(38%) of the respondents disagreed that quality accommodation facilities for academic and non-academic

staff are readily available in the surrounding community (M=3.23, SD=0.87). Again, 26(32%) of the respondents, disagreed that Access to proper and quality education facilities is guaranteed for the academic and non-academic staff families (M=3.04, SD=0.89).

Schulze (2014) examined factors influencing the job satisfaction of academics in higher Factors influencing the job satisfaction of academics in higher education. A survey design involved 94 respondents from similar departments at a residential and a distance education institution. A questionnaire focused on teaching, research, community service, administration, compensation, promotions, university management, co-workers' behaviour and physical conditions. Demographics that could influence the job satisfaction of the academics were also considered. This included university context, being employed on a full-time or part-time basis, rank, ethnic group, union membership and gender. Factors causing satisfaction and dissatisfaction were identified. These were sometimes influenced by the above-mentioned demographics. Three-quarters of the sample indicated that, all things considered, they were satisfied with their work. Significant correlations between job satisfaction and physical conditions and support, in particular, were determined.

A study conducted by Clement (2013) revealed that provision of subsidized accommodation, and staff quarters is an effective extrinsic motivational factor and makes employees feel appreciated and increases job satisfaction. An empirical study conducted by Achine (2014) revealed that availability of

recreational facilities for teachers in private schools in Lagos State creates a sense of belonging and teachers' emotional attachment to the school where they teach, and as a consequence improves job satisfaction. Clement (2013) in his study found that availability of quality healthcare facilities and good transport infrastructure serves to enhance the overall job satisfaction and productivity of employees. This finding suggests that provision of transportation facilities positively influences continuance commitment.

4.3.2 Correlation between availability of social amenities and level of job satisfaction

Correlations

		Job Satisfaction	Social Amenities
Job Satisfaction	Pearson Correlation	1	.734[**]
	Sig. (2-tailed)		.000
	N	80	80
Social Amenities	Pearson Correlation	.734[**]	1
	Sig. (2-tailed)	.000	
	N	80	80

[**]. Correlation is significant at the 0.01 level (2-tailed).

From the table above (generated by SPSS), P is less than 0.01 and greater than -0.01 thus we fail to reject the null hypothesis. With a correlation coefficient of

0.734, this shows that the two variables have strong positive relationship thus low or poor social amenities directly contributes to low job satisfaction while adequate or good social amenities will directly contribute to high job satisfaction.

With respect to social amenities, an empirical study conducted by Australian Sports Commission (AIS) in Oam (2019) revealed that staff club activities such as team sporting breaks down ethnic, political and social barriers, and builds bonding at individual and organizational levels. Barton (2013) in his study on workplace facilities and employee job satisfaction found that workplace gym and associated amenities helps to increase job satisfaction amongst employees. The study also revealed that staff club and guest house activities foster general happiness, teamwork and corporate bonding.

The study findings agrees with Clement (2013) revealed that provision of subsidized accommodation, and staff quarters is an effective extrinsic motivational factor and makes employees feel appreciated and increases job satisfaction. An empirical study conducted by Achine (2014) revealed that availability of recreational facilities for teachers in private schools in Lagos State creates a sense of belonging and teachers' emotional attachment to the school where they teach, and as a consequence improves job satisfaction. Clement (2013) in his study found that availability of quality healthcare facilities and good transport infrastructure serves to enhance the overall job satisfaction and productivity of employees. This finding suggests that provision of transportation facilities positively influences continuance commitment.

4.4 Adequacy of Financial Incentives and Employee Job Satisfaction

The research sought to find out the perception of the University staff regarding adequacy of financial incentives. Using a scale of $1 - 5$ ranging from strongly agrees (1) to strongly disagree (5), all respondent were asked regarding a availability of adequate financial incentives including; adequacy of salary provision, allowances and medical cover among others.

Table 4. 5: Response on Adequacy of Financial Incentives

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
Basic salary provision	4	5	17	21	44	55	13	16	2	3	2.90	.821
Professional allowance	7	9	19	24	39	49	14	18	1	1	2.79	.882
Clinical/medical allowance	5	6	17	22	34	43	21	27	2	3	2.97	.920
The commuter allowance	1	1	13	16	35	44	29	36	2	3	3.22	.795
House allowance caters	5	4	13	10	37	46	27	34	2	3	3.16	.863

(n=80, Average Mean=3.00)

Table 4.5 indicates that 31(39%) of the respondents disagreed that the commuter allowance caters for all the transportation needs of the staff (M=3.22, SD=0.795). This may also be an indication that commuter allowance do not

cater for all the transportation needs of the staff. Further 29(37%) of the academic and non-academic staff disagreed that house allowance caters for all the housing needs of academic and non-academic staff. This may be inferred that house allowance do not cater for all the housing needs of academic and non-academic staff (M=3.16, SD=0.863). Moreover, 21(26%) of the respondents affirmed that Basic salary provision by the University is enough to meet the necessities of the staff job satisfaction (M=2.90, SD=0.82). Again, 26(33%) of the respondents, agreed that Clinical/medical allowance is enough to support the University staff medical needs (M=2.97, SD=0.92).

4.4.1 Correlation between Adequacy of Financial Incentives and Level of Job Satisfaction

Correlations

		Job Satisfaction	Financial incentives
Job Satisfaction	Pearson Correlation	1	.602[**]
	Sig. (2-tailed)		.000
	N	80	80
Financial incentives	Pearson Correlation	.602[**]	1
	Sig. (2-tailed)	.000	
	N	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

From the table above (generated by SPSS), P is less than 0.01 and greater than -0.01 thus we fail to reject the null hypothesis. A correlation coefficient of 0.602 proves a strong positive relationship between Job satisfaction and adequacy of financial incentives. This means that when increase in financial incentives such

as employee salaries and allowances will increase job satisfaction level of these employees thus the staff will be motivated to continue working at the institution. In hypothesis testing, P was less than 0.01 and greater than -0.01 thus we failed to reject the null hypothesis. A correlation coefficient of 0.602 proved a strong positive relationship between Job satisfaction and adequacy of financial incentives

To make financial incentives more effective, El-Din (2020) suggests that they must be linked to both the employee goals and Organizational goals, with financial incentives given at the appropriate time, and ensuring the continuity of incentives. Many studies have been conducted on financial incentives; Al-Harthi (2019) studied the effect of financial incentives on raising the efficiency of workers in civil defence personnel in Riyadh, Kingdom of Saudi Arabia. Results showed that employees were unsatisfied with the incentives and it found that the efficiency of performance effected by financial incentives more than moral incentives.

The findings agree with Al-Nsour (2012) studied the effect of moral and financial incentives on the organizational performance, the population of the study was the employees in the Jordanian Universities. The study found that Jordanian universities provide sufficient incentives to their employees. The study split incentives into moral and financial incentives and it found that the effect of financial incentives was more than the effect of moral incentives. Results showed that moral and financial incentives affected Organizational performance, customer satisfaction, and internal business process. However, the

study did not find an impact of incentives on learning & growth. El-Din (2020) researched in the relationship between financial incentives and organizational commitment, the research was conducted on public organizations in Egypt. Results showed a significant positive relationship between the employment of a good incentive system and the organizational commitment.

4.5 Availability of Professional Development Programmes and Employee Job Satisfaction

The respondent were asked on whether the University organizes professional development programs to help them upscale their skills and knowledge on their respective careers and in a scale 1 – 5 where (1- Not at all, 2 – Inadequate, 3 – Fairly adequate, 4- adequate, 5 – very adequate)

Table 4.6: Response on Availability of Professional Development

Programmes

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
The university provides scholarship	8	10	24	30	43	54	5	6	-	-	2.56	.760
The university organises workshops	4	5	14	18	37	46	25	31	-	-	5.00	.00
The university organises seminars	15	71	2	10	2	10	2	10	-	-	4.42	1.02
The university organises conferences	11	53	2	10	-	-	6	29	2	10	3.66	1.59
(n=80, Average Mean=3.12)												

Table 4.6 indicates that 25(31%) of the respondents disagreed that the university organises workshops to academic and non-academic staff (M=5.00, SD=0.00). This may also be an indication that the university does not organise workshops to academic and non-academic staff. Further 17(81%) of the respondents indicate that the university organises seminars to academic and non-academic staff. This may be inferred that the university organises seminars to academic and non-academic staff (M=4.42, SD=1.02). Moreover, 19(80%) of the principals affirmed that the university provides scholarship to academic and non-academic staff (M=2.56, SD=0.760).

4.5 Correlation Between Availability of Professional Development Programs and level of Job Satisfaction

Correlations

		Job Satisfaction	Professional Development programs
Job Satisfaction	Pearson Correlation	1	.461**
	Sig. (2-tailed)		.000
	N	80	80
Professional Development programs	Pearson Correlation	.461**	1
	Sig. (2-tailed)	.000	
	N	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

From the table above (generated by SPSS), P is less than 0.01 and greater than -0.01 thus we fail to reject the null hypothesis. There is a correlation coefficient of 0.461 which shows a moderate positive relationship between availability of professional development programs and job satisfaction. This shows that a change in professional development programs while positively influence employee job satisfaction to some level.

Companies that offer training and development opportunities for their staff members report high employee satisfaction and low staff turnover. The employee training and development program has many advantages for employees. Most workers want more pay because they understand how

important training programs are (Jehanzeb & Bashir, 2012).Sahinidis et al., (2017) studied the relationship between perceived employee training effectiveness of Conferences and Seminars on job satisfaction and commitment in five Greek Companies and found that there is a significant correlation between the employee perceived training effectiveness of conferences and their job satisfaction and motivation. Executive development program through Conferences and Seminars found to be useful in improving the productivity, efficiency and effectiveness of managers. Yew (2011) suggests that training and development helps in providing career development opportunities. It is also recognized as an important aspect of best human resource management practices. Job training has become an important aspect of an employee's overall job experience.

Positive relationship exists between employees' motivational level, training, commitment and even level of satisfaction (Rahayu et al., 2019). However, mixed findings have been reported between availability of training and employee job satisfaction. While studies (Qazi et al., 2017; Batugal, 2019) have shown positive relationship between training variables (availability of training through conferences and seminars) others have shown that this is not always guaranteed and that sometimes the training variable can show non-significance result (Mulyadi, 2020; Susomrith et al., 2019).

4.6 Career Support and Employee Job Satisfaction

In the study one of the objectives was to establish the influence of career support culture on employee job satisfaction, the respondent were asked if the

University provides career support to its employees and rate their answers on a

scale of 1- 5 which is represented in the table below:

Table 4.7: Response on Career Support

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
The University provides support for scholarship	136	8	13	16	39	50	20	25	1	1	3.31	3.25
The University provides support to attend conferences	5	6	10	13	43	54	22	28	-	-	3.03	.811
The University provides support to attend seminars	6	8	13	16	43	54	17	21	1	1	2.93	.854
The University provides support to attend workshop	6	8	12	15	39	49	23	29	-	-	2.99	.864
The University provides support for work-based training sessions	6	8	7	9	41	51	26	33	-	-	3.09	.845
(n=80, Average Mean=3.07)												

Table 4.7 indicates that 21(26%) of the respondents disagreed that the

University provides support to Academic and non-Academic staff seeking for

scholarship (M=3.31, SD=3.25). This may also be an indication that the

University does not provide support to Academic and non-Academic staff

seeking for scholarship. Further 18(33%) of the respondents indicate that the

University provides support to Academic and non-Academic staff seeking to

attend work-based training sessions (M=3.09, SD=0.845). Moreover, 15(18%)

of the principals affirmed that the university provides support to academic and

non-academic staff seeking to attend conferences (M=3.03, SD=0.811).

4.6.1 Correlation Between Provision of Career Support and Level of Job Satisfaction

Correlations

		Job Satisfaction	Career Support
Job Satisfaction	Pearson Correlation	1	.126
	Sig. (2-tailed)		.264
	N	80	80
Career Support	Pearson Correlation	.126	1
	Sig. (2-tailed)	.264	
	N	80	80

From the table above (generated by SPSS), P is more than 0.01 which is the significant level thus we reject the null hypothesis. Therefore, in this case there is no significant relationship between provision of career support and level of job satisfaction. In hypothesis testing, P was more than 0.01 which is the significant level thus we rejected the null hypothesis. Therefore, in this case there was no significant relationship between provision of career support and level of job satisfaction

Every organisation in this world has a culture, whether it is deliberately implemented or not. However, some appears to be more supportive than others and that is what this study seeks to answer. Batugal (2019) conceptualized supportive Organisational culture as a coherent set of values, beliefs, assumptions and practices among the employees within the Organisation. He further explained by putting much emphasis on the pervasiveness of consistent

values, beliefs, assumptions and practices as well as the extent of consistency of the various values, beliefs, assumptions and practices of its members within the Organisation. Other proponents also argue that a supportive Organisational culture tend to benefit the Organisation since it fosters commitment, motivation, solidarity, identity and sameness which turn to facilitate employee job satisfaction.

Mulyadi (2020) evaluated the relationship between career support and commitment. Through their research, they found that supportive Organization culture leads to Organizational commitment through improved employee satisfaction and motivation. Lund studied the impact of various forms of Organization culture on employee job satisfaction. Lund research indicated that Organizational culture fell within one of four forms: supportive or inhibitive culture. Levels of job satisfaction varied greatly across the two forms. Supportive culture provided the highest levels of job satisfaction as opposed to inhibitive culture that reduces employee job satisfaction in most Organizations.

4.7 Employee Job Satisfaction and Career Support, Social Amenities, Financial incentives, Professional Development Programs

In this study, employee job satisfaction was the dependent variable thus respondent were asked to state the level of satisfaction with their job on a scale of 1 – 5 (where 1-very low satisfaction, 2- low satisfaction, 3- fairly high satisfaction, 4-high satisfaction, 5 – very high satisfaction) data was as follows.

Table 4.8 Employee Job Satisfaction

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
I get decent income for the job I perform	6	8	11	14	42	53	21	26	-	-	2.97	.842
I normally feel personal accomplishment	4	5	13	16	30	38	33	45	-	-	3.15	.873
The chairperson always recognizes my performance.	8	10	10	13	41	51	20	25	1	1	2.95	.913
The department chairperson always listen to all teaching staff views	3	4	11	14	40	50	26	33	-	-	3.11	.779
The university always gives the staff training	9	11	22	28	34	43	15	19	-	-	2.69	.908
I am rewarded for my efforts occasionally	15	71	2	10	2	10	2	10	-	-	2.42	1.02
Overall, I am satisfied with my job.	11	53	2	10	-	-	6	29	2	10	2.66	1.59

(n=80, Average Mean=3.27)

Table 4.8 indicates that 17(31%) of the respondents disagreed that I normally feel personal accomplishment for daily routines (M=3.15, SD=0.873). This may also be an indication that the normally feel personal accomplishment for daily routines. Further 17(81%) of the respondents indicate that the department chairperson always listen to all teaching staff views my opinions whenever he planning makes decisions that affect my work (M=3.11, SD=0.779). Moreover, 17(22%) of the respondents affirmed that I get decent income for the job I

perform (M=2.97, SD=0.842). The department chairperson always recognizes my performance (M=2.95, SD=0.913).

Bhardwaj et al., (2020) state that the psychological factors and the social background of practitioners are some of the critical factors that influence employee job satisfaction and productivity in India. Resultantly, the work behaviour of employee is influenced by their feelings. In Africa, studies on employee job satisfaction in higher learning institutions have broadly been categorized by factors that affect employee job satisfaction into two main aspects: Employee and Organizational own aspects. Organizational features mainly include the material conditions of work, corporate culture environment, remuneration, and rules and regulations. Leadership of public Universities has been reported to determine employee job satisfaction in public Universities in Uganda and Tanzania. In Kenya, a study conducted at USIU shows that economic factors and environmental factors affect employee job satisfaction in Universities (Ombima, 2014).

4.8 Relationship between Dependent and Independent Variables

This section shows the strength of relationship between dependent variable and independent variables.

Table 4. 9: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789[a]	.622	.602	.42342

a. Predictors: (Constant), Career Support, Social Amenities, Financial Incentives, Professional Development Programs

Referring to table 4.9 the study establishes the R^2 to be 0.622 implying that 62.2%, of employee job satisfaction in Rongo University is explained by (availability of social amenities, adequate financial incentives, adequate professional development programs and career support) leaving 37.8% unexplained. This implies to some extent that there is strong explanatory power for the whole regression.

Table 4. 10: Relationship between Independent Variables

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22.104	4	5.526	30.823	.000[b]
	Residual	13.446	75	.179		
	Total	35.550	79			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Career Support, Social Amenities, Financial incentives, Professional Development programs

The probability value of p<0.00 indicates that the regression relationship was highly significant in predicting how availability of social amenities, adequate financial incentives, adequate professional development programs and career support influence employee job satisfaction in Rongo University.

Table 4. 11: Relationship between Dependent and Independent Variables

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.114	.326		.348	.729
	Social Amenities	.534	.080	.577	6.677	.000
	Financial incentives	.346	.093	.321	3.727	.000
	Professional Development programs	.232	.097	.000	-.003	.000
	Career Support	.050	.088	.041	.565	.574

a. **Dependent Variable: Job Satisfaction**

Specifically, social amenities has the highest positive influence on employee job satisfaction, followed by financial incentives, professional development programs and career support, individual significance of the predictor variables was tested using t-test. The findings reveal that social amenities, financial incentives, and professional development programs were individually statistically significantly related to employee job satisfaction p-value<0.05.While career support was statistically insignificant p-value>0.05.

The results in the table 4.11 established that taking all factors into account (social amenities, financial incentives, professional development programs and career support) constant factor was 0.114 due to variation. Based on H_{01} Also a unit change in social amenities while setting the coefficient of other independent variables zero would lead to a change in employee job satisfaction in Rongo University by a factor of .534; Based on H_{02} a unit change in financial incentives

while setting the coefficient of other independent variables zero would lead to an increase in employee job satisfaction in Rongo University by a factor of .346; Based on H_{03} a unit change in professional development programs while setting the coefficient of other independent variables zero would lead to an increase in employee job satisfaction in Rongo University by a factor of .232; Based on H_{04} a unit change in career support while setting the coefficient of other independent variables zero would lead to a change in employee job satisfaction in Rongo University by a factor of 0.050.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is about the summary of the study, conclusion, recommendations and suggestion for further study. The purpose of this study was to investigate institutional factors influencing employee job satisfaction in public universities: A Case study of Rongo University, Migori County, Kenya. This chapter presents discussion of the findings, conclusion, recommendations and suggestions for further research.

The study examined the institutional factors influencing employee job satisfaction in public universities: A Case study of Rongo University, Migori County, Kenya. . The study was guided by the following variables as the research objectives; social amenities, financial incentives, professional development support and career support in Rongo University, Migori County, Kenya. The research was guided by Herzberg's two-factor (HTF) theory (1959). The conceptual framework which indicated the inter relationships between the independent and dependent parameters was presented. The study employed descriptive research design because of its appropriateness to the researcher in obtaining content that explains present situation by asking one about their views, attitudes, behavior and values.

The study target population was 804 employees Rongo University. Notably, the total sample including both non-academic and teaching staff. Stratified sampling was used to sample schools to participate in the study. The total

sample for this study constituted of 20 academic staff and 60 non-academic staff totaling to 80 respondents.

The research tools were tested and retested to enhance their reliability. Validity was assured by seeking advice of university supervisors. Stratified proportionate sampling was used to divide the sample according to the strata: academic staff and non- academic staff. Thereafter convenience sampling will be used to select participating respondents from both academic and non-academic staff. . Data analysis was done using SPSS Computer Software version 23.0 because of its effectiveness and efficiency in analys ing large amounts of data. Findings based on each objective are summarized in the subsequent sub sections.

5.2. Summary Of The Study

The first objective of the study was to investigate the influence of availability of social amenities on employee job satisfaction at Rongo University, Migori County, Kenya. It was found to be statistically significant (M=3.91, r=0.734, p<0.05). The analysis found out that 30(38%) of the respondents disagreed that access to quality water facilities is no assured to all the university staff in surrounding community (M=3.54, SD=0.759). This may also be an indication that there is adequate quality water facilities. Further 39(31%) of the respondents indicate that quality medical facilities are not available to the academic and non-academic staff (M=3.13, SD=0.91). H_{01} Also a unit change in social amenities while setting the coefficient of other independent variables

zero would lead to a change in employee job satisfaction in Rongo University by a factor of .534.

To Examine how Availability of Professional Development Support Influences Employee Job Satisfaction at Rongo University, Migori County, Kenya.

The second objective of the study was to examine how availability of professional development support influences employee job satisfaction at Rongo University, Migori County, Kenya. It was found to be statistically significant (M=3.12, r=0.461, p<0.05).. It was established that 25(31%) of the respondents disagreed that the university organises workshops to academic and non-academic staff (M=5.00, SD=0.00). This may also be an indication that the university does not organise workshops to academic and non-academic staff. Based on H_{02} a unit change in financial incentives while setting the coefficient of other independent variables zero would lead to an increase in employee job satisfaction in Rongo University by a factor of .346.

Influence of Financial Incentives on Employee Job Satisfaction at Rongo University, Migori County, Kenya.

The third objective of the study was to establish how financial incentives influence employee job satisfaction at Rongo University, Migori County, Kenya.. It was found to be statistically significant (M=3.11, r=0.734, p<0.05). The study has established that 31(39%) of the respondents disagreed that the commuter allowance caters for all the transportation needs of the staff (M=3.22, SD=0.795). This may also be an indication that commuter allowance do not

cater for all the transportation needs of the staff. Further 29(37%) of the academic and non-academic staff disagreed that house allowance caters for all the housing needs of academic and non-academic staff. Based on **H$_{03}$** a unit change in professional development programs while setting the coefficient of other independent variables zero would lead to an increase in employee job satisfaction in Rongo University by a factor of .232.

Influence of Career Support on Employee Job Satisfaction at Rongo University, Migori County, Kenya.

The fourth objective of the study was to establish the influence of career support on employee job satisfaction at Rongo University, Migori County, Kenya. It was found to be statistically significant (M=3.07, r=0.126, p<0.05). The study established that that 21(26%) of the respondents disagreed that the university provides support to academic and non-academic staff seeking for scholarship (M=3.31, SD=3.25). This may also be an indication that the university does not provide support to academic and non-academic staff seeking for scholarship. Further 18(33%) of the respondents indicate that the university provides support to academic and non-academic staff seeking to attend work-based training sessions (M=3.09, SD=0.845). Based on **H$_{04}$** a unit change in career support while setting the coefficient of other independent variables zero would lead to a change in employee job satisfaction in Rongo University by a factor of 0.050.

5.3 Conclusion

The study concludes that there was a significant relationship between level of job satisfaction and availability of social amenities, adequacy of financial incentives and availability of professional development programs. The study further revealed, through correlation, that there was a strong positive relationship between level of job satisfaction and availability of social amenities and adequacy of financial incentives. However there was a moderate positive relationship between level of job satisfaction and availability of professional development programs. The study further revealed, through ANOVA, that four parameters used (availability of social amenities, adequacy of financial incentives, availability of professional development programs and career support) explains 60% of variance of the dependent variable which was the level of employee job satisfaction.

5.4 Recommendation

The study advanced this recommendation relying on the outcomes of this study:

i. The university stakeholders should develop and improve social amenities in the institution and it's environ to enable staff have improved quality of life styles hence enhancing employee job satisfaction.

ii. Rongo University should reassess and improve on employee salaries and allowances as well as health insurances cover this boost employee morale thus improve their job satisfaction.

iii. A rewarding system should be improved to reward employees based on their performance.

iv. The Rongo University Administration should enhance Professional Development Programs to enable Employees acquire relevant skills and knowledge geared towards value and competency that motivates, retains hence employees Job Satisfaction.

Suggestion for Further Study

The research seeks to advocate for advanced studies in the following fields with regard to employee job satisfaction; Factors influencing sustainability of employee job satisfaction in Rongo University.

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APPENDICES

Appendix I: Letter of Introduction

To

Vice Chancellor, Administration and Planning,

Rongo University

P.O. Box 103-40404, Rongo

Dear Sir

I am undertaking Master's Degree in Education Corporate Governance at the University of Nairobi. My area of Study is on **Institutional Factors Influencing Employees Job Satisfaction** in an institution. I am humbly requesting to be allowed to carry out the Study in your institution.

The study is purely for educational purposes and the research findings will be shared with the administration management to help highlight important aspects of corporate governance at the university. All the research ethics protocol will be ensured during the study period.

Thank you.

Yours sincerely,

Atieno Odhiambo Clarie

Appendix II: Questionnaire for Academic and Non-Academic Staff

This questionnaire is developed to assist you provide the information required.

Please tick the appropriate box that corresponds with your answer.

Section A: Background Information

1. How long have you worked with your current employer? Below 5 years [ ]
   6 – 10 years [ ] 11 – 15 years [ ] 16 – 20 years [ ] Over 20 years [ ]

2. What is your level of employment? Top management [ ] Middle
   management [ ] Low level [ ]

3. Category of Staff Academic staff [ ] Non-academic staff [ ]

SECTION B: Availability of Social Amenities

**How satisfied do you feel about the availability of social amenities for
university staff?**   (**5-**Strongly Agree,4- Agree, 3-Undecided, 4-Disagree
and 5-Strongly Disagree**).**

Statement	1	2	3	4	5
Quality accommodation facilities for academic and non-academic staff are readily available in the surrounding community					
Recreation facilities are readily available within the university community for all staff					
Access to quality water facilities is assured to all the university staff in surrounding community					

Access to proper and quality education facilities is guaranteed for the academic and non-academic staff families					
Quality medical facilities are available to the academic and non-academic staff					

SECTION C: Financial Incentives

Using a scale of 1-5 (where 1-Strongly Agree, 2 –Agree, 3-Neutral, 4-Disagree, 5- Strongly Disagree) rate your agreement with the following statements relating to financial incentives adequacy

Statement	1	2	3	4	5
Basic salary provision by the university is enough to meet the necessities of the staff job satisfaction					
Professional allowance is in line with all the academic and non-academic staff expectations					
Clinical/medical allowance is enough to support the university staff medical needs					
The commuter allowance caters for all the transportation needs of the staff					
House allowance caters for all the housing needs of academic and non-academic staff					

Section D: Professional Development Programmes

Using a scale of 1-5 (where 1-Not at all, 2 –Inadequate, 3- Fairly adequate, 4-Adequate, 5- Very Adequate) rate your agreement with the following statements relating to professional development programmes.

Statement	1	2	3	4	5
The university provides scholarship to academic and non-academic staff					
The university organises workshops to academic and non-academic staff					
The university organises seminars to academic and non-academic staff					
The university organises conferences to academic and non-academic staff					

Section E: Career Support

Using a scale of 1-5 (where 1-Strongly Agree, 2 –Agree, 3-Neutral, 4-Disagree, 5- Strongly Disagree) rate your agreement with the following statements relating to Career support

Statement	1	2	3	4	5
The university provides support to staff seeking for scholarship					
The university provides support to staff seeking to attend conferences					
The university provides support to staff seeking to attend seminars					
The university provides support to staff seeking to attend workshop					

The university provides support to staff seeking to attend work-based training sessions				

Section F: Job Satisfaction

Using a scale of 1-5 (where 1- Very Low satisfaction, 2 –Low satisfaction, 3-Fairly high satisfaction, 4-High Satisfaction, 5- Very High Satisfaction) rate your satisfaction level with your job at the university.

Statement	1	2	3	4	5
I get decent income for the job I perform					
I normally feel personal accomplishment for daily routines					
The department chairperson always recognizes my performance.					
The department chairperson always listen to all teaching staff views my opinions whenever he planning makes decisions that affect my work.					
The university always gives the staff training that has improved their personal growth.					
I am rewarded for my efforts occasionally.					
Overall, I am satisfied with my job.					

What other factors besides the ones mentioned above do you believe have a significant impact on job satisfaction in your organisation ……………………………………………………….................

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……………………………………………………………………………………

What recommendation can you give that would go ahead to increase job satisfaction levels in the Organisation

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

Thank you very much for taking the time to complete this survey

Appendix III: Research Permit

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearence from relevant Government Agencies
5. The License does not give authority to tranfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
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