

Role of Motivation on Academic Staff Performance in Tanzania Public Universities: Underpinning Intrinsic and Extrinsic Facets

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Abstract

The study deals with the role of motivation on academic staff performance in Tanzania Public Universities whereby intrinsic and extrinsic facets of motivation were underpinned. The case study design was employed in which Moshi University College of Co-operative and Business Studies (MUCCoBS) now known as Moshi Co-operative University (MoCU) was cased. The data on perceptions and contribution of motivational aspects to academic staff performance was analyzed using Statistical Package for Social Science (SPSS). The study revealed both intrinsic and extrinsic aspects of motivation play undeniable role in boosting academic staff performance. Aspects like salary, allowances, good working conditions, recognition and career advancement emerged vividly during the cause of research and all academic staff sampled concurred to their positive role in enhancing high performance. It is concluded that provision of conducive intrinsic and extrinsic aspects of motivation will inevitably influence positively the performance of employees. Nonetheless, the study disclosed that deductions on employees' salary are numerous and cause many to be de-motivated to perform highly. Hence, it is recommended that the government should reduce the P.A.Y.E that affects the salary and dwindles academic staff performance.

Keywords: *Motivation, Performance, Academic Staff, Intrinsic, Extrinsic*

1. Background and Problem Setting

Motivation is crucial in harnessing effective performance of academic staff. Mmakasa (2007) noted that good salary, good physical working conditions, recognition and many other factors if well considered one's motivation will be boosted resulting into higher performance. In reality, one of the biggest factors affecting performance of employees in an organization is poor motivation (Gupta, 2008). Needless to say, academic staff can only reach high performance if they are adequately motivated assuming that the issue of competence is taken aboard. The role of motivation on performance should never be underestimated.

Motivation could be intrinsic or extrinsic. Intrinsic motivation derives from within the person. It refers to the direct relationship between a worker and the task, and is usually self-applied. Examples of intrinsic motivation are achievement, accomplishment, challenge and competence which are derived from performing one's job well (Afful-Broni, 2004). Extrinsic motivation comes from the work environment, external to the person and his or her work. Good salary, fringe benefits, enabling policies and various forms of supervisions are good examples of this type of motivation (Mankoe, 2006). Management and organizational psychologists have been wrestling with the question of the relationship between motivation and job performance for at least 50 years (Buchanan, 2006). Some researchers have however put a considerable amount of effort into attempts to demonstrate that the two are positively related in a particular fashion; a happy worker is a good worker (Katzell & Thompson, 1990). Motivation is critically important for all sorts of workers and among other things, it puts them into action. It also improves the level of efficiency of employees. Apart from that, it leads to the achievement of organizational goals through enhanced performance; it builds friendly relationship and finally it leads to stability of workforce.

Blanchard (2004) affirms that, good performance in higher education will lead to positive growth. For example, effective knowledge delivery will facilitate skill acquisition and entrepreneurship development which will bring about poverty reduction especially in developing countries of which Tanzania is amongst them. On the contrary motivation aspects have been ignored and the role of motivation on performance is generally ignored in Tanzania resulting into severe consequences such as labour turnover (Kumburu *et al.*, 2012). Public universities among other institutions in Tanzania have been struggling with the problem of labour turnover as a result of motivation as well as other factors. This has affects their ability to achieve the desired essential objectives of imparting knowledge (teaching and/or training), research and consultancy to improve the quality of life. To effectively deliver on the observed objectives, qualified and competent academicians have to be employed, motivated and retained while boosting their performance which is not only a function of ability (qualification and competence) but also of motivation as earmarked by Nnko (2010). Motivation is crucial in harnessing effective performance of academic staff. Mmakasa (2007) noted that good salary, good physical working

conditions, recognition and many other factors if well considered one's motivation will be boosted resulting into higher performance. In reality, one of the biggest factors affecting performance of employees in an organization is poor motivation (Gupta, 2008). Needless to say, academic staff can only reach high performance if they are adequately motivated assuming that the issue of competence is taken aboard. Hence, lack of motivation and commitment from academicians can have a negative impact on students' learning and most importantly putting their future at stake (Kayuni & Tambulasi, 2007). Therefore, on the same assertion the study intended to ascertain the intrinsic and extrinsic motivational aspects for academic staff, and to examine the contribution of intrinsic and extrinsic motivation aspects on academic staff performance.

2. Literature Underpinnings

2.1 The Concept of Motivation

Motivation is defined as situation of willingness of an employee to contribute high levels of effort towards his/her work, conditioned by the capacity of the effort to satisfy the employee's personal needs as well as her/his personal environment. It is a general inspiration process which gets employees in organisation to pull their weight effectively, to give loyalty to the group, to carry out properly the tasks that they have accepted and generally to play an effective part in the job that the group has undertaken (Gupta, 2005). It generally refers to the amount of effort or drive a person exhibits in performing assigned tasks. Armstrong (2001) classifies employee motivation into two categories, intrinsic and extrinsic motivation.

Intrinsic motivation includes self-generated factors that influence employee to behave in a particular way or move in a particular direction. It happens when employees involve in activity without obvious external incentives. These factors include responsibility (feeling that the job is important and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities and interest in challenging work, recognition and opportunities for advancement. On the other side extrinsic motivation refers to motivation that comes from outside an individual. It come about as a result of employees to have a desired goal to reach or external incentives like pay, fringe benefits, and good working conditions. Extrinsic motivators can have an immediate and powerful effect but will not necessarily last long. From the synthesis on motivation types, it could be said that, employees can motivate themselves by seeking, finding and carrying out work or being given work that satisfies their needs or at least leads them to expect that their goals will be achieved (intrinsic motivation). These could be in terms of promotions, job itself, recognition and advancement. Also, people can be motivated by management through such methods as salary and fringe benefits (extrinsic motivation), Armstrong (2001).

2.2 Motivation and Employees Performance

The achievements of individuals and organizational goals are independent process linked by employee work or task motivation. Individuals motivate themselves to satisfy their personal needs or goals; therefore, they invest and direct their efforts for the achievement of organizational objectives to meet with their personal needs or goals. It means that, organizational objectives and/or goals are directly proportional to the personal needs or goals of individuals. Roberts (2005) reported that the manager's job is to ensure the work done through employees is possible; employees are supposed to be self-motivated towards work rather than being directed all the time. The manager's involvement is not so much important in motivating employees. The employees should motivate themselves to perform better in work.

The major concern in all services organizations is the motivation of their employees regardless they are skilled or unskilled or professionals. Motivating employees, offering efficient and good services that customers expect are contemporary challenges for the management in this competitive world. The employees' motivation, their enthusiastic and energetic behaviour towards task fulfillment plays a key role in the success and long term survival of an organization (Cheng, 1995). Petcharak (2002) denotes that, ensuring employees' workplace motivation is in check is one of the functions of human resource manager. The human resource manager's function should be to assist the general manager in keeping the employees satisfied with their tasks or jobs. He/she has to develop motivated employees and encourage their morale regarding their respective works. The employee work morale can be defined in a sense that the employee has the feeling and be conscious about all aspects of the job. The performance may be poor if the employee is not properly satisfied and made happy. There are a number of ways in which organizations can affect the employee's perceptions of goal importance. First, as mentioned above, managers can persuade employees that their jobs are important by providing a convincing rationale for their work tasks (Locke, Latham, & Erez, 1988).

One way managers may attempt to do this is by linking the job performance directly to organizational targeted performance. Similar to the concept of task significance or importance; if employees can see how their work contributes to achieving important organizational objectives or goals, then they are more likely to see their work as particularly salient because the link between individual and organization objectives and/or goals may extend beyond the boundaries of the organization (Perry & Porter, 1982; Perry & Wise, 1990). Motivation is an effective instrument in the hands of manager for inspiring and creating confidence in the workforce. By motivating the workforce or manpower, management creates will to work which is necessary for the achievement of the organizational goals. Motivation involves getting individual employees and as members of the group, to carry out properly the purpose of the organization. The following outcomes may be expected if the employees are properly motivated:

The workforce will be better satisfied if management provides them with opportunities to fulfil their physiological and psychological needs. The workers will cooperate voluntarily and/or willingly with management and will contribute their maximum towards the goals of the enterprise.

Workers will tend to be as efficient as possible by improving upon their skills and knowledge so that they are able to contribute to the progress of the organization. The organization may have increased productivity as well as the rate of labour turn over and absenteeism among the workforce will be reduced to the barest minimum (Chhabra, 2010).

It is true to some extent that when workers are motivated, their ability to increase productivity will be high. There are certain situations some workers attitude are not reversible and management must put pressure in order to influence them work hard. Despite the deviates in every society, motivation still remains a powerful or recommended tool in influence labour force will to work.

On reaching the understanding and believing that people (employees) are naturally motivated, an organization simply provides the environment for their motivation to be enhanced and improved (Baron, 1983). It means that an organization is a better environment and proper working atmosphere provider, it must believe that its people have the motivational behaviour. Lawler (2003) noted that different theories questioning why people prefer certain careers, why they seek particular rewards and why they feel satisfied or dissatisfied with their work, tasks and rewards. These are some of the many questions that create so many assumptions and indeed require to be researched.

2.3 Theoretical Review

The study made use of the Herzberg's Two-Factors Theory of motivation which captures the satisfiers (motivator factors) and dissatisfiers (hygiene factors). Building on Maslow's thinking, Fred Herzberg and Colleagues studied work motivation (through the concept of work satisfaction) in 1959. They found that work-related factors that led to feelings of satisfaction were different from those that led to dissatisfaction. The satisfiers had to do with the content of the work and the dissatisfiers had to do with the context of the work. Motivator factors had the potential to motivate employees to higher levels of performance because they provide opportunities for personal satisfaction (Mullins, 2010). They are those job-related practices including career advancement, recognition, sense of responsibility, and feelings of achievement. Herzberg argued that the absence of motivating factors would not make employees unhappy. They would just feel neutral towards work. But when motivators are present; workers are highly motivated to excel at their work. Hygiene factors would not induce employees to higher levels of performance, but if they are lacking they can cause great dissatisfaction. Drawing from the theory, adequate hygiene factors should be provided to meet the basic needs of employees and to prevent dissatisfaction with the job. In addition to this, motivators that are intrinsic to the work itself should be integrated to the process to meet higher-level needs and drive employees towards greater performance and satisfaction.

The two-factor theory is not without criticisms. Herzberg contributed only to extend the Maslow need hierarchy concept and made applicable to work motivation rather than add something new. Also, the theory fails to show clear distinction between factors leading to satisfaction and those leading to dissatisfaction (Mullins, 2010). Again his methodology and the reliability of the results is questioned (Ratzburg, 2004). The original sample population consisted of 203 middle management professionals. There is a criticism that the sample size is small and thus the theory applies only to middle management professionals. Another criticism is that, the result of the study was two-factors. However, recent researchers have found contradictions and opposite to his theory (Examstutor, 2007). This is not necessarily true because when things are going well, people tend to take credit for satisfaction but when they do not go well the blame is on their environment (Imperial, 2004). Further

problem with Herzberg's theory is that, some employees show no particular interest in such motivators as opportunity for growth and advancement (Dubrin, 2002). Herzberg's theory is relevant to this research. It constitutes a good framework on the role of motivation on academic staff performance. Herzberg points out that what really motivate employees are recognition, career advancement, sense of responsibility, and feelings of achievement. These have the power to motivate employees to higher levels of performance if satisfactorily realized. Also, factors like working conditions and monetary incentives just prevent job dissatisfaction but do not necessarily motivate people.

3. Methodological Approaches

The study made use of case study research design to undertake the study at Moshi University College of Cooperative and Business Studies (MUCCoBS) which is currently known as Moshi Co-operative University (MoCU) located in Moshi Municipality. The design was preferred because it has a triangulation advantage for it allows several data collection methods like interviews, questionnaires, observation and documentation to be used concurrently while allowing in-depth analysis of a study unit. Also, it provides room for specific findings about a specific unit to be replicated to another environment with similar social setting.

Simple Random and Purposive sampling techniques were used to select a sample of 75 respondents constituting academic staff from the Faculty of Business and Information Sciences (FBIS) as well as Faculty of Cooperative and Community Development (FCCD). Simple random sampling technique was used to draw the 34 and 37 academic staff representative respondents from both FBIS and FCCD. The lottery method was used to arrive at the sample; first, names of all academic staff from faculties were written in pieces of papers, folded and put in a box. Then, the researcher mixed them thoroughly and lastly, picked the names haphazardly till 36 respondents were obtained. The researcher used this method since it is free classification on error and requires minimum advance knowledge of the targeted population (Bryman & Bell, 2007). Also the technique, ensured each member of the population had an equal chance of being selected as subject (Kombo & Tromp, 2009). On the other side, purposive sampling technique was used to target the respondents that have pertinent information about the study in question (key informants to the study). Hence, the researcher selected the two Deputies to the Principal (Deputy Academic and Deputy Administration), and the two Deans of both faculties (FBIS and FCCD). These were selected given the fact that, they are the main actors as far as the motivation of academic members of staff is concerned. The researcher incorporated these to identify the motivational packages offered by MUCCoBS as well the challenges encountered in administering them. The information they had regarding the role of motivation on academic staff performance was never going to be ignored by the researcher.

Multiple approaches including survey questionnaire, interviews, observation and documentary reviews were used to gather both primary and secondary data which enabled the researcher to do cross-data validity checks. The questionnaires were given to all respondents and interviews were conducted with the key informants while documentary review was used to review documents such as institution's policies (financial, promotion, recruitment, and housing policies), reports (financial, performance, and transformation reports) and published research reports on motivation. Participatory observations were used to understand human actions which helped to yield valuable data over time as recommended by Bell (2010). The researcher observed the academic staff when they were teaching, invigilating and marking examinations. To ensure validity the developed data collection tools (questionnaire, interview guide and observation checklist) were pre-tested before the actual data collection and adjustments had to be made where it was necessary. The reliability of all the items seeking information on all objectives was determined using Cronbach's alpha method. Cronbach's alpha measures the average of measurable items and their correlation, and if the result is generally above 0.7 it is considered to be reliable (Peighambari, 2007). The analysis revealed that satisfaction with motivation aspects dimension was reliable by 0.72 alpha, importance of motivation by 0.76 alpha and influence of motivational aspects on performance by 0.91 alpha. The coefficients show that all the dimensions used were reliable and therefore, the researcher was able to proceed with further analysis without having to recollect data. On the part of analysis the collected data were analysed through applying qualitative technique that involved the use of thematic analysis approach while quantitative analysis involved the use of descriptive statistics in the analytical tools.

4. Findings Analysis and Discussion

4.1 Description of Motivation Facets

4.1.1 Extrinsic Motivation Facets

Extrinsic motivational aspects refer to tangible rewards such as salary and fringe benefits like bonuses and allowances, security, promotion, contract of service, and the working conditions. Such tangible rewards are often

determined at the organization level and may be largely outside the control of individuals (Mankoe, 2006). The following were the aspects:

Salary: Salary is the money that you receive as payment from the organization you work for, usually paid to you monthly, and expressed as annual figure (Itika, 2011). MUCCoBS academic staff receive their monthly salary from the government. This was among the motivational aspects identified to be motivating to academic staff. When conducting face-to-face interviews, one key informant said, *“I believe salary is the first automatic motivator for our academic staff”*.

Allowances: This is an amount of money that is given to someone regularly or for a specific purpose (Webster, 2014). It is identified as an extrinsic motivational aspect for MUCCoBS academic staff. The researcher through documentations, discussions and interviews found out that, MUCCoBS had a series of allowances for its academic staff. All of these are mentioned in the MUCCoBS Guidelines for Various Allowances (GVA) of 2011. To mention a few it includes allowances for overtime, extra duty, extra teaching, examination setting, invigilation and marking, field supervision and responsibility allowances.

Working Conditions: Employees are concerned with their work environment for both personal comfort and facilitation of doing a job well (Kanka, 2003). Therefore, the working conditions which are comfortable, clean and with lesser distractions motivate staff towards the job. Good working conditions were another extrinsic aspect of motivation that surfaced in this study. Through observation the researcher found that the university has satisfactory infrastructure for academic staff; - offices, renovated houses, lecture halls and theatres, lecture and seminar rooms which provide for a conducive working environment.

4.1.2 Intrinsic Motivation Facets

These refer to psychological related rewards such as the opportunity to use one's ability, positive recognition, a sense of challenge in work, and opportunities for advancement. It is the self-generated factors that influence employee to behave in a particular way or move in a particular direction (Armstrong, 2001). The intrinsic motivation aspects focused in this study were recognition and career advancement opportunities as presented hereunder:

Recognition: This refers to as the act of realizing and accepting that something is true or important or it is the public respect and thanks for someone's work or achievements (Longman, 2009). The study found that recognition is seriously considered as motivational tool by the management at MUCCoBS as one of the key informants said, *“We write letters of appreciation to academic staff who have excelled in research and publications since their efforts help in advertising the university far and beyond our reach”*. The remarks show commitment in recognizing the efforts of academic staff in spheres of research and publications. The researcher observed that during the meetings the Principal usually congratulates the promoted academic staff, those who successfully completed their master's and Philosophie Doctors (PhDs), and those who have successfully retired. The act is lauded as being instrumental to those still studying and working to keep more efforts (MUCCoBS Academic Staff Association [MUCASA] Minutes, 2011).

Career Advancement: It is a promotion or elevation to a higher rank or position (Webster, 2014). The researcher through documentation found out that, MUCCoBS have a good career advancement policy for its academic staff which is well followed by management. For example; Tutorial assistants are entitled to an automatic promotion to assistant lecturer after two years of teaching experience; Assistant lecturers are entitled to become lecturers if they meet the criteria of satisfactory teaching and extension experience of at least three years (MUCCoBS Up the Ladder Policy, 2013). Generally, the career path for academic staff from a tutorial assistant to becoming a full-fledged professor is clearly set by MUCCoBS. Academic staff know exactly what is required of them to climb higher ranks and therefore, strive to work harder towards such ranks.

4.2 Perceptions of Academic Staff on Motivational Aspects

The likelihood that certain motivational aspects will have impact on employees' performance depends largely on how such employees perceive them (Mullins, 2010). Many organizations design motivational packages and fail to assess whether they satisfy their employees or not after launching them. The researcher therefore, wanted to know how academic members of staff perceived the identified extrinsic and intrinsic motivational aspects.

4.2.1 Perceptions on Extrinsic Aspects

The study identified salary, allowances and working conditions as among the extrinsic motivational aspects at MUCCoBS. The question remained on how academic staff perceived these aspects to guarantee their capability to motivate and yield desired performance results. In this study the perception of the extrinsic aspects were assessed basing on Maslow Hierarchy of Need theory. Results are presented in Table 1 and discussed thereafter:

Table 1: Perception of academic staff on extrinsic motivational aspects at MUCCoBS

| Aspects' perception | SD | | D | | A | | SA | | No. of Respondents (N) |
|---|----|------|----|------|----|------|----|------|------------------------|
| | n | % | n | % | n | % | n | % | |
| I am satisfied with the salary rate that I am entitled to | 13 | 17.3 | 29 | 38.7 | 29 | 38.7 | 4 | 5.3 | 75 |
| I am satisfied with the existing allowances at MUCCoBS | 2 | 2.7 | 7 | 9.3 | 51 | 68.0 | 15 | 20.0 | 75 |
| I am satisfied with the working conditions at MUCCoBS | 4 | 5.3 | 25 | 33.3 | 43 | 57.3 | 3 | 4.0 | 75 |

Key: 1. SD = Strongly Disagree 2. D = Disagree 3. A = Agree 4. SA = Strongly Agree

Salary is the basic source of income for many employees and plays a significant role in maintaining one's life. The physiological needs like shelter, food, and drink as highlighted by Maslow all need money to effect. But whether an individual could ever be satisfied with the amount of money he/she gets is subject to perception. Results show that, 13 (17.3%) of the respondents strongly disagree that salary is satisfactory, 29 (38.7%) disagree, 29 (38.7%) agree that the salary they get is satisfactory and 4 (5.3%) strongly agree. The results show that, the perception of many is that; salary is not satisfactory. The researcher through discussions with the KIs discovered that, the reasons to this perception were due to the many deductions on salary. The academic staff salaries are subject to mandatory deductions such as the Tanzania Higher Learning Institutions Trade Union (THTU) subscription, Pay As You Earn (P.A.Y.E), Higher Education Students's Loans Board (HESLB) loan, National Health Insurance Fund (NHIF) and Pension Fund. The researcher further found out that, these deductions are around 48% of the entire salary an academic staff gets. Almost half of the salary is slashed by deductions. All of these result in a condensed net salary for an academic staff rendering that negative perception. The results echo Maslow's Hierarchy of Needs Theory who categorizes salary as an enabler of most physiological factors i.e. the foremost needs in the hierarchy of motivation (Aswathappa, 2012). The low salary after deductions means the survival of an employee is threatened, since he/she cannot have proper shelter, food, drinks and clothing, hence, perceiving it as unsatisfactory.

Allowances as salary above, are associated with money but allowances incite a sense of recognition from the employer by the employees (Jyothi, Sharma, & Kumari, 2011) and results into motivation of that particular employee (Aswathappa, 2012). Findings indicate that 9 (12%) of the respondents perceived that allowances were not satisfactory. The researcher in discussions found out that, most academic staff with this perception did not get allowances because they were not entitlement as per policy. Further, the findings show that, 66 (88%) were of the perception that allowances were satisfactory. This is different from Nnko's study, 2010 where 15 (44.1%) of respondents perceived that allowances were satisfactory at MUCCoBS. The study findings show that, absence of deductions on allowances caused this positive perception. The lump sum is received in a whole. The study can strongly sum up that, academic staff have positive perception on various allowances provided.

On the part of working conditions, it is evident that the nature of workplace facilities is an important issue in motivating employees. The workers need to perceive that working conditions are safe and conducive enough in order to be motivated to high performance (Mullins, 2007). Findings show that, 4 (5.3%) of respondents strongly disagree to be satisfied with MUCCoBS working conditions and 25 (33.3%) also disagree. The researcher through discussions found this negative perception to be caused by sharing of offices, offices being transparent and incidents of theft. Some academic staff preferred not to share offices, want opaque offices for privacy and strong doors to prevent theft. The researcher was also informed about theft incidents in transparent offices that

four academic staff had lost their laptops due to offices being transparent. The findings echo the study by Ishengoma (2007) whose findings at the University of Dar es salaam revealed that, academic staff in public universities have low level of job satisfaction due to inadequate office space, lack of privacy and theft incidents in office. However, the findings further reveal, 43 (57%) of respondents agree to be satisfied with working conditions and 3 (4%) strongly agree. This implies that, the perception of most academic staff is that; working conditions are satisfactory and therefore, are motivating as such. The researcher observed that, offices have tables with enough shelves to keep books, computers, assignments and tests and they were cleaned regularly. Luthans (2003) argues that, the conducive working environment that is clean, comfortable and with minimum degree of destruction results into employees' good or positive perception/feeling towards their job. The study sums that, the academic staff perceive that MUCCoBS working conditions are satisfactory and congruent with safety needs as highlighted by Maslow.

4.2.2 Perceptions on Intrinsic Aspects

The study identified recognition and career advancement opportunities as intrinsic motivational aspects at MUCCoBS. The question remained on how academic staff perceived these aspects to guarantee their capability to motivate and yield desired performance results. Findings are as presented in Table 2 and discussed thereafter:

Table 2: Perception of academic staff on intrinsic motivational aspects at MUCCoBS

| Aspects' perception | SD | | D | | A | | SA | | No. of Respondents (N) |
|--|----|------|----|------|----|------|----|-----|------------------------|
| | n | % | n | % | n | % | n | % | |
| Whenever I perform well my boss and colleagues gives me a compliment | 4 | 5.3 | 25 | 33.3 | 42 | 56 | 4 | 5.3 | 75 |
| I am satisfied with the existing career advancement opportunities at | 11 | 14.7 | 26 | 34.7 | 31 | 41.3 | 7 | 9.3 | 75 |

It is a dream of every employee to know that his/her efforts are appreciated by his/her employer and colleagues. This perception drives an employee to work and be appreciated more and more. In an organization where employees perceive that they are appreciated given their achievement and/or performance, a sense of harmony and loyalty is obvious (Kumburu *et al.*, 2012). Recognition as one of the strong motivators as per Herzberg, need to be perceived as satisfactory to employees for them to perform highly. Results reveal that, 4 (5.3%) of the respondents strongly disagree to be satisfied with recognition practices at MUCCoBS and 25 (33.3%) disagree. The researcher through discussions found out that, these respondents were putting blame on the management for not recognizing their efforts and it was discovered that none ever received a letter of appreciation for a well done job. However, the results further revealed that, 42 (56%) agree to be satisfied with recognition at MUCCoBS, and 4 (5.3%) strongly disagree. It implies, the perception of many academic staff is that, recognition practices at MUCCoBS are satisfactory. The university has succeeded to walk along the lines of Herzberg by recognizing the efforts of its academic staff. As Herzberg put it: motivator factors e.g. recognition, has the potential to motivate employees to higher levels of performance because they provide opportunities for personal satisfaction (Dubrin, 2002).

Most employees need to advance to higher ranks in order to realize their potential. Advancing further in career means increase in salary, allowances and more accolades, therefore, every employee will want his/her organization to have satisfying career advancement systems for them to achieve and work hard for the organization. The study shows that a large number of academic staff sampled i.e. 31 (41.3%) agree to satisfaction with career advancement. The researcher through documentary review found out that, MUCCoBS has clear policies and guidelines on career advancement. The satisfaction exhibited from this study, concurs with Herzberg findings where career advancement is listed among things that cause satisfaction to employees and are likely to motivate them to effective performance (Pattanayak, 2012). Most are satisfied with MUCCoBS Up The Ladder Policy, 2013 in which all the criteria and conditions for promotions of academic members of staff are well stated. The researcher observed that, at least every academic staff is aware of this policy.

Generally, the results above in Table 2 show that, both recognition and career advancement are perceived as being satisfactory and therefore, motivating employees to high performance. This concur with Herzberg Two-Factor Theory in which both recognition and career advancement are on the side of motivators or satisfiers. These, according to Herzberg, their absence make employees to just feel neutral towards work, but once present, workers are highly motivated to excel at their work (Ratzburg, 2004).

4.3 Contribution of Motivational Aspects to Academic Staff Performance

4.3.1 Contribution of Intrinsic Aspects

Intrinsic motivation is the inner drive that pushes individuals to act or perform. Nelson and Quick (2003) note that intrinsic motivation factors are the more important of the two sets of factors because they directly affect a person's motivation drive to do a good job. The job itself, recognition and career advancement are among the intrinsic aspects that if well administered influence an employee to perform to higher standards. Table 3 shows how intrinsic aspects of motivation influence academic staff to perform highly;

Table 3: Contribution of intrinsic motivational aspects to academic staff performance

| Aspects' influence on performance | Reject | | Accept | | No. of respondents (N) |
|---|--------|----|--------|----|------------------------|
| | n | % | n | % | |
| Recognition I get at MUCCoBS motivate me to work hard and perform well | 15 | 20 | 60 | 80 | 75 |
| The career advancement opportunities available at MUCCoBS motivate me to work hard and perform well | 14 | 19 | 61 | 81 | 75 |

Recognition is among the powerful tools that motivate employees to effective performance. It is categorized in the esteem needs by Maslow, and said to incite feelings of worthiness to employees that their efforts are valued by colleagues and management (Aswathappa, 2012). Once recognized, employees create an urge to perform much better and maintain their praise (Mullins, 2010). It is a true motivator and ranked number two by Herzberg in his Two-Factor Theory of Motivation, and it surfaced that high in his survey on what made accountants feel good or motivated to perform better in 1950's (Torrington, 2011). The same was tested at MUCCoBS to know whether academic members of staff were motivated to better performance when they got recognition was at mention. The results revealed that 80% respondents accepted to the statement '*recognition I get at MUCCoBS motivates me to work and perform well*'. The discussions revealed that academic staff felt the urge to research and publish more because their publications were displayed on MUCCoBS' notice boards where many get to recognize their efforts and congratulate them. This shows how recognition can be a strong force in enhancing the respondents' performance. This correlates with the study by Chuck (2003) where he stressed that non-financial rewards are another way to ensure employees perform to required standards, and added that, are especially effective when coupled with management recognition, such as awards, certificates, and praise.

Employees perform better for a reason. The reason could be how they perceive their efforts will lead to more promotion, and/or other employment accolades. The sense of advancement associated with the job as put forward by Herzberg will prompt an employee to perform highly. Career advancement is listed among things that cause satisfaction to employees and are likely to motivate them to effective performance (Pattanayak, 2012). Findings show that MUCCoBS academic staff are influenced by career advancement to perform highly. The statement '*with career advancement at MUCCoBS I am motivated to perform highly*' proved right to many respondents as 81% of them accepted to it.

The discussions revealed that, academic staff are influenced to perform better in teaching, research and publications due to the two being attached with their career advancement. The study found out that, most academic staff depend on research and publications to accumulate units for promotion. The number of units differs depending which rank one is targeting e.g. one of the criteria of being promoted to a rank of lecturer, is that a candidate should in addition have at least two units acquired through teaching and research with one of the units having been acquired from publications (MUCCoBS Up The Ladder Policy, 2013). These findings conquer

with the study by Herzberg whose' assumption is that, career advancement was always going to be a motivator to employees' high performance (Torrington, 2011).

Generally, the findings revealed that performance of academic member of MUCCoBS staff is motivated by both recognition and career advancement as part of intrinsic motivational aspects. This is parallel with Herzberg Two-Factor Theory of Motivation. According to Herzberg (1966), in order for the employee to perform well, the work of employees must provide avenues for recognition in case of a well done job and also, there must be rooms for potential advancement of an employee. Therefore, the researcher affirms that high academic staff performance at MUCCoBS is a result of motivation aspects provided and that it has succeeded in harnessing the potential of many academic staff due to proper mechanisms of motivating its academic members of staff.

4.3.2 Contribution of Extrinsic Aspects

Intrinsic motivational aspects influence employees to reach a high performance (Beardwell & Claydon, 2007). The study identified three extrinsic motivational aspects to assess which includes salary, allowances and working conditions (offices, housing and teaching facilities) and examined their contribution to performance. Findings are as presented in Table 4 below:

Table 4: Contribution of extrinsic motivational aspects to academic staff performance

| Aspects' influence on performance | Reject | | Accept | | No. of respondents (N) |
|--|--------|------|--------|------|------------------------|
| | n | % | n | % | |
| The salary I get motivates me to work hard and perform well | 3 | 4 | 72 | 96 | 75 |
| The allowances I get motivate me to work hard and perform well | 16 | 21.3 | 59 | 78.7 | 75 |
| The office I use motivates me to work hard and perform well | 13 | 17.3 | 62 | 82.7 | 75 |
| The house facilities at MUCCoBS motivate me to work hard and perform well | 14 | 19 | 61 | 81 | 75 |
| The teaching facilities I am provided with motivate me to work hard and perform well | 18 | 24 | 57 | 76 | 75 |

Salary is undoubtedly the most driving force for people to work in organizations. It is a form of pay normally provided monthly and acts as a major source of money or income to most employees. Akintoye (2000) asserts that money remains the most significant motivational strategy. Findings from this study are concurrent with these assertions, for most respondents i.e. 72 (96%) accepted the fact that salary highly contributed to their performance as depicted in Table 4 above. The statement, *'the salary I get motivates me to work and perform well'* was deployed in order to establish the effectiveness of salary to encourage good performance. The findings above show that, almost all respondents agreed to be influenced by salary to perform highly. During discussions, many said they valued their work i.e. teaching, more simply because they were employed for it and are handsomely paid for it. This was further confirmed by one key informant who said, *"I strongly believe salary is a number one motivator to our academic staff to perform better not only in teaching but in many other areas"* The results are positive and in the same line as the findings of Afful-Bonni (2012) in the study at the University of Mines and Technology (UMaT), Ghana where 149 (74.5%) of his total respondents agreed that low monthly salary reduced motivation on performance.

Allowances constitute financial incentives and are categorized in fringe benefits. According to Luthans (2005), fringe benefits are rewards in terms of pay or other form, offered to employees in order to motivate them towards achieving organization's goals. Allowances are deployed strategically to motivate employees to perform better as revealed by Mlay (2014). MUCCoBS academic staff were also subjected into research to verify this fact and the statement *'allowances offered effectively motivate to high performance'* was used and the findings show

that, a minority i.e. 21.3% of the respondents rejected to it and a majority of respondents i.e. 78.7% accepted to be motivated with allowances to perform highly. The findings reveal that, a large number of respondents were for the idea that allowances indeed influenced their performance.

This sums the findings by Nnko (2010) who concluded that, when allowances are administered wisely, their likelihood to incite motivation towards performing better in many areas is inevitable. The study through discussions and documentary reviews discovered that better teaching and students' supervision was highly influenced by allowances offered. It was found out that, most academic staff were motivated to supervise postgraduate students because the allowance for a single research student is 250,000/= TShs. while for the undergraduates is only 40,000/= TShs. (MUCCoBS GVA, 2011). Essentially, the study revealed that academic staff's job performance in terms of teaching and students' supervision was very high. This has been a result of many allowances offered that enhance high motivation among the academic staff of the University. Since a motivated person is always ready to act (Kotler & Keller, 2010), the action of the motivated academic staff has been manifested in the form of *adequate teaching and supervision* of students.

It is vital for every organization to ensure that its workers are in an environment that is free from danger, noise, and theft and above all is set to ensure the daily activities are done without interruptions (Gupta, 2006). This study investigated the influence played by working conditions at MUCCoBS in motivating its academic members of staff to perform better. The aspects of offices, housing and teaching facilities were examined to determine their influence on performance in regard to academic staff, the findings were overwhelmingly positive as depicted in Table 4 above.

Extrinsic aspects of motivation at MUCCoBS have succeeded in making academic staff perform well as the findings depict. This commends the Maslow Theory of Motivation in which the belief is that, human beings have needs which must be satisfied if high performance is to be achieved (Maslow, 1943). These are basic or existence needs such as food, water, shelter, clothing; safety needs such as clean offices, stable lecture halls, and proper housing; love needs, esteem and self actualization. The first two needs mostly need money to be made a reality. The respondents proved that their salary and allowances were instrumental enough to motivate them to higher levels of performance meaning that, the two aspects can be well utilized to achieve the physiological or basic needs and once these needs are well satisfied an employee performs well since he/she is assured of his/her survival (Mullins, 2010).

5. Conclusion and Recommendations

5.1 Conclusion

The research found both extrinsic and intrinsic aspects for motivating academic staff were available at MUCCoBS. These aspects were central to performance. The extrinsic aspects were salary, allowances and working conditions whereas intrinsic aspects were career advancement and recognition. It was evidenced that these motivational aspects played a crucial role in enhancing academic staff performance. When the motivational aspects were linked with performance, academic staff were motivated to perform in different spheres. They increased commitment and performance with teaching, students' supervision, research and publication, and cooperation among academic members of staff. It can be said the management of MUCCoBS has succeeded in lifting the motivation of academic staff by providing motivational aspects that boost performance.

5.2 Recommendations

Nonetheless, the study disclosed that deductions on employees' salary are numerous and cause many to be demotivated to perform highly. Hence, it is recommended that the government should reduce the P.A.Y.E that affects the salary greatly. Further, it should be put into exception that, once the annual salary increment announced by the government is below the employee's contractual monthly increment as per his/her salary, then the latter be taken as an annual increment for that period in order to have balanced motivation on academic staff and enhance high performance.

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