



The Relationship between Staff Training, Career Development, and Job Satisfaction for Public Universities in Mozambique

Carlos Bire Caixote¹, Thekiso Molokwane², Bashi Mothusi²

¹ Eduardo Mondlane University, Maputo, Mozambique

² University of Botswana

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Abstract:

This study discusses the impact of staff training programs and career development policies on the employees' 'motivation and job satisfaction' in the Public Universities of Mozambique. Institutions of higher learning are perpetually confronted by a need to train staff and develop careers of the same in the workplace. The Mozambican higher education subsector faces an unprecedented number of demands for educated labor. To support the government's economic, social, and political policies under New Public Management principles, universities must embark upon prudent utilization of their scarce resources. The aim of this study is (a) to evaluate the impact of training programs and career development policies, (b) strategies on staff motivation and job satisfaction, and (c) investigate the relationship between staff training, career development, and job satisfaction variables. The methodology adopted includes a triangulation of the case study and survey research strategies. The research uses mixed methods approach. Data were collected through face-to-face interviews, focus group discussions, and survey questionnaires. For analysis, data were analyzed using the thematic analysis technique as well as descriptive statistics. The findings revealed that there is a direct impact on staff training programs by career development policies and strategies on improving staff motivation and job satisfaction in the public universities in Mozambique. Findings reveal that staff motivation and job satisfaction remain a challenge in the higher education subsector in Mozambique. The academic staff members and university managers in particular are chiefly not satisfied with the inadequacy of professional skills due to ineffective training programs. Other findings attribute staff dissatisfaction and low motivation. To achieve the competitive advantage and obtain the best results, higher learning organizations must provide the means to upgrade their employees, which they can best do by organizing continuing training and development programs, as well as ensuring regular staff promotion at the workplace.

Keywords: staff training, career development, motivation, public universities, higher education institutions.

莫桑与克公立大学员工培训、职业发展和工作有满意度之间的关系

摘要:

本研究讨论了员工培训计划和职业发展政策对莫桑比克公立大学员工“积极性和工作满意度”的影响。高等院校永远面临培训员工和在工作场所发展其职业生涯的需要。莫桑比克高等教育分部门面临前所未有的对受过教育的劳动力的需求。为了在新公共管理原则下支持政府的经济、社会和政治政策，大学必须审慎地利用其稀缺资源。本研究的目的是(a)评估培训计划和职业发展政策的影响，(b)对员工积极性和工作满意度的策略，以及(c)调查员工培训、职业发展和工作满意度变量之间的关系。采用的方法包括案例研究和调查研究策略的三角测量。该研究采用混合方法。数据是通过面对面访谈、焦点小组讨论和调查问卷收集的。对于分析，使用主题分析技术以及描述性统计分析数据。调查结果显示，职业发展政策和战略对提高莫桑比克公立大学员工积极性和工作满意度的员工培训计划有直接影响。调查结果显示，员工积极性和工作满意度仍然是莫桑比克高等教育分部门面临的挑战。学术人员和大学管理人员尤其不满意由于培训计划无效而导致的专业技能不足。其他调查结果归因于员工的不满和低积极性。为了获得竞争优势并获得最佳结果，高等教育机构必须提供提升员工的手段，他们最好通过组织持续培训和发展计划以及确保员工在工作场所定期晋升来做到这一点。

关键词: 员工培训、职业发展、激励、公立大学、高等教育机构。

1. Introduction

The Mozambican higher education subsector comprises public and private educational institutions. These include universities, polytechnics, and vocational academies (Langa & Zavale, 2015). This subsector has been undergoing a significant transformation influenced by the country's public sector reform programs implemented since 1984. The reform programs were also implemented to the public universities in a bid to have them operate in a more business-like manner. The aim was to among others, improve the governance and management of academic units and human resources. This study evaluates the influence of 'staff training programs and career development policies' and, 'strategies on staff motivation and job satisfaction' of academic staff and university managers in public universities of Mozambique. The aim of discussing this topic, as the object of the study, was for a university or any higher education institution in Mozambique to be an employer of choice and will attract, develop, motivate, and retain qualified and professionally happy employees, especially the academic staff and university managers. Therefore, staff motivation and job satisfaction constitute a challenge in the higher education subsector in Mozambique. This status can only be achieved through an effective implementation of the training programs and career development policies and strategies in the public universities. Dorasamy and Letooane (2015) argue that the success, vision, and mission of a public institution of higher education are largely determined by the work carried out by its faculty members. A great Educational System is built on a solid foundation of highly qualified, motivated, and happy academic professionals. Hence, the academic staff members and managers at universities reflect the higher are values of nation builders.

Despite the efforts made by the government to expand education nationally and increase access to

higher education institutions (HEIs), the 2015 statistics on Higher Education in the SADC region indicate that Mozambique's ratio of the population are able to attend Higher Education is estimated at 6.4%. Other countries in the sub region include Botswana at 27.5%, Cape Verde 21.7%, South Africa 20%, Angola 9.3% and Zimbabwe at 8.4% (Cossa, Buque, Vicente and Premugy, 2020).

In terms of the performance of each country from the SADC region, Mozambique presents the lowest gross enrollment rate in the region (SADC, 2018), illustrating clearly that the country must continue its efforts to increase access to higher education to raise the participation rate of citizens to the levels of countries in the SADC region, without neglecting the quality and relevance of the programs offered by universities. Achieving this strategic objective, the government must invest on teachers through: training, career development, pay-related performance; implementation of soundly staff motivation and job satisfaction policies and strategies in the public universities.

2. Theoretical Review

Staff training and career development are critical variables when analysing career growth, staff motivation strategies, and job satisfaction policies in organizations (Chaudhary & Bhaskar, 2016). The significance of these variables lies in that the business world is becoming increasingly competitive, instigating a need for innovative ways of achieving goals. In this increasingly competitive world, for organizations to survive, they must continuously develop sustainable strategies that will keep them afloat in the market. They further should deliver the best services to the customers to retain and grow their share of the market.

Raza et al. (2014) argue that to achieve the competitive advantage and obtain the best results, organizations including universities should provide the

means to upgrade their employees, which they can best do by organizing and implementing training and development programs. This not only improves the skills of employees but also enhances their performance, productivity, and motivation, and gives them a sense of job satisfaction.

While Freitas (2016) observes that high-quality performance demanded by the consumers of the higher education institutions, universities should develop a sustained long-term staff development strategy to enable their valuable human resources to work and perform better and to accomplish the organizational goals that are necessary to survive in the rapidly changing environment of the public sector (SADC, 2018). Dorasamy and Letoane (2015) sustain that the success, vision, and mission of a higher education institution are largely determined by the work of the academic staff. A great education system is built on a solid foundation of highly qualified academic professionals.

High levels of learning by staff in academic institutions reflect the country's values and the nation's builders. Moreover, Ali & Jalal (2018) add that in the operating context of universities, academic staff must be alive to the demands and changes in their work and contextual environment. They then should strive to upgrade themselves to remain relevant to their profession. As the academic staff is a key resource within universities, it has a major role in achieving the ultimate organizational goals. Mario, Monjane and Santos (2020) observe that the performance of academic staff is determined by the quality of training programs they receive, career advancement, salary increase and fringe benefits they perceive, and therefore motivation and job satisfaction of these professionals achieve at the workplace.

In this line of thought, Armstrong and Taylor (2014) observe that the employees' performance in any type of organization is achieved through the implementation of comprehensive staff training programs, effective staff motivation, and job satisfaction policies and strategies. These policies and strategies for staff motivation can help management achieve desired quality of education services and research outcomes in the universities (Onjoro et al., 2015), especially in public universities.

In this context, staff motivation and job satisfaction are the consequences that are affected by many variables, including the job's qualities and context, job security, working conditions, training programs, as well as career development aspects. The existing body of literature indicates that several research work results concluded that a combination of work environment factors has a statistically significant association with staff motivation and job satisfaction at the workplaces (Suifan, 2019). Such factors include staff training, career development, job security, reward, and pay-related performance are those of the many factors that create the feeling of satisfaction in academic staff and

university managers at the workplace.

3. Methodology

This study is descriptive. The study is empirical and investigates a contemporary phenomenon influencing the staff training programs and career development policies that deal with the employees' job satisfaction in the public universities of Mozambique. The boundaries between the emotional status of job holders for performance and the working conditions in the workplace context are not evident related (Neuman, 2014; Yin, 2018). The research approach adopted is the mixed-methods research approach. This approach leverages on the strengths of both qualitative and quantitative approached to cover for shortfalls in either of the two. To collect data, a questionnaire was used to gather quantitative data. An Ordinal scale was chosen to rank different variables using a Likert scale. For the qualitative component, data were collected using a semi-structured interview guide. Quantitative data were analyzed using descriptive statistics, whilst qualitative data was analyzed thematically. Below is table 1 that details out the study's population.

Table 1. The population, target-groups, categories, and sample size of study

N/0	Target-group	Category	Target Population	Sample size
1	Academic staff members	Professors	131	7
		Senior Lecturers	1.218	15
		Lecturers	184	8
	SUB-TOTAL 1		1.533	30
2	University managers	Top managers	5	3
		Lower managers	37	8
	SUB-TOTAL 2		42	11
TOTAL			1.575	41

Figure 1 illustrates the processes followed in the study's research methodology.

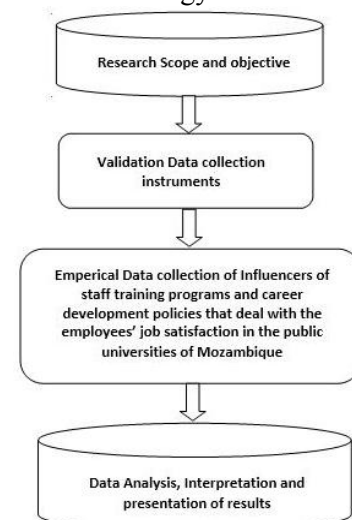


Figure 1. Description of the research methodology

4. Discussion of the Study Results

Table 2 below shows the study findings. In analysis data, four themes were identified. For each theme, a certain number of statements are defined. These are labeled P1, P2, P3, and Pn as shown in table 2. Twenty-two propositions were derived from the four themes of the study. The results obtained from the interviews and survey questionnaires represent the participants'

responses to questions, while the results obtained from the focus group discussions represent the participants' opinions on the themes discussed. Thus, the results from interview and survey questionnaires were discussed under "Interview and survey results" sub-section, while the results of focus group discussions were separately analyzed under the sub-section of "Focus group discussion results."

Table 2. Relationship between staff training, career development, and job satisfaction

No.	Theme	Code	Proposition/Statement	Likert scale rating				
				Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)
1	Staff training programs and skill-upgrading opportunities	P1	Generally, there is staff training and development policy in the public universities of Mozambique.	12	14	8	43	3
		P2	The public universities in Mozambique usually offer equal opportunities for staff training and skills upgrading for the employees' career development.	16	7	13	3	2
		P3	Training and development opportunities are regularly offered for staff motivation and job satisfaction purposes in the public universities.	9	11	6	5	10
		P4	Training initiatives are promoting creativity and innovation for improving employees' performance and productivity at workplace.	5	7	13	14	2
		P5	Scholarships for staff training programs are offered based on the staff performance and behavior in public universities.	3	8	15	10	5
2	Career development and professional growth policies	P6	Public universities are usually helping the employees update and upgrade their competencies and skills for career development and professional growth.	18	12	5	1	5
		P7	Individual career advancement enhances the academic staff members' proficiency in teaching, research, and management in the public universities.	2	6	8	6	19
		P8	Academic staff members and university managers are regularly sponsored by their universities to attend workshops and seminars for the professional skills updating and upgrade at the workplace.	11	9	11	7	3
		P9	Public universities that implement effective career development and professional growth policies are likely to double their employees' job satisfaction levels.	23	12	3	3	0
		P10	Career development and professional growth increase job satisfaction in both the academic staff members and university managers at the workplace.	10	16	9	5	1
3	Staff motivation and performance policies	P11	The implementation of training and development programs promotes staff motivation for high performance at the workplace.	3	6	8	11	13
		P12	The academic staff members have general motivation to teach in their departments.	12	14	7	5	3
		P13	The academic staff members have general motivation to develop research activities in their departments.	9	11	11	7	3
		P14	Academic staff members and university managers have motivation to participate in the governing bodies of their universities.	21	12	5	0	3
		P15	The employees in general have motivation to remain in their individual high -	17	10	5	6	3

		education institutions.						
	P16	The academic staff members in particular have motivation to remain as a faculty member in their department of higher education institutions.	20	8	3	9	1	
4	Job satisfaction strategies, reward system, and working conditions	P17	In the public universities in Mozambique, the academic staff members are generally happy and satisfied with their jobs and careers.	14	18	1	7	1
	P18	In the public universities, the academic staff members are generally happy and satisfied with their leadership.	3	11	19	3	5	
	P19	Employees' job satisfaction status is a direct consequence of regular staff training and career development activities developed in the public universities.	10	16	0	11	4	
	P20	The employees are generally satisfied with the opportunity given by their universities to update and upgrade their knowledge, skills and attitudes for reward, social benefits and career growth.	18	22	1	0	0	
	P21	The academic staff members and university managers are generally satisfied with the adequacy of professional skills to the teaching practice and research activities developed under conducive working conditions.	14	19	3	4	1	
	P22	In the higher education public institutions, employees are generally satisfied with the working conditions offered by their institutions in Mozambique.	5	7	15	11	3	

4.1. The Interview and Survey Results

The interview guide and survey questionnaire covered the four themes namely: (i) Staff training programs and skills upgrading opportunities; (ii) Career development and professional growth policies; (iii) Staff motivation and performance policies; and, (iv) Job satisfaction strategies, reward system, and working conditions. With an ordered Likert scale (1–5 points), it was easier to measure the degree of agreement and disagreement with different variables of the study. With an ordinal scale rating system, it was possible to measure non-numerical and numerical attributes simultaneously, such as the degree of job satisfaction for the participants, the level of happiness of respondents with training programs and career development policies and strategies, as well as the amount of agreement or disagreement of the respondents' answers in specific propositions under discussion.

Thus, the use of the ordinal method of measurement through the Likert scale facilitated and easy comparison of themes and process survey responses accordingly under each proposition discussed. The participants' responses are ranked under each proposition or statement of each theme using a five-point Likert scale and are characterized by response options indicated as follows: 5 = Strongly Agree; 4 = Agree; 3 = Not Sure; 2 = Disagree; and, 1 = Strongly Disagree. For easy discussion of results, the participants' responses under "Strongly Agree" and "Agree" options are combined to indicate "Total Agreement." Responses under

"Disagree" and "Strongly Disagree" options are also combined to indicate "Total Disagreement." The responses falling under scale three for the "Not Sure" option represent valid responses to irrespective of propositions presented in table 2.

The population of study was 1, 575 people, from which 1, 533 are full-time academic staff members and 42 are top and lower university managers (Republic of Mozambique, 2019). A sample size of 41 people was selected, from which 30 participants were academic staff members and 11 university managers. The sample size for academic staff was 30 of 1,533 people, from which seven for professors, 15 for senior lecturers, and eight for lecturers, three for top managers, and eight for lower managers. Two target-groups were selected to make part of research, namely: (i) academic staff and (ii) university managers, from which five categories were drawn such as (i) professors; (ii) senior lecturers; (iii) lecturers; (iv) top managers; and (v) lower managers.

Two sampling techniques were used to select research strategy, target-groups, as well as sampling size of study. First, the purposive sampling method was used for selecting a strategy of studies, sample size, and university managers to participate in the research. Second, a convenience sampling method was used for selecting the academic staff to make part of the study. For qualitative data collection, two methods were selected, namely: (i) face-to-face interviews, and (iii) focus group discussions. For data analysis, two types of data analysis methods were used. These are: (i)

thematic analysis for discussing qualitative data collected, and (ii) descriptive statistics for analysing quantitative data collected.

4.1.1. Staff Training and Development Programs and Skills Upgrading Opportunities in Public Universities of Mozambique

Regarding theme one, the study results revealed that in general, the public universities in Mozambique have staff training and professional skills update policies, but scholarships for staff training programs are not regularly offered based on the staff performance and productivity. Reading from the results presented in table 2, 26 of 41 participants totally agree (a combination of agree and strongly agree responses) the statement that in general, there is staff training and development policy in the public universities of Mozambique (P1), while seven participants totally disagree the statement (a combination of disagree and strongly disagree responses). Eight participants are “not sure” (response option 3) about the proposition P1.

Most 23 of 41 participants believe that public universities in Mozambique usually offer equal opportunities for staff training and skills upgrading for the employees’ career development purpose (P2). Five participants totally disagreed with this statement. A small majority of the participants (13 out of 41) are not sure with the proposition (P3) that public universities offer equal opportunities for academic staff training and skills upgrading purposes at the workplace. About half (20 out of 41) of the participants totally agree with the statement that “Training and development opportunities are regularly offered for staff motivation and job satisfaction purposes in the public universities” (P3). While 15 of 41 participants totally disagree with this statement, six respondents are not sure about this proposition. Furthermore, 12 participants stated that “Training programs are promoting creativity and innovation for improving employees’ performance and productivity at the workplace (P4). While 16 respondents totally disagree with the above proposition, 13 are not sure about the statement P4.

The other theme is in relation to the proposition that “Scholarships for staff training programs are offered based on the staff performance and behavior in the public universities’ (P5), the results revealed that 11 participants totally agree with this statement, while a slight majority of 15 respondents answered negatively. The same number of 15 participants is not sure about this statement. According to Khan, Bashir, Nasim, and Ahmad (2021), employees perceive training and development benefits as leverage that influence their loyalty, and therefore, it has a positive influence on their job satisfaction emotional status or affective commitment in the workplace. The findings revealed that staff motivation and job satisfaction of the academic staff members and university managers in the

public universities are positively influenced by the perceived benefits to perform better and be professionally productive at workplaces.

This means that job satisfaction largely depends on how employees perceive the benefits of being involved in the staff training and development programs for updating and upgrading their knowledge, skills, and attitudes with the aim of improving individual performance and productivity in organizations. Training and development help employees to enhance functional areas of expertise and proves helpful in improving performance and productivity in teaching service delivery, as well as in a management duty. It also enhances the abilities and capabilities of an academic staff member and managers to contribute positively in academic and management fields by developing meaningful research in their scientific areas of interest, program, course, or discipline.

4.1.2. Career Development and Professional Growth Policies in Higher Education

The concept of career development acknowledges from the concept of career growth in the context of human resource development in organizations. Career development is the process through which people come to understand themselves as they relate to the world of work and their role performed in it. While career growth is the process gone through by a professional in an organization of moving from a current position to another position higher than previous within a professional ladder, gaining increased responsibility, reward, and satisfaction as a result (Wickramasinghe & Premachandra, 2021). Therefore, career development is transformative, but career growth is rooted in the strategy of implementing a career plan of an employee in the organizations.

The results of theme two establish that a large majority of 73.17% representing 30 of 41 participants stated that the public universities in Mozambique are usually helping the academic staff members to update and upgrade their competencies and skills for career development and professional growth purposes. 14.63% (6 out of 41) of the participants are of the opposite opinion, whereas 19% (12 out of 41) of the participants are not sure about statement P6. In the contrast, most 60.95% (25 out of 41) of the participants indicated totally disagreement with the statement that “Individual career advancement enhances the academic staff members’ proficiency in teaching, research, and management in the public universities” (P7). Meanwhile, 19.51% (8 out of 41) of the participants totally agree with the statement above and the other 8 participants are not sure. However, 48.78% (20 out of 41) of the participants totally agree with the proposition that “Academic staff members and university managers are regularly sponsored by their universities to attend workshops and seminars for the professional skills

updating and upgrade at the workplace” (P8). While 26.82% (11 out of 41) totally disagree and 24.39% are not sure about the proposition P8.

When looking to the results presented in the proposition P9 in Table 2 above, a huge majority of 85.36% (35 out of 41) of the participants totally agree with the statement that “The public universities that implement effective career development and professional growth policies are likely to double their employees’ job satisfaction levels” (P9). While three (7.31%) participants totally disagree with this statement, and the other three are not sure. On the statement whether “Career development and professional growth increased job satisfaction of the academic staff members and university managers in the public universities in Mozambique” (P10), most 63.41% (26 out of 41) of the participants totally agree with this proposition, while 14.63% (6 out of 41) of the respondents totally disagree, and 21.95% (9 out of 41) of the participants answered not sure.

The results of the theme two establish that academic staff members and university managers are regularly sponsored by their institutions to attend training and development programs for career development purposes in the public universities in Mozambique. As Bossu and Brown (2019), institutions of higher education have career development plans for the academic staff members to succeed in their career growth. Professional development and career growth are linked to clearly definable outcomes through targets arising from Staff Training and Development, Performance Management, Improvement Planning, Working Conditions, Reward System, Work Scrutiny, Leadership Style and Human Resource Management Strategies.

4.1.3. Staff Motivation and Performance Policies in Public Universities

In relation to theme three, the study establishes that 24 of 41 participants totally disagree with the statement that the implementation of training and development programs promotes staff motivation for high performance at the workplace (P11), while nine participants totally agree, and the other 19 participants are not sure about this assumption. Further, 24 of 41 participants indicate that the academic staff members have general motivation to teach in their departments and remain in faculties where they belong to as staff members within a university (P12) while eight participants were totally disagree and the other seven were not sure. Furthermore, 20 of 41 participants indicate that the academic staff members have motivation to develop research in their departments (P13), whereas 10 participants totally disagree, and other 11 are not sure. Additionally, a large majority of 80.48% (33 out of 41) of the participants indicate that the academic staff and university managers have motivation to participate in the governing bodies of their universities (P14). While three participants

strongly disagree and the other five answered “not sure”. In relation to the statements P15 and P16 that in general the employees of public universities have motivation to remain in their individual public universities, in particular the academic staff usually remains faculty members in their departments for life. The results indicate that a large majority of 66% (27 out of 41) of the participants is of the positive opinion that most of the academic staff and university managers has motivation to perform their duties and remain in their departments as a member of faculty, due to work autonomy, positive academic culture, and job security guarantee in the future offered by the public universities in Mozambique.

4.1.4. Job Satisfaction Strategies, Reward System, and Working Conditions for Academics and Managers

This theme describes the level of job satisfaction of the academic staff and university managers, the linkage between reward and staff motivation for performance, and the influence of working conditions on staff job satisfaction in the public universities in Mozambique. The results of theme four reveal that academics must be well paid, provided with a professional environment, conducting regular training activities, given regular career advancement opportunities, and job security arrangements so that they can perform better, and increase productivity to achieve the goals and objectives of public universities.

The results show further that employees happy in their jobs, can provide higher quality education service to their students by encouraging and inspiring the university managers to design and implement adequate policies and strategies for staff motivation and job satisfaction in the workplace. Previous studies on job satisfaction and staff motivation factors in organizations indicate that low staff motivation and job satisfaction have a negative impact on the employees’ performance and productivity, even highly trained and skilled academic staff members (Afaq et al., 2022; Khan et al., 2021; Suifan, 2019).

According to Way et al. (2019), positive effects, self-efficacy, working environment, and work objectives are all linked to the job satisfaction of employees. Reward and incentive policies and strategies are the priority of human resource management in an organization. These factors of staff motivation have considerable influence on the level of commitment by staff and retention of the same by an organization. Notwithstanding, although reward is a critical factor in hiring and keeping talented, skilled, and professional personnel, hygienic motivation factors also have a high influence on job satisfaction in the workplace.

Previous research results acknowledge that employees are usually affected by money through their viewpoints of work compensation and job satisfaction in the workplace. Thus, offering a competitive wage and social benefits packages is a popular strategy for

keeping staff highly motivated in the organizations. However, providing effective training programs and implementing soundly career development policies and strategies can better boost higher performance and productivity, as well as increase the job satisfaction of the academic staff members and university managers.

4.2. The Focus Group Discussion Results

The focus groups discussed the influence of the staff training programs and career development policies on staff motivation and job satisfaction in the public universities in Mozambique. On the one hand, the findings of the focus group discussion provided specific and valuable information regarding the extent to which university management has been providing staff training and development programs and scholarships equal opportunities for the academic staff members working for the public universities. However, the focus group discussed the factors that more influence job satisfaction of academic staff and university managers.

The purpose was to determine out what factors influence more the motivation and job satisfaction of the academic staff and university managers in public universities. These determined the extent to which the existing work conditions, job security arrangements, and career development policies are supportive for achieving employees' job satisfaction at the workplace. The focus group results revealed that intrinsic and extrinsic factors influence more or less motivation and satisfaction of staff in a university. Seven people participated in the focus group discussions, from which two professors, three senior lectures, and two junior lecturers. The study established that one of seven focus group participants pointed out that in the public universities in Mozambique, there was a need for developers and managers of staff training programs to use new technologies to develop the skills and professional abilities of Lecturers and Professors on issues related to research development, teaching and learning process, academic management, community service provision, as well as training on psych-pedagogical issues.

Similarly, six of seven focus group participants reported that staff training and development activities in the public universities have strategic importance in stimulating competition among the academic staff within departments. This competition is not just internal since it also allows a certain public university to be competitive within the Higher Education Subsector of the country and beyond. Further analysis of the focus group discussion results showed that 71.48% (5 out of 7) of the participants stated that the public universities in Mozambique have been offering staff training and scholarships opportunities for their employees.

Additionally, most 85.71% (6 out of 7) of focus group participants indicate that the public universities ensure regular career development to achieve motivation and job satisfaction of the academic staff

and university managers, as well as enhance effective teaching and learning processes and achieve research development-positive outcomes. In this regard, Werner et al. (2012) state that "Regardless of how well qualified and happy employees are, their job satisfaction can always be improved even if they have all the competences and professional skills to deliver expected good work results." In line with the above statement, one senior Professor who participated in the focus group discussions observed that:

"In my opinion, training employees and developing professional skills and competencies in an organization like a public university constitute strategic activities for developing academic culture and autonomy within the universities. These strategic activities are consistent with the development of the university's mission and objectives. If a given public university does not promote employees' training and career development activities for increasing its staff motivation and job satisfaction, it will fail to achieve its organizational goals in the higher education market. This can also threaten its existence in a society where it is integrated, operates, and provides people with useful higher education services."

The study determined that the key components of staff training and development in the integrated HRM system are fairness and legal compliance, job analysis and job security, as well as competence modeling. These include assessing staff performance for the purposes of motivating, recognizing, and rewarding them with the objective of increasing their level of job satisfaction in the workplace. According to Armstrong (2016), training and development activities are effective if they have a positive influence on staff motivation and job satisfaction of individuals, teams, and the entire organization. Additionally, Werner et al. (2012) in their study recommend that staff training and career development policies should help both the managers and employees to identify the right training programs, and therefore acquire adequate professional skills needed to improve performance and productivity. Consequently, these staff training policies and strategies allow the organizations to achieve the motivation and satisfaction of their employees.

These results of previous studies are consistent with the focus group results presented in this study. The study determined that the scholarships for staff training were not regularly offered based on individual training needs. Note that training seeks to improve the employees' skills, which will enable them to improve their performance and productivity at the workplace. Another conclusion reached by this study is that developing training activities would stimulate creativity and innovation with the aim of improving the levels of performance and productivity of the academic staff members and university managers within a university. Failure to address this may affect the employees' ability to execute their responsibilities to the best of their

abilities. Hence, an in-depth analysis of the required skills should guide the selection and training of the academic staff and even other staff members of a university.

This action can influence positively staff motivation and job satisfaction in the public universities. The focus group participants observed that staff training programs and career development policies implemented in the public universities in Mozambique still have serious gaps and ought to be reviewed in view to achieving job satisfaction. They also added that university management is unable to clearly state and articulate the goals of the staff training programs and career development policies that are currently in place. Furthermore, the university managers do not know what training and development programs and tools are to be used to assess progress in career development in view to achieve staff job satisfaction. Finally, the university managers still have a problem of embracing staff training and career development as a component of an integrated HRM system that has other components such as reward system, recruitment and selection, promotion, and fringe benefits that are usually used for achieving staff motivation and job satisfaction in the organizations.

In the same vein, university managers still have a problem of synchronizing all the HR sub-systems with the integrated HRM system used for the public universities at large. The results of focus group discussions revealed that some academic staff members and university managers of the public universities in Mozambique are poorly trained even though they were given the responsibility of putting in place the staff training programs and career development policies and strategies, especially for motivating the employees for performance and productivity at the workplace. It is important for all those tasked with the responsibility of designing, implementing, and managing staff training programs and career development policies and strategies to be given all the resources that they need to maximize the probability of success. This means that not only the academic staff members should be trained and promoted in their career ladder, but also the university managers should be given opportunities for training and development, and consequently ascending higher management positions than those they are currently positioned in the organizational structure of the university. All these should be implemented in view to achieve staff motivation and job satisfaction in the public universities in Mozambique.

5. Conclusion

This study makes many conclusions. First, the study concludes that the academic staff and university managers are the key resources within higher education institutions, playing a major role in achieving organizational objectives and goals. The performance of the academic staff members and university managers

determines the university's organizational levels of productivity achieved, as well as much of the students learning process and academic success. The motivation and satisfaction of the academic staff members and university managers as such, are crucial for the quality of higher education institutions' achievements in a country. Second, this study concludes further that university or any higher education institution in Mozambique must be an employer of choice that attracts, develops, motivates and retains qualified, professional, and happy employees. Third, for organizations to achieve their strategic objectives, employee motivation and satisfaction should be at a high level. The academic staff members and university managers nonetheless, are generally not satisfied with the inadequacy of professional skills provided due to ineffective training programs offered to improve teaching practice and research development activities that are executed under unconducive working conditions and poor staff rewarding for performance.

Fourth, this study concludes that academic staff members and university managers can perform better in the teaching-learning activities only if they are satisfied with their job security, career prestige, working conditions, as well as salary increase in the public universities of Mozambique. According to Khan et al., (2021) staff motivation and job satisfaction of the academic staff and university managers are associated with the attributes of salary packages, job security, and working conditions and career prestige. This research therefore recommends that academic staff and university managers be encouraged and motivated by considering the intrinsic and extrinsic aspects of the academic jobs that make them more productive and satisfied during the learning and research development processes. This objective can be achieved by providing better career advancement opportunities, job security, conducive working conditions, and performance recognition.

Finally, although there are, in general, staff training programs and career development policies and strategies in place at universities in Mozambique, these have been ineffective in stimulating motivation and job satisfaction, both academic staff and university managers. This situation hampers individual career advancement, and therefore it influences negatively on the staff motivation and job satisfaction in the public universities in Mozambique. Despite this situation of dissatisfaction of the faculty members and university managers with the ineffectiveness of training programs and career stagnation, job security and academic career prestige make them stay longer in public universities.

6. Limitations and Further Study

The primary limitation, particularly in collecting empirical data was that of language. Some data were collected in Portuguese and thus had to be translated to the English language. Another limitation is that linked

to the application of the study results to e.g., the fact that an employee's level of job satisfaction is affected by different demographic factors. These factors may include for instance, the university management styles, age, gender, tenure of job, work experience, and working conditions. Staff motivation and job satisfaction variables are therefore multifaceted phenomena that are not easy to investigate and, find fully applicable results. In this regard, the motivation hygiene theory was considered in this study as an important tool suited to evaluate different aspects of teachers' motivation and job satisfaction in the public higher education institutions in Mozambique. Regarding issues for further research, future studies should consider exploring the correlation between a university budget and its influence on the effectiveness of training programs and the implementation of job satisfaction policies. Such studies can pay particular attention to performance outcomes and job satisfaction analysis from different viewpoints such as teaching-learning, research development, and community service.

Authors' Contributions

Caixote, C.B. collected primary data and wrote the manuscript body. Molokwane, T., and Mothusi, B wrote the paper together with Caixote, C.B.

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