INFLUENCE OF INDIVIDUAL FACTORS ON PERFORMANCE OF THE ACADEMIC STAFF IN TECHNICAL HIGHER EDUCATION INSTITUTIONS IN TANZANIA

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ABSTRACT

The study provide insight to education managers and professionals to understand the relevance of individual factors (INFs) of the academic staff on work performance (i.e. teaching, research and consultancy) in selected Technical Higher Education Institutions (THEIs) in Tanzania. This study examined the influence of INFs (i.e. age, working experience, education level, administrative position, and designation) on work performance. The data were collected using questionnaire from 277 academic staff of three public THEIs. The academic staff were mainly sampled using stratified and simple random sampling techniques. The collected data were analysed using Multiple Linear Regressions (MLR). The results indicate that age, working experience, education level and designation had statistically significant and negative relationship with work performance while administrative position had an insignificant relationship with work performance in terms of teaching, research and consultancy. This implies that the academic staff with more age, high working experience, education level and designation were found performing poorly in teaching, research and consultancy in THEIs due to the administrative and management activities assigned to them. The study advocate for a balance between management and core activities assigned to academic staff in the education sector.

Key Words: Individual Factors, Performance, Academic Staff, Technical Institutions

1.0 INTRODUCTION

Organisational performance is a fundamental construct in strategic management and it has been the focus of intensive research efforts in recent times (Richard, Yip & Johnson, 2009). A successful organisation generally traces its performance from its employees (Zahargier & Balasundaram, 2011). These employees are required to generate a total commitment to the desired standards of performance to achieve a competitive advantage and improved performance of their organisation (Truong, 2012). Organisations need highly performing individuals in order to meet their goals, to deliver the products and services they specialised in, and finally to achieve competitive advantage (Sonnentag & Frese, 2002). It must be noted that organisation is a composition which is shaped by employees, who have dissimilar characters, feelings, prospects,
practices, levels of education and have come together to achieve the same goals (Khan et al., 2013).

Examples of the organisations shaped by their employees include educational institutions. Effective work performance by the academic staff in such institutions can lead to the realisation of the broad objectives which the institutions are established for (Abdulsalam & Mawoli, 2012). The core activities for evaluating the academic staff of universities and colleges are categorised into three groups: teaching, research and consultancy; teaching is the primary assignment of the academicians (Igbojekwe, Ugo-Okoro & Agbonye, 2015). Among those education institutions are the Technical Higher Education Institutions (THEIs).

In the higher education institutions, the most significant foundation for the determination of educational development is the academic staff and their academic excellence in teaching, research and consultancy (Khan et al., 2013). The institutions must become more conscious that the staff who is the key person to their accomplishment and view the mutual correlation between the worker as the most valuable parameter and work performance (Khan et al., 2013). The success of the institutions accordingly depends upon solid functioning, faithfulness and the involvement of academic staff in high level of teaching, research and consultancy (Hakan et al., 2011). In the meanwhile, the success of the institutions is interrelated with individual factors (INFs) of such academic staff, which have the most important place along with the work performance in the institutions (Khan et al., 2013).

Literature related to work performance shows various INFs which determine work performance (Khan et al., 2013). It is argued that if staff are well satisfied with their INFs, then they are more likely to have high performance in their institutions due to such factors (Akintayo et al, 2010). The changes in INFs affect work performance of the academic staff in the institutions (Palakurthi & Parks, 2000).

The influence of INFs on work performance was studied in sectors like production and manufacturing, financial and banking, health, water supply and business at large (Shaffri & Uli, 2010; Truong, 2012; Amangala, 2013; Khan et al, 2013; Musiige & Maassen, 2014; Met & Ali, 2014). It is however maintained that the work performance indicators in the business or other sectors are not necessarily applicable to the education sector (Owolabi & Makinde, 2012). This conclusion created a need to study the INFs in relation to work performance in education sector, specifically Technical Higher Education Institutions (THEIs). That need came because of two main reasons; first, the INFs are taken into account when recruiting academic staff and in one way or another, they are expected to influence work performance of the academic staff in the THEIs. Secondly, most of the studies in INFs were not directly related to work performance, but on employee commitment (Jena, 2015; Konya et al., 2016); citizenship behaviour (Mahnaz et al., 2013); job satisfaction (Nawi et al., 2016); and turnover and retention (Agyeman & Ponniah, 2014; Awang et al., 2015). And those INFs studies in relation to work performance had conflicting results.

Studying the INFs in relation to work performance in THEIs is expected to settle the existing conflicting results. Also the study addresses methodological gaps noted in the previous INFs studies on work performance. Those studies mainly used qualitative and descriptive statistics in
studying the influence of INFs on work performance. The study at hand used instead Multiple Linear Regression (MLR) portraying a direct relationship and the prediction of INFs on work performance. This study, therefore, intended to examine the influence of INFs on the work performance of the academic staff in the THEIs

2.0 LITERATURE REVIEW

Numerous factors affect performance of staff at work place (Saeed et al., 2013). That performance is a multidimensional construct and varies depending on a variety of factors (Armstrong, 2000). This means institutional staff do not perform in a vacuum, but they are influenced by different factors, including INFs (Musiige & Maassen, 2015; Truong, 2012). Each staff may have a different impact from such factors at the workplace of any institution.

Age is one of the INFs which determine the work performance of the academic staff in THEIs. Decremental theory of aging is one of the theories that establish the relationship between age and performance (Giniger et al., 1983). This theory posits that as the person grows older, his/her sense of obligations also gains maturity and resultantly the individuals in the higher age group possess more organisational work performance as compared to fresh entries (Khan, Khan, Nawaz & Yar, 2013). Unlike younger employees, older employees are more likely to display a higher continuous commitment and working performance (Karsh et al, 2005). From empirical investigations (Kujala et al., 2005; Smedley & Whitten, 2006; Shultz & Adam 2007; Jegak, 2010b; Amangala, 2013; Met & Ali, 2014), age was found to be significantly positive in relation to work performance in other sectors than education. On the other hand, Birren and Schaie (2001) did not find significant and positive relationship between age and work performance.

Working experience of the academic staff is another factor which influences work performance in THEIs. It is our view that academic staff with high working experience are believed to perform higher than the ones with low working experience. The THEIs are not theoretical oriented, but practical and competence based. The practical nature of those THEIs is highly enhanced by highly experienced academic staff in which most of them gained experience from the manufacturing and production industries. As one acquires more work experience, s/he acquires more skills, techniques, methods, psychomotor habits, etc. that directly produce improvements in performance capabilities (Katozai, 2005; Nusbuga, 2009). This means that an increase in work experience results in higher job knowledge and task performance. Apart from the professional and academic knowledge, it is commonly believed that experience plays important roles in the performance of individuals and organisation at large (Kotur & Anbazhagan, 2010). For example, in African culture, experience is considered as a priority for work performance in different organisations (Kotur & Anbazhagan, 2010). Literature also reports that performance of individuals differs from culture to culture and country to country depending upon the knowledge and experience of the employees (Kotur & Anbazhagan, 2010).

Education level is another INFs considered in this study. Since education level is one of the INFs considered when recruiting academic staff in the THEIs; it was pointed out that education level influences work performance of the academic staff. Theoretically, the staff that are highly educated are considered to be more performing due to their awareness about the organisational attitude as opposed to those who are less educated (Akintayo, 2010). Empirically, the education
level is found positively correlated with work performance (Amangala, 2013). Salami (2008) concluded also the positive correlation between education and work performance in his study. Karakowsky and McBey (2001), Linz (2003) and Jegak (2010b) as well found an education level being significantly and positively related to work performance in their studies. An interesting contradiction, Khan, Khan, Nawaz and Yar (2013) found a negative association between the level of education and work performance. They argue that staff with low levels of educations usually have more difficulty to change their jobs and consequently show a greater work performance to their organisations. Iqbal (2010) likewise concluded a negative correlation between education level and work performance.

Despite their engagement in the core functions (teaching, research and consultancy), academic staff in THEIs are sometimes assigned administrative and management activities. When assigned such activities, they are expected to become key drivers and examples in work performance. In that regard, such academic staff are therefore expected to perform more than their subordinates as a way of showing examples “leading by being examples”. This confirms Even Lee et al. (2009), Shaffril and Jegak (2010) and Amangala (2013) findings. These scholars found that administrative and management positions have a significant impact and a positive correlation with work performance.

Likewise, designation is one of the explored INFs in this study. The ranks or designations in the THEIs comprise Technician/Technologist, Tutorial Assistant/Instructor, Assistant Lecturer, Lecturer, Senior Lecturer, Associate Professor and full Professor. Similarly, the requirements, responsibilities and performance of the academic staff are different in terms of their respective designations. Studies indicate that job rank among other INFs had a positive and significant relationship with organisational commitment and work performance. For instance, Khan et al., (2013) observe that the individuals on high designations show more performance in their institutions compared to those in lower designations. Also, Cong and Van (2013) found that the designation of staff influences the work performance of that employee and the institution at large. In research, for example, Tang and Chamberlain (2003) found full professors showing higher performance than other academicians with lower ranks. On the contrary, Gbadamosi and Joubert (2005) reported no significant relationship between designation and job performance in the public sector.

3.0 CONCEPTUAL MODEL AND HYPOTHESES FORMULATION

3.1 Conceptual Relationship Model

The logical relationship of the conceptual model has been grounded from both empirical and theoretical reviews of the study. The independent variables include INFs while the dependent variable is the performance of the academic staff in THEIs. THEIs’ staff INFs (i.e. age, position, education, experience, and designation) influence their performance in teaching; research and consultancy (see Figure 3.1).
3.2 Hypotheses Formulation

This particular sub-section is about the formulation of hypotheses after theoretical and empirical literature reviews on the influence of INFs on performance. The hypotheses in this study are formulated as the result of controversial results from the previous studies as portrayed in the literature review section.

Though conflicting results are previously found in other sectors than education sector, this study viewed age to have a positive relationship with work performance. The older the academic staff become, the more they perform in THEIs. This is because they are expected to have gained much working experience. It is therefore hypothesized that:

$H_1$: Age of the academic staff has a positive relationship with their work performance in the THEIs.
A staff is expected to acquire more skills, techniques, methods, psychomotor habits, etc. as s/he acquires more experience. The acquired experience is directly expected to produce higher performance. Basing on this argument, we hypothesises that:

**H₂**: Working experience of the academic staff has a positive relationship with their work performance in the THEIs

Previously, the influence of education level on performance in non education sector suffered mixed results. Although the discussion on education level and work performance suffered mixed views in other sectors; we hypothesised that:

**H₃**: Education level of the academic staff has a positive relationship with their work performance in the THEIs

When academic staff are assigned administrative and management activities, they are expected to become key drivers and examples in work performance and therefore expected to perform more than their subordinates. Based on empirical arguments we hypothesised that:

**H₄**: Administrative position of the academic staff has a positive relationship with their work performance in the THEIs

The requirements, responsibilities and performance of the academic staff are different in terms of their respective designations or job ranks. Regardless of that argument, the discussion on the influence of designation on work performance suffered mixed views in other sectors; we therefore hypothesised that:

**H₅**: Designation of the academic staff has a positive relationship with their work performance in the THEIs

### 4.0 METHODOLOGY

Data for this study were collected at the Mbeya University of Science and Technology (MUST), Dar es Salaam Institute of Technology (DIT) and Arusha Technical College (ATC). These THEIs were chosen because of their similar operating characteristics and history. These universities were formally all technical colleges and went the same transformation process to attaining the status of higher education institutions. They also offer similar courses like engineering, science and technology. Just like other institutions of higher learning, the core functions of these institutions are teaching, research and consultancy. However, their research and consultancy activities are expected to be practical to the level of producing patents, license and copyrights. These institutions were highly expected to perform high after undergoing a transformation.

Stratified and simple random sampling techniques were used to sample 283 academic staff obtained from the population of 536 (Table 1) using a formula by Kothari (2004). The questionnaires designed in English were distributed to 283 academic staff of which 277 questionnaires were received and found complete and useful for the data analysis. The response rate was 98%.

The formula (Kothari, 2004) below was used to calculate the sample size as:

\[
n = \frac{Z^2pqN}{n}
\]

where:
- \(Z\) is the value obtained from the standard normal distribution at \(\alpha\) levels of significance
- \(p\) is the proportion of the population expected to possess a characteristic
- \(q\) is the proportion of the population not expected to possess a characteristic
- \(N\) is the population size
- \(n\) is the sample size

6
Whereas:

\[ n = \frac{\left(\frac{e}{2}ight)^2 (N-1) + Z^2 pq}{2} \]

Where:

- \( n \): the sample size for a finite population
- \( N \): size of population, which is the number of academic staff (536)
- \( p \): population reliability (or frequency estimated for a sample of size \( n \)), where \( p = 0.5 \) which is taken for all developing countries population and \( p + q = 1 \)
- \( e \): margin of error considered is 4% for this study
- \( Z_{\alpha/2} \): normal reduced variable at 0.05 level of significance \( z \) is 1.96

**Table 1: Proposed and Field Obtained Sample Size**

<table>
<thead>
<tr>
<th>BM</th>
<th>Population</th>
<th>Proposed Sample Size</th>
<th>Surveyed Sample Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUST</td>
<td>216</td>
<td>( n = \frac{\left(\frac{0.04}{2}\right)^2 (536-1) + (1.96)^2 x0.05x0.05}{2} )</td>
<td>109</td>
<td>24.2</td>
</tr>
<tr>
<td>DIT</td>
<td>200</td>
<td></td>
<td>101</td>
<td>36.5</td>
</tr>
<tr>
<td>ATC</td>
<td>120</td>
<td></td>
<td>67</td>
<td>39.4</td>
</tr>
<tr>
<td>Total</td>
<td>536</td>
<td>283</td>
<td>277</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The collected data were mainly analysed using Multiple Linear Regression (MLR). It was used to test the hypotheses of the study; showing the relationship between INFs and work performance. This was the best technique for analysis because of having more than one predictor (INFs) and one continuous dependent variable (work performance) i.e.

\[ Y = \alpha + b_{1}x_{1} + b_{2}x_{2} + b_{3}x_{3} + b_{4}x_{4} + b_{5}x_{5} + e \]

Where: \( Y \)-Criterion (i.e. performance in terms of teaching, research and consultancy)

- \( \alpha \): constant (intercept)
- \( b_{1,5} \): Regression Coefficients
- \( x_{1,5} \): Predictors (age, experience, administrative position, education level, designation)

Age and working experience were continuous variables measured in a number of years. Education level, designation and administrative position were categorical variables. Education level has four levels 1. Diploma 2. Bachelor’s Degree 3. Master’s Degree 4. PhD; designation had five ranks: 1. Technician 2. Tutorial Assistant 3. Assistant Lecturer 4. Lecturer 5. Senior Lecturer and administrative position had four positions: 1. No Administrative Position 2. Coordinator 3. Head of Department 4. Principal/Dean/Director

Teaching was a variable with 5-points ranging from 1 (Completely Disagree) to 5 (Completely Agree); measured in statements with practices such as implementation of syllabus/course outline according to schedule and plan; availability and accessibility for discussion/consultations with students; meeting deadline for marking exams; recommending and giving reading materials to students, class punctuality and class delivery, timely feedback giving for whatever assignments, guidance and counseling to students with one’s course challenge, presenting content of subject matter, providing clear and scientific information, student-student and student-lecturer
interaction, students’ participation, individual and teamwork, student interest and the motivation, incorporating and employing ICTs relating teaching to the professional environment, fostering research and a critical spirit in students (Ishak, Suhaida & Yuzainee, 2009; Murcia, Torregrosa & Pedreno, 2015; Goos and Salomons, 2014).

Research, was measured in 0-4 and above points by considering number of books (edited, annotated or non-annotated), chapters in referred books, articles in learned journals or referred proceedings, monographs (annotated or unannotated), creative scientific works and genetic materials, design and breeds (patented or unpatented), pre-prints, translations, abstract or conference presentation and posters (not published) or book reviews or technical reports, cases, software and other publications, and manuscripts accepted (Ishak, Suhaida & Yuzainee, 2009; Irtwange & Orsah, 2009; Zhang, 2014).

Consultancy was measured in 0-4 and above points by taking into account the number of membership of advisory panel for higher learning institutions; number of appointments or achievements as expert/advisor in professional conducts; number of short courses/workshops conducted for sharing of knowledge; evidence of income generation for the university; and number of invitations to offer views in academic or professional meetings/conferences (Ishak, Suhaida & Yuzainee, 2009; Yusoff, 2014).

5.0 FINDINGS

5.1 Descriptive Results

As already noted, academic staff in higher learning institutions could be assigned other administrative responsibilities apart from teaching, research and consultancy. It was significant, therefore, to identify the administrative position of individual academic staff. The results show that 33.9% (n=94) had no any administrative position; 27.1% (n=75) were coordinators of a particular unit or section; 22.4% (n=62) were heads of departments, and 16.6% (n=46) were directors/principals/deans of the THEIs (Table 2). The majority were the academic staff with no any administrative position.

Regarding education levels, in recruiting the academic staff in THEIs here in Tanzania, the lowest level of education considered is an ordinary diploma, especially in either science or engineering while doctorate of philosophy is considered as the highest level of education. From the results in Table 2, it was established that 32.5% (n=90) had a master’s degree, 28.5% (n=79) had bachelor’s degrees, 24.5% (n=68) had a PhD, and 14.5% (n=40) had a diploma.

Performance of the key functions (i.e. teaching, research and consultancy) in THEIs by the academic staff depends on the designation of a particular individual academic staff. From these results, it is noted that most of the academic staff in the surveyed THEIs were assistant lecturers (Table 2).
Table 2: Descriptive Statistics

<table>
<thead>
<tr>
<th>INFs</th>
<th>Scale</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Position</td>
<td>1. No Admin. Position</td>
<td>94</td>
<td>33.9</td>
</tr>
<tr>
<td></td>
<td>2. Coordinator</td>
<td>75</td>
<td>27.1</td>
</tr>
<tr>
<td></td>
<td>3. Head of Department</td>
<td>62</td>
<td>22.4</td>
</tr>
<tr>
<td></td>
<td>4. Dean/Principal/Director</td>
<td>46</td>
<td>16.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>277</td>
<td>100.0</td>
</tr>
<tr>
<td>Education Level</td>
<td>1. Diploma</td>
<td>40</td>
<td>14.5</td>
</tr>
<tr>
<td></td>
<td>2. Bachelor’s Degree</td>
<td>79</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td>3. Master’s Degree</td>
<td>90</td>
<td>32.5</td>
</tr>
<tr>
<td></td>
<td>4. PhD</td>
<td>68</td>
<td>24.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>277</td>
<td>100.0</td>
</tr>
<tr>
<td>Designation</td>
<td>1. Technician</td>
<td>40</td>
<td>14.4</td>
</tr>
<tr>
<td></td>
<td>2. Tutorial Assistant</td>
<td>79</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td>3. Assistant Lecturer</td>
<td>65</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td>4. Lecturer</td>
<td>50</td>
<td>18.1</td>
</tr>
<tr>
<td></td>
<td>5. Senior Lecturer</td>
<td>43</td>
<td>15.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>277</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Concerning the variable age, the range of ages was from 30 to 60 years, with a mean of 45.98 and standard deviation of 7.257. The majority of the surveyed academic staff were aged between 39 and 53 years (Table 3). With reference to the variable working experience, the range of experiences is from 5 to 27 years, with a mean of 12.01 and standard deviation of 7.083. The majority of the surveyed academic staff had the working experience between 5 and 19 years (Table 3).

Table 3: Descriptive Statistics

<table>
<thead>
<tr>
<th>N Statistic</th>
<th>Minimum Statistic</th>
<th>Maximum Statistic</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Std. Error</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>277</td>
<td>30</td>
<td>60</td>
<td>45.98</td>
<td>-0.031</td>
<td>-0.515</td>
<td>0.292</td>
<td></td>
</tr>
<tr>
<td>EXP</td>
<td>277</td>
<td>5</td>
<td>27</td>
<td>12.01</td>
<td>0.995</td>
<td>0.146</td>
<td>-0.335</td>
<td>0.292</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>277</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.2 Multivariate Results and Discussion

A multiple linear regression (MLR) was performed to predict work performance based on INFs. In applying MLR in this study, some groundwork analyses were performed to ensure no violation of the assumptions of regression. The assumptions checked included sample size, independence of residuals/relations, outliers, multicollinearity, normality, linearity and Homoscedasticity.

Adjusted R Square was used in assessing how much of the variance in the dependent variables (teaching, research and consultancy) was explained by the model with the independent variables (age, working experience, administrative position, education level and designation). The values
obtained were 0.2562, 0.2089 and 0.1874 which mean the model explained 26%, 21% and 19% of the variance in the performance of teaching, research and consultancy respectively.

In testing how well the regression model fitted the data, it was found that the computed F statistics were 20.90, 19.00 and 18.13 with an observed significance level of 0.014, 0.031 and 0.038 respectively. The models reached the statistical significance of p<0.05 (Table 4).

It was expected that the INFs (i.e. age, working experience, education level, administrative position and designation) had a positive relationship with the performance of the academic staff in the THEIs. That main hypothesis (with 5 sub-hypotheses) was tested using multiple linear regressions whose results are presented in Table 4.

The results indicate that age had a negative statistically significant relationship with work performance of the academic staff in teaching, research and consultancy (Beta=-.136, t=-2.013, p<0.05; Beta= -.067, t=-2.383, p<0.05; and Beta=-.096, t=-2.991, p<0.05 respectively).The hypothesis “age of the academic staff has relationship with their work performance in the THEIs” (H1) was therefore accepted. These results imply that the older the academic staff become, the lesser they perform in teaching, research and consultancy. The results are in conformity with what was found previously by Shaffril and Uli (2010); Amangala (2013); Khan, Khan, Nawaz and Yar (2013); and Met and Ali (2014).

Furthermore, working experience had negative statistically significant relationship with work performance of the academic staff in terms of teaching, research and consultancy (Beta=-.114, t=-2.877, p<0.05; Beta= -.248, t=-2.354, p<0.05; and Beta=-.115, t=-2.551, p<0.05 respectively).The hypotheses that “working experience of the academic staff has relationship with their work performance in the THEIs (H2) was therefore accepted. These results may suggest that the more the academic staff become more experienced, the less they perform in teaching, research and consultancy. The results contradict findings by Kotur and Anbazhagan (2010) who found statistically significant positive relationship between working experience and work performance.

Moreover, administrative positions had an insignificant relationship with work performance of the academic staff in teaching, research and consultancy (Beta=.024, t=1.504, p>0.05; Beta= .030, t=-1.273, p>0.05; and Beta=-.145, t=1.467, p>0.05 respectively). The hypothesis “administrative position of the academic staff has relationship with their work performance in the THEIs (H3)” was therefore rejected. These results entail that the more the academic staff are assigned administrative positions, the poorer they perform in teaching, research and consultancy. These results are opposing those by Shaffril and Uli (2010); Panchanatham (2012) and Amangala (2013) who previously found a statistically significant positive relationship between administrative position and work performance.

Likewise, education level had a statistically significant negative relationship with the work performance of the academic staff in terms of teaching, research and consultancy (Beta=-.053, t=-2.415, p<0.05; Beta= -.139, t=-2.295, p<0.05; and Beta=-.045, t=-1.424, p<0.05 respectively). The hypotheses that “education level of the academic staff has relationship with their work performance in the THEIs (H4) is accepted. These results may suggest that the more the
academic staff become educated, the less they perform in teaching, research and consultancy. The results contradict findings by Shaffril and Uli (2010); Iqbal (2010); Khan et al. (2013); and Amanagala (2013) who found an education level of the academic staff has a positive significant relationship with their work performance.

Besides, designation of the academic staff had a statistically significant negative influence on work performance in terms of teaching, research and consultancy. The hypothesis “designation of the academic staff has relationship with their work performance in the THEIs” (H5) was therefore accepted. These results may suggest that the more the academic staff acquire higher job ranks, the poorer they perform in teaching, research and consultancy. This particular finding contradicts what was found by Cong and Van (2013).

The above multiple linear regression results also show the direction of the coefficients. That direction also sheds light on the nature of the relationships. The direction of the coefficients shows that age, working experience, education level and designation had a negative relationship with work performance in terms of teaching, research and consultancy. A follow-up of in-depth interview was done in the THEIs exploring the reasons for the negative direction of the aforementioned predictors. In so doing, it was found that most of the academic staff with more age, higher levels of education, working-experience and designation were always assigned and occupied with administrative and managerial tasks leaving behind teaching, research and consultancy. As a result, they perform poorly in teaching, research and consultancy.

Table 4: Summary of Regression Results

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Models (Dependent Variables)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Model I</td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
</tr>
<tr>
<td>(Constant)</td>
<td>.081</td>
</tr>
<tr>
<td>Age</td>
<td>-.136</td>
</tr>
<tr>
<td>Working experience</td>
<td>-.114</td>
</tr>
<tr>
<td>Administrative Position</td>
<td>.024</td>
</tr>
<tr>
<td>Education Level</td>
<td>-.053</td>
</tr>
<tr>
<td>Designation</td>
<td>-.046</td>
</tr>
<tr>
<td>Multiple R</td>
<td>.5184</td>
</tr>
<tr>
<td>R Square</td>
<td>.2688</td>
</tr>
<tr>
<td>Adjusted R</td>
<td>.2562</td>
</tr>
<tr>
<td>ANOVA (F, SIG.)</td>
<td>20.9032 (.014)</td>
</tr>
</tbody>
</table>

6.0 CONCLUSION AND POLICY IMPLICATIONS

It can be generally concluded that the INFs particularly administrative position does not have statistically significant relationship with work performance in terms of teaching, research and consultancy in THEIs. On the other hand, education level, working experience, age and designation were noted to have negative direction in influencing the performance of the academic staff in THEIs in Tanzania. This implied that the academic staff with high working experience, high education level, high rank and more age were found to be performing poorly in teaching, research and consultancy in THEIs. Their poor performance was because of being
assigned administrative and management activities following their more age, higher education level, working experience and designation. The insignificant relationship of administrative position with performance verifies how the administrative and management activities interfere with and reduce the work performance of academic staff in the THIEs. These findings imply and advocate for a balance between management and core activities assigned to the academic staff in the education sector.

This study surveyed only three THEIs in Tanzania with the sample size of 277 respondents. These surveyed institutions and respondents could not accommodate and depict well the variations in some variables like sex, marital status, specialisation, employment tenure and type of residence. The sample size could not also show some promising number of associate and full professors in designation category. Only three professors could be found in the surveyed institutions, hence acted as outliers and were eventually categorised into senior lecturers category in order to avoid outliers. The sample size of our study could not allow us to find the direct and indirect relationships simultaneously using the aforesaid advanced analysis technique (i.e. SEM). Further research can be done in higher education institutions in order to have a bigger sample size and more variations in the aforesaid factors. The future research can involve both technical and non-technical higher education; private and public-owned higher education institutions in Tanzania.

The students have been previously used (e.g. in Tejedor, 1996; García & Congosto, 2000) to evaluate the quality of teaching performance, but this study has used the academic staff to evaluate their teaching performance. Future research can be done by evaluating teaching using both academic staff and students in the surveyed THEIs for comparison purpose.
REFERENCES


