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Title

**AN INVESTIGATION INTO MOTIVATION TECHNIQUES USED
BY THE UNIVERSITY OF ZIMBABWE ADMINISTRATION TO
RETAIN STAFF: 2008-2010**

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Abstract:

The success of an organization is heavily dependent on its ability to retain its key staff. However, this is becoming increasingly difficult because of labour mobility brought about by globalization. Globalization has afforded employees the opportunity to compare working conditions and remuneration packages across labour markets thereby triggering the migration of labour from less attractive markets to more competitive markets. Developing countries' labour markets have borne the brunt of brain drain to the attractive markets, Zimbabwe in general, and state universities in particular were not spared. However, the University Of Zimbabwe (UZ) fared better in retaining its staff compared to other state universities. Against this backdrop, this study sought to investigate what the UZ did better than the other state universities to retain higher levels of staff. The study's proposition was that the UZ managed to retain its staff due to its effective staff motivation techniques which included among other things; job autonomy, task structures and a conducive working environment. However, the study also revealed some areas of possible improvements at the UZ such as directly linking expended effort to rewards.

Key words: Motivation, staff retention, brain drain, working conditions

Background of the study:

The beginning of the new millennium ushered in almost a decade of economic hardships to Zimbabweans, particularly to those in formal employment. Real incomes for employees depreciated in the face of hyperinflation which was last officially recorded at 231 million percent as of July 2008 (Besada and Moyo, 2008). Diminishing real incomes meant most employees could not afford to fend for their families, this was worsened by the Central Bank's imposed withdrawal limit, which in most cases was equivalent to one way transport fare. This hostile economic environment led many employees to leave formal employment for the informal sector which was more rewarding as all transactions were on cash basis hence one was not subjected to bank withdrawal limits. Others looked beyond the country's borders for survival with many migrating to South Africa and the United Kingdom, the two most popular destinations. This movement of employees from the Zimbabwe formal employment to either the informal sector or

the Diaspora became known as the brain drain. The UZ was not spared of this brain drain, which resulted in some departments such as mining engineering and metallurgy being closed. It also experienced below capacity utilization as its remaining workforce continuously engaged in industrial action demanding higher compensation.

Background of UZ:

The UZ is one of the country's premier institutions of higher learning. The UZ was initially instituted in 1953 by Royal Charter as the University of Rhodesia and Nyasaland, serving the academic needs of the then Federation of Rhodesia and Nyasaland. The University was a College of the University of London, the last intake for qualifications of the University of London being in 1970. However, with the advent of independence on 18 April 1980, the institution was renamed the University of Zimbabwe. The vision of the UZ is to be (and be recognized by others) as a leading University working for prosperity, peace and dignity in Zimbabwe and beyond. Also, from the mission statement of the UZ, its purpose is to enable its customers to make meaningful contributions to sustainable development in Zimbabwe through the provision of high quality education, training and advisory services. The UZ guarantees the above through maintaining excellence in teaching, learning and service to the community.

Furthermore, the UZ has ten faculties divided into three categories namely: Humanities, Sciences and Health Sciences. The ten faculties are as follows: Faculty of Arts, Agriculture, Commerce, Education, Engineering, Law, Science, Social Studies, Veterinary Science and the College of Health Sciences. In addition, the UZ also has a number of institutes namely Institute of Environmental Science, Confucius Institute, Institute of Developmental Studies, Institute of Mining Research, Centre for Population Studies and Centre for Defense Studies. The UZ has an enrolment of undergraduate and postgraduate students in excess of ten thousand in any academic year. The staff complement for both academic and non-academic staff ranges between 2 000 and 2 500 when the UZ is fully operational. However, this number was adversely affected by the unprecedented economic challenges the country faced before consummation of the inclusive government in February 2009. As of April 2008, the staff establishment stood at 607 academic staff and around 800 non academic staff, giving a vacancy rate of 42%. This figure compared

well against other state universities whose vacancy rates ranged between 50% and 60%. (Ministry of Higher and Tertiary Education; 2011).

Statement of The Problem:

Due to the economic meltdown experienced by the Zimbabwean economy between the period 2000 and 2009 which saw the cost of living going beyond the reach of ordinary workers, many workers opted for the informal sector or the diaspora, while other members of UZ staff remained in employment. What could have made them loyal to the institution or committed to both the institution and their work?

Research Proposition:

The UZ has an effective staff motivation system in place that enables it to retain the majority of its staff.

Research Objectives:

- To profile and characterize UZ workers
- To examine the working conditions of UZ workers
- To establish the forms of remuneration and incentives available to UZ workers
- To examine the level to which UZ staff were satisfied with their jobs

Significance of Research:

The study will benefit the UZ as it will be able to reinforce its existing staff motivation system while assisting other Zimbabwean institutions of higher learning in reviewing and improving their staff motivation systems.

Literature Review:

Motivation has been widely researched for over half a century. The 1950s were a fruitful time for the development of motivation concepts. Hellriegel and Slocum(1986) define motivation as anything that causes, channels and sustains human behavior. Robbins and DeCenzo(2004) also define motivation as the willingness to exert high levels of effort to reach organizational goals conditioned by the effort's ability to satisfy some individual need. Furthermore, Lewis et al(2004) define motivation as the forces and expenditure of effort acting on or within a person that cause that person to behave in a specific, goal-directed manner. The implications of the abovementioned definitions in the view of Robbins and Coulter(1996) are that motivation is a function of the individual's ability, individual desires as well as individual effort. Effort is a measure of intensity or the drive to perform in order to attain organizational goals.

From the preceding information, one can argue that motivation plays an integral role in any organizational set up. Lau and Jelinek(1984) point out that motivation is so important because it is central to productivity, satisfaction and commitment to work. Absenteeism, high turnover and poor quality are usually symptoms of underlying motivational problems. Understanding the motivation process should help to better decisions affecting people in organizations, better decisions in the sense that they are taken with more knowledge of the implications and the likely outcomes(Handy,1976). An organization that is constituted by demotivated workers is likely to produce substandard products and deliver a mediocre service which will negatively impact on the profitability of the organization.

A number of authors have come up with different motivational theories, the prominent ones being Maslow's' hierarchy of needs, which was based on the notion that individual needs are arranged in a hierarchy, physiological needs being the basic and at the apex are self actualization needs. Handy(1976) is of the view that needs are only motivators when they are unsatisfied. However, the theory has been criticized since Maslow assumed that everyone has the same hierarchy of needs, when in real life situations needs differ from one individual to the other.

Furthermore, as argued by Lewis et al (2001) there is no consistent evidence that the satisfaction of a need at one level will decrease its importance and increase the importance of the higher next needs.

McGregor's Theory X and Theory Y are also part of content theories. McGregor(1960) argued that, under Theory X, the average human being has an inherent dislike of work and will avoid it if he can and because of this characteristic of dislike of work, most people must be coerced, controlled, directed and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives. Managers who believe in Theory X tend to be authoritarian in the application of their leadership styles. On the other hand, Theory Y argued that the expenditure of physical and mental effort in work is as natural as play or rest, and as such managers who apply Theory Y can use the democratic style in leading subordinates.

Furthermore, the goal setting theory falls under the category of content theories. The idea of assigning employees a specific amount of work to be accomplished- a specific task, a quota, a performance standard, is not new. The task concept, along with time and motion study and incentive pay was the cornerstone of scientific management founded by Frederick W Taylor(Lau and Jelinek, 1984).Intention to work toward a particular goal is a major source of job motivation. Goals provide a clear sense of direction and specify what needs to be attained. In order for goal setting to be successful, the goals should be specific, measurable, attainable, realistic and should have a time frame. Goal-setting as highlighted by Hunt(1992), involves explaining to employees what they have to do precisely, how long they will have to do it, how they will relate to others and how they will be evaluated and rewarded for their performance.

With regard to working conditions and job satisfaction, Herzberg examined the relationship between job satisfaction and productivity within a group of professional accountants and engineers (Lewis et al 2001) From the research studies that he conducted,(Herzberg 1966) one can separate those factors that satisfy and those that dissatisfy. As a result, company policy and administration, supervision, interpersonal relationships, working conditions and salary were characterized by Herzberg as hygiene factors(Robbins, 1988) On the other hand, five factors stand out as strong determiners of job satisfaction and these are: achievement, recognition, work itself, responsibility and advancement. The first step in motivation is to eliminate dissatisfaction, so managers are advised to make sure that pay, working conditions, company policies are appropriate and reasonable. In motivating workers, Herzberg(1966) suggested emphasizing on the motivators since the motivators are intrinsically rewarding and related to job content.

The aspect of rewards can best be explained by the reinforcement theory, expectancy theory and the equity theory. The major proponent of reinforcement theory is B F Skinner, and the theory also emphasizes the application of rewards and punishments. Stated simply, in the view of Hellriegel and Slocum(1986) the theory suggests that behavior is a function of its consequences(rewards and punishments) and behavior that gets rewarded is likely to be repeated. The four major types of reinforcers are as follows:

- (a) Positive reinforcement- This refers to the administration of positive and rewarding consequences or events following a desired behavior. Organizations normally use positive reinforcers such as praise, promotion as well as salary increases.
- (b) Avoidance- Avoidance strengthens desired behavior by allowing escape from undesirable consequences. For instance, most employees come to work early in order to avoid reprimand from their superiors.
- (c) Punishment- The application of punishment decreases the likelihood that an undesired behavior will be repeated(Szilagy,1984) and examples include reprimands, demotions and fines.
- (d) Extinction- This refers to the absence of reinforcement following an undesirable behavior. By simply ignoring the behavior, the behavior will eventually cease(Hellriegel and Slocum, 1986). Additionally, it becomes apparent that managers should be encouraged to use positive reinforcement in motivating subordinates.

In addition, the relationship between rewards and remuneration can best be explained by the expectancy theory. The major proponent is Victor Vroom and it is the most comprehensive and widely accepted explanation of motivation to date. Robbins and DeCenzo(2004) are of the opinion that the expectancy theory states that an individual tends to act in a certain way on the basis of the expectation that the act will be followed by a given outcome and the attractiveness of the outcome. It includes three relationships namely:

- 1) Effort-performance linkage/Expectancy: The probability perceived by the individual that exerting a given amount of effort will lead to performance.

- 2) Performance-reward linkage/Instrumentality: The degree to which the individual believes that performing at a particular level will lead to the attainment of the desired outcome.
- 3) Attractiveness/Valence- The importance that the individual places on the potential outcome or reward that can be achieved on the job

The expectancy theory provides some benefits to managers in the sense that managers can influence expectancies by selecting individuals with the proper abilities, training them to use those abilities and supporting them by providing the needed resources(Lewis et al 2001).

Furthermore, the equity theory best describes the issues of rewards. Developed by J Stacey Adams, it proposes that employees perceive what they get from a job situation(outcomes) in relation to what they put into it(inputs) and then compare their incomes-outcomes ratio with the inputs-outcomes ratio of the relevant others(Robbins and Coulter, 1996). Equity or fairness in the workplace, has been found to be a major factor in determining employee motivation. The theory focuses on an individual's feelings about how fairly he or she is treated in comparison with others(Lewis et al, 2001) If people experience inequity, generally they are motivated to change something.

Additionally, in situations of perceived inequity, an employee may change the inputs either downward or upward to an equitable level, change the comparison person that he or she is using to another person and lastly the employee might quit his or her job. In light of the abovementioned, there are a number of implications for managers. Lewis et al (2001) are of the opinion that people should be rewarded according to their contributions, and managers should also make every effort possible to ensure that employees feel equitably treated. However, there is no theory that is without critics or shortcomings. Robbins (1988) postulates that questions arise with regard to how employees define inputs and outputs and how they combine and weigh their inputs and outputs to arrive at totals.

Managerial Implications:

In motivating subordinates using the various theories described in the foregoing discussion, managers should take into account various suggestions proffered by different scholars which include:

- (1) Tell people what you expect them to do- use specific goals so that the subordinate is very clear of the task at hand and how it should be accomplished.
- (2) Make the work valuable in instances where the subordinates are looking for goals such as growth and accomplishment.
- (3) Match people to jobs, considering their abilities, competencies and skills. Drucker (1989) postulates that a systematic, serious and continual effort to place people has been described as a prerequisite to high motivation.
- (4) Individualize rewards since subordinates have different needs and as such what might act as a reinforcer for one may not for another. Such rewards may include promotion, pay and autonomy.
- (5) Give feedback- subordinates need to be told how they are performing and as such there should be continuous feedback so that the magnitude of error can be minimized, and for those performing well positive reinforcement can be used.
- (6) Do not ignore money- money has been proven to be the reason why most people work, hence it can not be ignored.

Methodology:

This section presents the methodology used for the study. It highlights the study design, data sources, study population, sampling and sample size determination, data collection instruments, data analysis and presentation and interpretation of results.

Study Design:

A research design spells out the methods and procedures which are to be used to collect and analyze the results (Zilmund 2000). The survey research design was used for the study. This was a preferred design because of the low cost and easily accessible information.

Data Sources:

Both secondary and primary data were used in this study. Secondary data were used for reviewing related literature with regards to employee motivational theories. Primary data were used to solicit responses from selected UZ employees with regards to how motivated they were in their respective job designations. In soliciting information from the respondents, questionnaires were administered through hand delivery to the randomly sampled respondents. This was done so as to facilitate follow ups and collection. Kothari (2004) points out that a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire was the preferred method as compared to personal interviews for a number of reasons. Personal interviews are too involving as compared to the questionnaire since respondents may seek clarification during the course of the interview. The questionnaire method is free from bias of the interviewer, since the answers will be in the respondent's own words. Furthermore, respondents will have adequate time to give well thought out answers.

However, questionnaires have some drawbacks. As argued by Kothari (2004), there is a low rate of return associated with questionnaires although in the research survey there was a high response rate as already pointed out. The other drawback is that the control over the questionnaire may be lost once it is sent, and also the fact that there is a possibility of ambiguous replies or omissions. Lastly, the questionnaire method is likely to be the slowest of all methods.

In mitigating some of the stated problems, constant follow ups were made by the researchers which made collection easier.

Study Population:

Levine et al (2004) defines a population as the totality of items or things under consideration. For this study, the population consisted of all UZ employees across all the different grades or designations. It also encompassed the academic staff (lecturers) and the non academic staff (support or non teaching staff).

Sampling Frame:

According to Kvanli et al (1996), a sampling frame is a list of population elements from which the sample is to be selected. A sampling frame must be adequate for the purpose, be free from duplicates of the items and be up to date (Onyango et al; 1987). The sampling frame consisted of those UZ employees who have been with the institution for a period of at least two years. This time frame spans across two important periods in terms of the economic challenges the country has experienced; before and after the dollarization of the economy. This was carefully timed with a view to establish the motivational factors for staying on the job despite the challenges.

Sampling and Sample Size:

Sampling is the method of selecting units of analysis such as households or individuals from a population of interest,(Viswanathan P.K; 2003). The sampling units were the different income grades for UZ employees and the sampling units for analysis were individuals selected from each of the chosen designations. Stratified random sampling was used to select respondents from within each income grade. There are fifteen income grades at the UZ which constituted the sampling strata.

Sample Size:

A sample is the subset of a population that is under examination in order to generalize about the population of study. In selecting a sample, the emphasis is on coming up with a representative sample that contains relevant characteristics of the population in the same proportions as they are

included in the population(Levin et al; 1994). The targeted sample size was 68 UZ employees. Table 1 below shows those who successfully responded by completing the questionnaires which were distributed to them.

Table 1: Distribution of Selected Respondents

Category of Respondents		Sample
Academic Staff	Senior	2
	Junior	20
Non-academic staff	Senior	12
	Junior	26
Total		60

Results and Discussion:

Response Rate

A total of sixty-eight respondents were sampled for the study and the response rate was 88.23%. One of the reasons for non-response particularly from members of the academic staff was the timing of the study. Most of them were busy marking examinations.

Demographic Variables of the Respondents

Table 2 below presents selected demographic variables of the respondents. When stratified by sex, males constituted the majority (61.7%). This finding suggests that the UZ administration does not have an equal employment opportunity policy. Respondents who were aged between forty and fifty years constituted 38.3% and only 3.3% were within the retirement category of 60 to 70 years. Those aged below forty years were in the majority (46.7%). This age group is the most productive and highly mobile. The same age group is still young, dynamic, ambitious and seek to accumulate and acquire wealth to meet a myriad of responsibilities. Respondents were

also asked for how long they had been with the institution and 63% indicated that they had been with the university for a period of five years and above assuming that those that had five or less years of employment with UZ were replacing the vacuum created by those who left the institution. One can therefore conclude that the UZ managed to retain the majority of its staff.

Table2: Distribution of Respondents by Selected Demographic Variables

Selected Demographic Variable		Percent Distribution n(%)
Sex of Respondent	1) Male	37(61.7)
	2) Female	23(38.3)
Age of Respondent 30yrs	1) Less than	13(21.7)
	2) 30 to < 40yrs	15(25.0)
	3) 40 to < 50yrs	23(38.3)
	4) 50 to < 60yrs	7(11.7)
	5) 60 to < 70yrs	2(3.3)
Years of employment at UZ	1) <5yrs	22(36.7)
	2) 5-10 yrs	19(31.7)
	3) 10-15 yrs	6(10.0)
	4) 15-20 yrs	5(8.3)
	5) 20-25 yrs	6(10.0)
	6) 25+ years	2(3.3)
Total		60

Working Conditions

The majority(98.3%) of the respondents understood what working conditions were and 63.3% indicated that they were happy with their current working conditions. 33.3% of the respondents have been motivated to stay on their jobs mainly because of a clear career progression path at the institution, followed 30.0% who have been motivated to stay on the job because of their attachment to the place(UZ) and competitive benefits ranked third (11.7%).

On what the UZ could do to improve employee working conditions, 35.0% of the respondents felt that open lines of communication between the superior and subordinates should be enhanced. Furthermore, almost a similar proportion of respondents felt that freedom in decision making (26.7%) should be granted to subordinates as well as the granting of freedom(28.3%) in carrying out the assigned task. The nature of working conditions as well as the motivating factors that led employees to stay at their jobs are summarized in Table 3 below.

Table 3: Distribution of Working Conditions of Respondents

Working Conditions	Percent Distribution n(%)
Do you understand what working conditions are?	
1) Yes	59(98.3)
2) No	1(1.7)
Happy with current working conditions	
1) Yes	38(63.3)
2) No	22(36.7)
Reasons motivating me to stay on the job	
1) Competitive salary	5(8.3)
2) Competitive benefits	7(11.7)
3) Clear career progression	20(33.3)
4) Recognition for	2(3.3)

performance		18(30.0)
	5) Attached to UZ	2(3.3)
	6) No better offer	5(8.3)
	7) Flexible working hours	1(1.7)
	8) Further studies	
What UZ can do to improve working conditions		
making	1) Freedom in decision	16(26.7)
		17(28.3)
assigned task	2) Freedom in carrying out	3(5.0)
		21(35.0)
	3) Performing the whole job	2(3.3)
communication	4) Open direct lines of	1(1.17)
	5) Provide research funds	
	6) None of the above	

Job Descriptions

A summary of the job descriptions of the respondents is highlighted in Table 4 below. The table shows that 35% of the respondents were lecturers while 30.0% performed administrative duties, followed by secretarial services, which constituted 10.0%. 76.7% of the respondents highlighted the fact that their job descriptions were clearly spelt out in their contracts. With regard to induction, 68.3% of the respondents were inducted and of these, 73.17% of them concurred that such induction was satisfactory. Furthermore, 73.3% of the respondents had extra duties that were not covered in their original job descriptions. This could be a source of demotivation as rewards (remuneration, recognition and other incentives) only cover what is in the job description.

Table 4: Distribution of Job Descriptions of Respondents

Job description	Percent Distribution n(%)
Designation	
1) Teaching, research and community service	21(35.0)
2) Administrative duties	18(30.0)
3) Technical services	4(6.7)
4) Informational services	5(8.3)
5) Secretarial services	6(10.0)
6) Clerical services	3(5.0)
7) Security services	3(5.0)
Job description clearly spelt in contract	46(76.7)
1) Yes	14(23.3)
2) No	
Induction	
Induction given at joining UZ	41(68.3)
1) Yes	19(31.7)
2) No	
If induction given, was it adequate	30(73.17)
1) Yes	11(26.83)
2) No	
Added duties to current contract	44(73.3)
1) Yes	16(26.7)
2) No	

A comparison between the working conditions of UZ employees and other universities was sought. Table 5 below highlights some of the differences. The results indicate that 63.3% of the respondents were of the view that other state universities offered better incentives than the UZ. In comparison with private universities, 35.0% of the respondents indicated that private universities offered better salaries followed by better incentives (28.3%). This is probably because of the large numbers of non-conventional students they are enrolling. This category of students pay tuition fees which are higher than their conventional counterparts. The majority of UZ students are enrolled on conventional programmes and these students do not pay much tuition fees as compared to those enrolled on non conventional programmes at other state universities. Based on the different structures in tuition fees, other state universities have excess cash their disposal which they can remunerate staff. From these glaring disparities, it becomes evident as to why staff at other universities are better remunerated than UZ.

Table 5: Distribution of Working Conditions at other Universities.

Working Conditions	Percent Distribution n(%)
UZ working conditions versus state universities	38(63.3)
1) Others offer better incentives	8(13.3)
2) Recognition at state universities	2(3.3)
3) Grievance promptly handled	5(8.3)
4) Promotion for doing well	6(10.0)
5) No knowledge	1(1.7)
6) None of the above	
UZ working conditions versus private universities	21(35.0)
1) Better salaries at private universities	17(28.3)
2) Better incentives at private	

3) Better communication channels at private	4(6.7)
4) Better superior-subordinate relationship at private	8(13.3)
5) No knowledge	10(16.7)

Working Relationships

With regard to working relationships, 40.0% of the respondents indicated that they had very good working relationships with their superiors whilst on the other hand, 56.7% revealed that they had very good working relationships with their peers. Furthermore, the working environment plays a crucial role in the motivation of employees and has been identified as a hygiene factor by Herzberg (Herzberg's two-factor theory). Good working relationships should be cultivated so as to eliminate dissatisfaction. To a greater extent, the UZ managed to eliminate the sources of dissatisfaction and concentrated on the motivators which resulted in high job satisfaction. These results indicate that employees relate well to each other than they relate to their superiors. This is probably because they share a lot in common like same goals, tasks and responsibilities. Table 6 below indicates the distribution of working relationships of respondents.

Table 6: Distribution of working relationships of respondents

Working Relationships	Percent Distribution n(%)	
Relationship with superior	1) Very good	24(40.0)
	2) Good	29(48.3)
	3) Fair	7(11.7)
Relationship with peers	1) Very good	34(56.7)
	2) Good	21(35.0)
	3) Fair	5(8.3)

Job Satisfaction

Respondents were asked about the extent of job satisfaction and 73.3% were satisfied with their jobs, followed by 16.7% who were very satisfied while 10.0% were dissatisfied. The majority (78.3%) of respondents had set performance targets in their jobs. Of those respondents who had set targets, and met those targets, 61.7% were recognized by the employer mainly through the awarding of bonuses(37.93%) followed by promotions(27.59%) as shown in Table 7. Job satisfaction at UZ can be a result of employees' efforts being rewarded through bonuses and promotions. This tallies with Victor Vroom's expectancy theory which argues that people will exert more effort when accompanied by attractive rewards(Valence).

Table 7: Distribution of Job Satisfaction of Respondents

Job Satisfaction	Percent Distribution n(%)
Extent of job satisfaction	
satisfied	1) Very 10(16.7) 44(73.3)
Dissatisfied	2) Satisfied 6(10.0) 3) 47(78.3)
Performance targets in the job	1) Yes 13(21.7) 2) No 29(61.7)
For those with performance targets n=47	18(38.3)
Recognized when targets met	1) Yes 2) No
For those recognized, n=29	4(13.79)
Methods of recognition for targets met	

increase recognized	1) Praise	8(27.59)
	2) Promotion	5(17.24)
	3) Salary	11(37.93)
	4) Bonus	1(0.035)
	5) Not	

The research results on setting performance targets is consistent with the goal setting theory as reviewed in the literature section. Such targets should be specific, measurable and attainable. The recognition of superior performance is also critical if the organization is to maintain high levels of motivation. In line with the reinforcement theory, positive behavior should be reinforced, and resultantly, the UZ managed to reinforce desirable behavior through bonuses, promotions and praise as confirmed by the respondents.

Relationship between Reward and Effort

The majority(96.7%) of the respondents felt a sense of achievement upon completion of a challenging task. However, 85.0% of the respondents were of the opinion that the rewards which they were awarded by the employer were not commensurate with the level of effort expended. In order to address the imbalance, 56.86% of the respondents proffered the idea that rewards were supposed to be based on the level of effort exerted so as to attain equity as outlined in Table 8.

Table 8: Distribution of Reward-Effort relationship of Respondents

Need for achievement	Percent Distribution n(%)
Feeling of achievement in accomplishing a challenging task	
1) Yes	58(96.7)
2) No	2(3.3)
Reward commensurate with effort	
1) Yes	9(15.0)
2) No	51(85.0)
For reward and effort not commensurate n=51	
Suggestions to achieve equity	16(31.37)
1) Same rewards for same job	6(11.77)
2) Different rewards for same job	29(56.86)
3) Reward by effort exerted	

Findings on achievement show that most(96.7%) respondents found their jobs giving them a sense of achievement. This confirms Herzberg's two-factor theory that argues that motivation is derived from the task and not the job context(conditions of service/hygiene factors).

Remuneration and Incentives

A number of incentives and benefits were available on the job. The most mentioned (93.3%) incentive was honorarium followed by the 13thcheque(73.3%) and free medical aid(15.0%). Table 9 below summarizes the different incentives and benefits offered by UZ.

Table 9: Distribution of benefits and incentives offered by UZ

Type of benefit mentioned	Percent Distribution n(%)
Honorarium	56(93.3)
13 th cheque	44(73.3)
loan	6(10.0)
aid	9(15.0)
	3(5.0)
	6(10.0)
	7(11.7)
allowance	
allowance	

Furthermore, respondents were also asked the type of additional benefits and incentives that would make them happy on their jobs and their preferences are detailed in Table 10 below. Housing loans were the most (71.7%) mentioned benefit which workers wanted to have as well as increasing honorarium(66.7%).

Table 10: Distribution of benefits and incentives preferred by employees.

Type of benefit/incentive	Percent Distribution n(%)
Increase honorarium	40(66.7)
Housing loans	43(71.7)
Clothing allowance	7(11.7)

School fees	25(41.7)
Compassionate leave	9(15.0)
Additional money needed to make workers happy	
	9(15.0)
1) < 500	26(43.3)
2) 500- 1 000	10(16.7)
3) 1 000 – 1 500	5(8.3)
4) 1 500- 2 000	10(16.7)
5) 2 000+	

Respondents were also asked about an additional amount, in terms of salary that would make them happy and 60.0% expressed happiness with any additional amount in the range of 500 to 1 500 USD while 16.7% wanted an increase of more than 2 000 USD. In light of the prevailing salaries among both state and private universities, an amount of 2 000 USD sounds too extreme.

Working Conditions and Job Security

Table 11 below shows a comparison between working conditions and job security. From the table, 68.9% of the respondents were both happy with their current working conditions and secure in their jobs, while 31.1% of the respondents were secure in their jobs but were not happy with their current working conditions. On the other hand, 46.7% of the respondents were happy with their current working conditions but were not secure in their jobs whilst 53.3% of the respondents were not secure and not happy with their current working conditions.

Table :11 Distribution of respondents by working conditions and job security.

Happy with current working conditions	Secure in job		Total
	Yes	No	
Yes	31(68.9)	7(46.7)	38(63.3)
No	14(31.1)	8(53.3)	22(36.7)
Total	45	15	60

Comparison of Job Satisfaction by Sex

As can be seen in Table 12 below, 80.0% of the respondents who were very satisfied with their jobs were males. For those respondents who were satisfied, 56.8% were males. On the contrary, of the 6 respondents who were dissatisfied, 66.7% were males. However, it can be noted from the results that generally, men were more satisfied with their jobs. Traditionally, men are the bread winners and as such have a multiplicity of responsibilities within the family unit. This makes most men risk averse when it comes to job hunting hence the contentment with their current employment status.

Table :12 Distribution of respondents by sex and job satisfaction

Sex	Job Satisfaction			Total
	Very Satisfied	Satisfied	Dissatisfied	
Male	8(80.0)	25(56.8)	4(66.7)	37
Female	2(20.0)	19(43.2)	2(33.3)	23
Total	10	44	6	60

Comparison of Job Satisfaction and Age

Of the 44 respondents who were satisfied with their jobs, 13 were aged below 30 years. Of the 13, more than four 84.6% were satisfied with their jobs followed by 15.4% who were very satisfied. Interestingly, in this age group, there were no respondents who were dissatisfied. In the 30-40 years category, 60.0% were satisfied, followed by 26.7% who were very satisfied with their jobs. The 40-50 years category shows that 69.6% of the respondents were satisfied while 17.4% were dissatisfied with their jobs. For those in the age group 50-60 years all the respondents(100.0%) were satisfied with their jobs as summarized in Table 13 below.

Table :13 Distribution of respondents by job satisfaction and age

Extent of job satisfaction	Age					TOTAL
	<30 years	30-40 years	40-50 years	50-60 years	60-70 years	
Very Satisfied	2(15.4)	4(26.7)	3(13.0)	0(0.0)	1(50.0)	10
Satisfied	11(84.6)	9(60.0)	16(69.6)	7(100.0)	1(50.0)	44
Dissatisfied	0(0.0)	2(13.3)	4(17.4)	0(0.0)	0(0.0)	6
TOTAL	13	15	23	7	2	60

Respondent Suggestions

As regards respondent suggestions, 55.0% of the respondents were of the view that the UZ should increase salaries, followed by 16.7% who wanted to see an increase in employee benefits, and 11.7% favoured an increase in honorarium. The remainder of the respondents advocated for the promotion of performers, which constituted 8.3%, the reintroduction of Teaching Assistants(1.7%) and the grading of employees based on experience(1.7%) as can be seen in Table 14.

Table 14: Distribution of General Comments of Respondents

General Comments	Percent Distribution n(%)
1) Increase salary	33(55.0)
2) Increase honorarium	7(11.7)
3) Increase employee benefits	10(16.7)
4) Promote performers	5(8.3)
5) Should have TAs	1(1.7)
6) Grading by experience	1(1.7)

Although the majority of the respondents were happy with their current working conditions, the issue of salary should not be ignored since it is also a hygiene factor and also due to the fact that the majority of workers do in fact work so that they can earn a living. With regard to the suggestions made by respondents, 55.0% stated that the UZ should increase employee salaries. The major reason for increasing salaries will be in line with the two factor theory in that it would be aimed at eliminating dissatisfaction initially and then concentrate on the motivators. Salary increases lead to increased disposable incomes and which consequently results in improved living standards.

Employee Career Development

For those respondents who wanted to pursue further study, 35.0% felt that the UZ was not doing anything in terms of assistance, while 28.3% indicated that they were given financial support. In addition, 16.7% of the respondents were of the view that the UZ was actually discouraging employees to further their studies. In addition, 11.7% of the respondents alluded to the fact that the UZ gave unpaid leave to those employees wishing to further their studies as shown in Table 15.

Table 15: Distribution of Respondents' Views on Employee Career Development

UZ actions for those wishing to further study	Percent Distribution n(%)
1) Doing nothing	21(35.0)
2) Given financial support	17(28.3)
3) Given material support	1(1.7)
4) Given unpaid leave	7(11.7)
5) Discouraging employees	10(16.7)
6) Tuition fee given	2(3.3)
7) Not applicable	1(1.7)
8) Don't know	1(1.7)

Conclusions and Recommendations:

From the research results and findings, it becomes apparent that the UZ should increase employees' salaries as well as employee benefits in order to eliminate the sources of job dissatisfaction, as reinforced by Herzberg's two-factor theory. As noted, since salary is a hygiene factor, one may argue that it may also have contributed to 36.7% of the respondents being unhappy with current working conditions. Having eliminated dissatisfaction, management at UZ can then concentrate on the motivators, such as achievement, growth, recognition and work itself. With regard to achievement, notable strides were made, but the UZ still needs to address

the concerns of 38.3% of the respondents who were not recognized, but managed to meet the set targets.

In addition, the UZ should be commended for maintaining the high levels of job satisfaction as confirmed by the respondents, which resulted in management being able to retain the majority of its staff. In line with this, efforts should be made so as to surpass the current levels of job satisfaction in order to retain staff. The UZ should improve on communication and grant employees freedom/ autonomy in carrying out the assigned task. This implies that for a job to be meaningful, there should be no interference when employees will be performing the various job responsibilities so that they can experience a sense of achievement.

Statistics from the results indicated that 73.3% of the respondents had extra duties that were added to their original job descriptions. In light of this, one is inclined to conclude that such a phenomenal percentage may lead to the demotivation of workers and the UZ is encouraged to stick to original job descriptions in the assignment of job responsibilities. Furthermore, when rewarding good performance, such rewards should be directly related to the level of effort expended so as to achieve equity/fairness on the job which will be in line with the expectancy and equity theories, and this finding was also corroborated by the respondents.

The findings also confirm that UZ jobs are designed in such a way that they provide motivation and resultantly, job satisfaction(96.7% of the respondents). One can therefore conclude that UZ could have managed to retain its staff due to the structure of their jobs which provide motivation.

To conclude, the hyperinflationary period that prevailed prior to dollarization in January 2009 had negative repercussions on the Zimbabwean economy which resulted in massive brain drain. In mitigation, it is quite commendable that the UZ to a greater extent managed to retain the majority of its staff. However, it is recommended that concerted efforts should still be made by UZ management to motivate its workforce thereby increase staff morale and ultimately productivity.

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