

The Analysis of Factors and Levels Associated with Lecturers' Motivation and Job Satisfaction in University of Rwanda

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Abstract

It is difficult to expect good performance of students in universities without having a motivated lecturing staff. The study aimed to correlate the levels of lecturers' motivation and job satisfaction and find out factors associated with. A cross-sectional study was conducted between February and April 2016. Structured online questionnaires of the content validity index of 0.9625 for Lecturers' motivation and job satisfaction were used for data collection. Seventy Lecturers from university of Rwanda participated in study. Collected data were organized and encoded into computer using the statistical package for social sciences (SPSS) 19th version. Frequencies, percentages, means and Pearson' Linear Correlation Coefficient were used to analyze data. Means were interpreted as poor, fair, satisfactory and very satisfactory. Lecturers' motivation was fair and firstly affected by salary, classroom environment, incentives & promotions, code of conduct, social factors and cheer love of career. Job satisfaction was fair and highly affected by working conditions, financial rewards, workload and stress level, relation with supervisors, opportunity for advancement and respect co-workers. The correlation between levels of lecturers' motivation and job satisfaction was significant with positive relationship of 82.1%. Lecturers' Motivation and Job satisfaction were found to be low; all analyzed factors would be taken into consideration.

Keywords: Lecturers' motivation; Job satisfaction; Professional development; Learning environment.

1. Introduction

Basically all education systems for any country present the great importance for its everyday life. It has been noted that education is a fundamental human right (UNESCO, 2008). The relevance of lecturers' motivation and job satisfaction are very crucial to the long-term growth of any educational system around the world. Measures to improve the quality of education system in different countries are being continually put into consideration by different stakeholders in education. Beside the effort and measures taken, it is shown by different researchers that motivation and job satisfaction of teachers are influenced by different factors such as social economic status, choice of profession, students' behavior and examination stress (Sabeen Farid & Muhammad Tayyab Alam, 2011 p,298). According to research findings of Seniwoliba A.J, (2013,p 181) on teacher motivation and job satisfaction; salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students' indiscipline, school policy and status were found to be among the most important factors that can increase, retain or cause teachers to leave the teaching profession. The view of the research done by Nyam and T.O.William West (2014, p5) stated that a sizeable increase in teachers earning will significantly enhance teachers' commitment and performance. William significantly showed that it is pertinent to note that good social status of teachers considerably impact on their morale and thereby, motivate them. Rwanda as one of developing country has set its 2020 vision focusing on development of human resources to become highly competent in terms of advanced technology and knowledge –intensive growth sectors. With such targeted vision it immediately orients the government to develop the education sector. Teachers and lecturers are the most important to be considered in such case. Few researches have been made on motivation and job satisfaction for primary and secondary school teachers in Rwanda. The research on teachers' motivation and incentives in Rwanda by Paul Bennell & Jonhson Ntagaramba (2008) indicated that the current level of teachers' motivation and job satisfaction are unacceptably low and suggested that urgent measures were needed to be taken to increase the teachers' motivation and job satisfaction. Not only teachers in primary and secondary schools but also lecturers in higher learning institutions must be considered for the development of the human resources sector. From that it is difficult to expect good performance of students in any university without having a motivated lecturing staff. On the other hand lecturers in university were not most considered in researches. For that reason the study aimed to bridge the gaps by investigating on factors affecting the levels of motivation and job satisfaction among lecturers in university of Rwanda. The main objective of this study was to investigate the levels and factors affecting lecturers' motivation and job satisfaction. Finally the study tested the seven null hypotheses of no significance relationship between levels of Cheer love of career; Salary; Incentives & promotions; Social; Code of conduct; Classroom environment; Level of lecturers' motivation all correlated with the level of job satisfaction.

2. Review of Literature

Schools or other any organizational structures shape on level of their employees' motivation and job satisfaction. Job satisfaction is defined as "an individual's reaction to the job experience" (Berry, 1997). According to Griffin (2013), motivation involves a series of modifying and directing human behaviors into desired patterns of work. For any kind of job, it is very important to consider various components that are vital to job satisfaction. Such factors are important because they all influence the way a person behaves about the intended job. These factors include the following: pay, promotion, benefits, supervisor, co-workers, work conditions, communication, safety, productivity, and the work itself. For any company or social organization' administrators or managers have different considerations about effects of these components to their employees. It is very important for them to know the level of motivation and job satisfaction of their employees. Problems related to motivation of employees are not only found in education systems but also affect and have an influential impact in other social systems and organizations. Some might think that pay is considered to be the most important component in job satisfaction, but this has not been found to be true. Employees are more concerned to work in an environment they enjoy even if it requires the combination of effort to maintain them motivated and satisfied at work. Teachers' motivation and job satisfaction has been brilliant topic in three decades ago; research on the shortage and quality of teachers gradually showed interest in work values and job motives. The motivation of teachers in their career has been focused in many researches for developed countries (Cameron, Berger, Lovett and Baker, 2007; Richardson and Watts, 2005, 2006; Younger, Brindley, Pedder and Hagger, 2004; Hargreaves, 2007; Malmberg, 2006; OECD, 2005). Career motivation was not been only focused but also researchers were paying their attentions to international comparative research in the area of teachers' motivation and job satisfaction (Sharma, Forlin, Loreman and Earle, 2006; Kyriacou, Hultgren and Stephens, 1999). Remarkably, Bennell and Akyeampong (2007) combined 70 main findings and recommendations of an international research project on teacher motivation and incentives in sub-Sahara Africa and South Asia. The great importance was attached on the study of teacher career motivation, in the hope of attracting, developing and retaining effective teachers in less developed countries by the United Nations Educational Scientific Cultural Organization (UNESCO, 2006a, 2006b). On the hand of Brookhart & Freeman, (1992) in their presentation showed how the motivation on career choice is influenced by intrinsic, altruistic and extrinsic groups. Different measures were built to boost teachers' motivation and job satisfaction. At the hand of Johnson, Susan Moore (1986), three theories of motivation and productivity were developed. These include: (1) Expectancy theory where individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or a promotion, than if there is none, (2) Equity theory in which Individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments, and (3) Job enrichment theory the theory in which workers are more productive when their work is varied and challenging. The first two theories are justification for merit pay and career ladders, and the third suggests differentiated staffing, use of organizational incentives, and reform-oriented staff development. It has been recognized that teachers' motivation doesn't only rely on external factors but the most important is also to consider the internal factors. According to Frase 1989; Frase 1992; Lortie 1976; Mitchell, Ortiz, and Mitchell 1987 who offered the main reason why measures relying on external rewards have been insufficient. Frase declared that there is overwhelming research evidence where he reached to show that teachers enter teaching to help young people to learn; He also showed that most gratifying reward for teachers is to accomplish that goal and the work-related factors most important to teachers are those that allow them to practice their craft successfully .

2.1. Theoretical Approach on Motivation and Job Satisfaction

2.1.1. Self-Determination Theory

This study reviewed many theories including Self Determination Theory by Deci & Ryan (1985 & 1991); it is the motivational theory that allows understanding and explaining of motivation. It is a theory that facilitates the identification of the different social context factors that come affect motivation. This theory proposed the existence of different types of self-determined motivations which have a significant impact on the development of the individual (Piché, 2003). The theory of self-determination presents three psychological needs on the basis of human motivation. These needs are: Autonomy, competence and social relatedness. When these three needs are present, it should lead to a feeling of well-being in the individual. Deci and Ryan (1985) propose the existence of different types of self-determined motivations which are characterized by different levels of autonomy. Different concepts of self-determined motivation are explained as intrinsic, extrinsic motivation, and amotivation.

Intrinsic; Extrinsic motivation & Amotivation

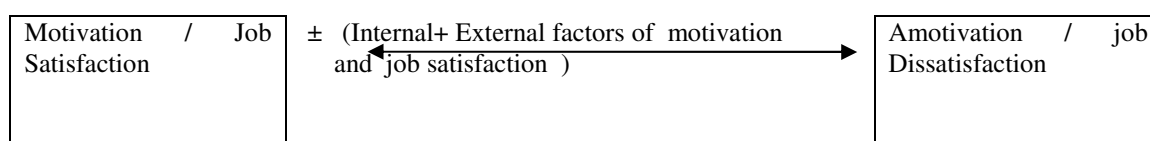
This theory originally presented by Richard Deci in 1975 and enriched by Deci and Ryan (1985) allows distinguishing two types of motivation:

- **Intrinsic motivation:** Doing something because it is interesting and enjoyable. Once an individual is intrinsically motivated for an activity, he/she may wish to do this activity for the pleasure that gives

him/her its execution. Intrinsically motivated lecturers, teachers, students or other any other kinds of human beings do not hesitate to put in more effort and do more deeply their activities to achieve their plans.

- **Extrinsic motivation:** 'Doing something because it leads to a separate outcome. If an individual is externally motivated to do an activity, he/she will do perfectly this activity because of being pushed by external elements or for a reward provided to that activity (examples: competitions, punishment, reward and social pressure)
- **Amotivation:** Intrinsic and extrinsic types of motivations are complemented by the amotivation. It is illustrated as the absence of motivation self-determined in the individual. It can be said to be the consequence of the inability of the individual to perceive a link or a relationship between what he does and the results to obtain later. In this situation, the individual has the feeling of being subjected to factors out of control. It can be simply showed by any individual performing any task without intending its benefit (Piché, 2003).

The effect of external and internal motivation factors on human being' level of motivation and job satisfaction is summarized as following:



2.1.2. Maslow's Theory of Motivation /Satisfaction (1943).

The theory of motivation by Maslow is among wide important theories of motivation and satisfaction (Wehrich & Koontz, 1993:468). He stated and built the theory Humanistic Psychology and Clinic experiences and identified 5 levels of need hierarchy arranged from the lowest to the highest from the bottom.

Highest level of Needs

▲	Level 5: Self-Actualization (self-fulfillment and accomplishment through personal growth) :The need to realize one's potentialities for continued self-development and the desire to become more and more of what one is and what one is capable of becoming
▲	Level 4: Esteem/Achievement needs: Explained as prestige given by others (Adequacy, strength, freedom, autonomy or independence). It refers also on status, recognition, appreciation, and prestige. Generally it this the need for self-esteem or self-worth)
▲	Level 3: Social Needs (Develop close associations with others): Giving and receiving of love, friendship, affection, belonging, association, and acceptance.
▲	Level 2: Safety needs (physical protection): This includes any kind of Protection against danger, threat, and deprivation.
▲	Level 1: Physical needs: These needs are related to food, clothing, shelter, sex (basic requirements for life).

Lowest level of needs

According to Abraham Maslow's View of believing that man is inherently good and argued that individuals possess a constantly growing inner drive that has great potential. The hierarchy system of needs devised by Maslow in 1954 is a commonly used scheme for classifying human motives. It involves five categories of motives arranged with lower-level needs on the bottom which must be satisfied first, before the higher level needs come into consideration (Wallace, Goldstein and Nathan 1987, 277).

2.1.3. Herzberg's Two-Factor Theory (1959).

According to Herzberg and Williams (1986, p6) this theory is presented and called the Two -Factor theory and focuses on those sources of motivation which are pertinent to the accomplishment of work. Herzberg views indicated that there are job-satisfiers (motivators) related to the job contents and job-dissatisfies (Hygiene factors) are concerned with the job context. Motivators include Achievement, Recognition, Work itself, Responsibility and Advancement (Promotion & Growth). The hygiene factors do not 'motivate/satisfy' rather 'prevent dissatisfaction.' These factors are contextual such as, Company policy, Administration, Supervision, Salary, Interpersonal relations, Supervisor, and Working conditions (Hall and William ,1986, 6).From the views of this theory it is drawn that Hygiene factors are very influential to ensure that an employee is not dissatisfied and motivation factors on the other hand are needed in order to motivate an employee to higher performance.

2.1.4. Theory X & Y (Douglas McGregor) (1960)

In the book "The Human Side of Enterprise" published by Douglas McGregor in 1960 in which he examined the theories on behavior of individuals at work, and came to formulate the two models which are represented by Theory X and Theory Y. The Examinations in the book "The Human Side of Enterprise" published in 1960 revealed the following assumptions:

Theory X Assumptions

In general human being has an inherent dislike of work and will avoid it if he can. The Theory X assumes that employees are naturally unmotivated and dislike working, and this encourages an authoritarian style of management. According to this view, management has to play a key important role get things done:

- Naturally people dislike working; most people must be controlled and threatened before they will work hard enough.
- The high number of human being prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything.
- These assumptions lie behind most organizational principles today, and give rise both to "tough" management with punishments and tight controls, and "soft" management which aims at harmony at work.
- Some of these may be considered as "wrong" because man needs more than financial rewards at work, he also needs some deeper higher order motivation - the opportunity to fulfill himself.

Theory Y Assumptions

It is built on and shown as a participative style of management that is de-centralized. It assumes that employees are happy to work, are self-motivated and creative, and enjoy working with greater responsibility. It assumes that workers:

- Take responsibility and are motivated to fulfill the goals they are given. Seek and accept responsibility and do not need much direction.
- Consider work as a natural part of life and solve work problems imaginatively.
- The expenditure of physical and mental effort in work is as natural as play or rest.
- Control and punishment are not the only ways to make people work, man will direct himself if he is committed to the aims of the organization.

Basing on the listed assumptions ones may draw conclusions regarding motivation, Management style and control, work organization, rewards and appraisal to reach on the targeted goal of the organizations.

3. Materials and Methods

3.1. Design, Population, Research instrument and its Validity.

The design of the study was mainly a descriptive survey type. It also adopted the descriptive co relational design since it explored the relationship between the independent variable and the dependent variable. Seventy lecturers both male and female from university of Rwanda participated in the study. The selection of respondent to be sent the questionnaire was randomly done. Online structured questionnaires were used to collect data from respondents. Questionnaires were sent to respondents by email and returned back by email to the researcher. It was composed by questions in three parts. The first part was composed by 5 items to determine the profile of respondents. Lecturers motivational level and job satisfaction were respectively determined in the second and third parts. Each part was composed by 6 factors and divided in 40 items. Levels of factors, independent variable and dependent variable were measured by using different rating items such as strong agree (SA), agree (A), disagree (DA) and strong disagree (SD). To ensure the validity of questionnaire it has been made different suggestions, correction and adjustments from experts and supervisors. To determine if the questionnaire was valid a minimum Content Validity Index (CVI) of 0.7 was used considered to that one suggested by Amin (2005), as shown in table 1A. Based on 0.975 calculated content validity index of independent variable and 0.950 of dependent variable both were combined and yielded an overall CVI of 0.9625; From that it was declared excellent and recommended to be used for data collection compared to 0.7 suggested by Amin (2005).

Table 1A: Content Validity Index

Questionnaires	Number irrelevant questions	Number relevant questions	CVI
1. Questions to Determine the levels of factors affecting lecturers' motivations and the level lecturers' motivation	1	39	0.975
2. Questions to Determine the levels of factors affecting job satisfaction and the level of job satisfaction among lecturers	2	38	0.95

CVI=R/N: Where R refers to the number of questions declared valid and N is the total of all questions.

Average CVI = $(0.975+0.95)/2 = 0.9625$

3.2. Data Gathering Procedures

Because of the covered area and distance the researcher adapted the methodology of using online questionnaire. The researcher briefed the respondents by introductory letter to motivate them and show how to fill the questionnaire. Besides all those measures the researcher also decided again to indicate and include guidelines in the questionnaire. During data collection phase, respondents were asked to give responses to all the items in

questionnaire. After that, the filled questionnaires were sent to the researcher, organized and encoded into computer using the statistical package for social sciences (SPSS) 19th version.

3.3. Data Analysis

Data on the first part of questionnaire concerning the profile of respondents were analyzed using frequencies and percentage distributions. Means were used to determine the levels of lecturers' motivation and job satisfaction. Means were also used in identification of ranks of factors affecting both independent and dependent variables. The numerical values and response modes used to interpret the means are presented in tables 1B.

Table1B: Interpretation of numerical values of means.

Mean range	Description	Interpretation
3.26-4.00	Strong agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76-2.50	Disagree	Fair
1.00-1.75	Strong disagree	Poor

A Pearson Linear Correlation Co-efficient (PLCC) was used to determine the significance of relationships between: (1) levels of six factors affecting motivation, (2) level of lecturer's motivation all correlated with job satisfaction.

3.4. Ethical Considerations

The full confidentiality and secrecy were guaranteed to the respondents by the following activities: a) respondents' names could not figure in the study, b) coding of all questionnaires c) respondents signed the informed consent and d) findings were presented in generalized manner.

4. Data analysis, Results and Discussion

The analyzed data were collected from seventy lecturers from university of Rwanda. Both male (91. 4%) and female(8.6%) participated in the study.

4.1. Level of Lecturers' Motivation

Factors such as cheer love of the career, salary, incentives & promotion, social factors & students, code of conduct (avoiding punishment) and classroom environment were set to analyze intrinsic, extrinsic and altruism motivations of lecturers in universities. The 4th level of Likert scale was used to interpret factors. Possible items were constructed in each factor to demonstrate the current level of lecturers' motivation. The discussion of all items in each factor are outlined in subsection of this part. Findings concerning the level of motivation among lecturers in Rwanda (table 2.1) revealed a fair motivational level with grand mean of 2.365. The level of lecturers' motivation was yielded from the combination of six factors. Starting at highest rank the factors were arranged as follows: cheer love of career (internal motivation) was ranked to be satisfactory (mean: 2.57), social factors ranked satisfactory (mean: 2.533) while the remaining factors were interpreted as fair these include: code of conduct (mean: 2.338), promotions and incentives (mean: 2.334), classroom environment (mean: 2.28) and salary with the mean of 2.13. From above results it has been noted that internal motivation (cheer love of career) highlighted a very big influence in increasing the level of motivation compared to other factors while salary was noted to be the factor that tend to reduce the level of motivation. The findings of the study also showed the tendency of each factor towards the level of motivation. From the highest negative impact to reduce the level of motivation they were ranked as follows: Salary > Classroom conditions>Incentives & Promotions>Code of conduct>Social factors> cheer love of career.

Table 2: Level of Lecturers 'motivation

Items & Rank	N	Sum	Mean	Std. Deviation
1. Cheer love of career				
I choose the teaching career because I like it.	70	208.00	2.9714	.79803
I can't change this career because it is my preference from the beginning.	70	195.00	2.7857	.75934
When I teach, I feel being motivated of that.	70	190.00	2.7143	.80114
I have set my own objectives to enjoy the lecturing job.	70	189.00	2.7000	.68841
No other factors that pushed me to select the lecturing job.	70	174.00	2.4857	.73707
I am not interested to get other jobs because I like to be a lecturer.	70	172.00	2.4571	.81090
My lecturing job doesn't depend on the salary even if my salary may be reduced I can't change my job.	70	133.00	1.9000	.76424
Mean average			2.57	
2. Salary				
My salary doesn't affect negatively my teaching activities	70	169.00	2.4143	.75167
I receive my salary on time	70	159.00	2.2714	.79712
With my salary I hope to improve and succeed my plans	70	154.00	2.2000	.86141
Nobody in superiors has right to decide on my salary or obliges me to give its part to other social activities	70	150.00	2.1429	.76681
I have a reasonable salary	70	150.00	2.1429	.70784
My salary motivates me to work hard.	70	149.00	2.1286	.65765
I appreciate the way my teaching activities are considered in terms of payment.	70	145.00	2.0714	.66641
My salary is good compared to the work I do	70	144.00	2.0571	.61115
My salary is sufficient to equip me and my relatives in all necessities.	70	138.00	1.9714	.72174
My superiors do all necessities to increase my salary	70	137.00	1.9571	.71090
Mean average			2.1357	
3. Promotions and incentives				
The way promotions are given motivates me to work hard so that I can be promoted.	70	172.00	2.4571	.55653
Promotion is based on lecturers' performance.	70	171.00	2.4429	.65132
I do really appreciate the way lecturers are promoted.	70	160.00	2.2857	.56831
Incentives given are relevant compared to the work I do.	70	158.00	2.2571	.62983
There is a good established way to motivates lecturers by giving incentives.	70	156.00	2.2286	.66314
Average			2.3342	
4. Social factor				
I am interested to help students because they are interested themselves to learn.	70	185.00	2.6429	.59064
I am motivated by the way the society considers my everyday effort in lecturing.	70	179.00	2.5571	.58075
I am considered important person in attaining the country vision.	70	177.00	2.5286	.53083
Students' effort in learning and ambitions motivate me to help them.	70	176.00	2.5143	.73707
I am motivated by respect students pay to me.	70	175.00	2.5000	.67566
The students' discipline motivates me to do my job.	70	172.00	2.4571	.69545
Mean Average			2.5333	
5. Code of conduct (punishment avoidance)				
The way the code of conduct is set doesn't interrupt me	70	179.00	2.5571	.69440
Lecturers are same towards the code of conduct.	70	175.00	2.5000	.58359
There is no injustice in handling issues related to job performance.	70	166.00	2.3714	.59397
Lecturers' opinions are considered when they are suggested in decision making.	70	154.00	2.2000	.71424
Lecturers are well treated at work and their challenges are solved.	70	154.00	2.2000	.71424
I do perform well my work to avoid punishment.	70	154.00	2.2000	.89443
Mean Average			2.3380	
6. Classroom' environment				
I am self-confident in classroom management	70	195.00	2.7857	.69975
Students' performance motivates my lecturing activities.	70	179.00	2.5571	.62868
I am not stressed by examination processes.	70	165.00	2.3571	.72303
The number of students doesn't affect me in my teaching activities.	70	141.00	2.0143	.82520
The university disposes all required teaching material.	70	140.00	2.0000	.74211
The class size and disposal don't affect me while teaching.	70	138.00	1.9714	.68040
Mean average			2.2809	
Grand Mean & Interpretation			2.3653	Fair

Source: Primary data collected in 2016

4.1.1. Cheer love of the Career.

Findings presented in table 2 concerning the cheer love of career showed this factor to be ranked the first with less negative impact on the level of motivation among lecturers. Items such as: I choose the teaching career because I like it (mean: 2.97), I can't change this career because it is my preference from the beginning (mean: 2.78), When I teach, I feel being motivated of that (mean: 2.71) and I have set my own objectives to enjoy the lecturing job (mean: 2.70) were ranked satisfactory. This indicates that lecturers are internally motivated not only they like lecturing but also they create their own facilities to enjoy their job. Other items were interpreted as fair these include: No other factors that pushed me to select the lecturing job (mean: 2.48), I am not interested to get other jobs because I like to be a lecturer (mean: 2.45) and my lecturing job doesn't depend on the salary even if my salary may be reduced I can't change my job (mean: 1.9). This may be interpreted as the will of the internal motivation which goes in pair with external motivation where lecturers have to satisfy their needs similar as quoted by Wehrich & Koontz, 1993:468; Williams (1986, 6) in their studies.

4.1.2. Salary

The impact of salary was found to be the most negative influential factor on motivation level. Findings obtained from analysis showed all items to be interpreted as fair and the level of salary was also interpreted as fair with mean of 2.13. Items analyzed starting on the highest were: My salary doesn't affect negatively my teaching activities (2.41), I receive my salary on time (2.27), with my salary I hope to improve and succeed my plans (2.20), Nobody in superiors has right to decide on my salary or obliges me to give its part to other social activities (2.14), I have a reasonable salary(2.14), My salary motivates me to work hard(2.12), I appreciate the way my teaching activities are considered in terms of payment(2.07), My salary is good compared to the work I do(2.05), My salary is sufficient to equip me and my relatives in all necessities(1.97) and My superiors do all necessities to increase my salary(1.95). From the findings it is very important to note that the level of motivation among lecturers increases with salary. From this analysis employees should be paid according the work they do (Equity theory) to maintain them motivated.

4.1.3. Promotions and Incentives

Findings regarding promotion and incentives revealed this factor to be interpreted as fair and ranked as the third with average mean of 2.33 as presented in table 2. This is because it is very important to motivate employees by giving them incentives and promotions. All items analyzed were interpreted as fair meaning that they disagreed with all suggested positive items to show the level of incentives and promotions. Items were interpreted as follows: The way promotions are given motivates me to work hard so that I can be promoted (mean: 2.45), Promotion is based on lecturers' performance (mean: 2.44), I do really appreciate the way lecturers are promoted (mean: 2.28), Incentives given are relevant compared to the work I do (mean: 2.25) and finally there is a good established way to motivates lecturers by giving incentives (mean: 2.22). According these findings it is observed that once promotions and incentives are not well controlled it may reduce the overall motivation among lecturers. Not only the good way of giving incentives and promotions but also they must be significant to shape workers' behaviors and raise their positive emotion and commitment at work place.

4.1.4. Social Factors

Findings presented in table 2 show the social factors to be one of the factors that shape on level of motivation among lecturers. Contrarily to other four analyzed factors presented this factor has revealed to be positive with a mean of 2.53 interpreted as satisfactory. This satisfactory level of lecturers may be resulting from cultural context of Rwandese society where people' life is relying on mutual assistance, support, cooperation, or interaction among constituent parts or members. Items were then ranked in the following sequence: Four were interpreted as satisfactory and these include: I am interested to help students because they are interested themselves to learn (mean: 2.64), I am motivated by the way the society considers my everyday effort in lecturing (mean: 2.55), I am considered important person in attaining the country vision (mean: 2.52) and students' effort in learning and ambitions motivate me to help them (mean: 2.51). Other two were interpreted as fair: I am motivated by respect students pay to me (mean: 2.50) and students' discipline motivates me to do my job (mean: 2.45).The low level of the two last items may also give us the reflection about the students' discipline to be the factor that reduces the motivational' level of lecturers.

4.1.5. Code of Conduct (Punishment Avoidance)

The factor "code of conduct" also referred as punishment avoidance was analyzed to discover if their achievements at work are relying on punishment avoidance. It is a common sense that some employees heavily achieve to prevent any consequence if the results differ from the overall target of any organization. Findings revealed this factor to be given a mean of 2.33 also interpreted as fair. Items were ranked as follows: The way the code of conduct is set doesn't interrupt me (mean: 2.55) interpreted as satisfactory. This was set identify the attitude of lecturers regarding their code of conduct. Other 5 items were all interpreted as fair and ranked in the following order: Lecturers are same towards the code of conduct (mean: 2.50), There is no injustice in handling issues related to job performance (mean: 2.37), Lecturers' opinions are considered when they are suggested in decision making (mean:2.20), Lecturers are well treated at work and their challenges are solved (mean: 2.20) and I do perform well my work to avoid punishment (2.20). Lecturers were highly committed at their work; this was shown by how they are internally self-motivated but for not avoiding punishment. From the findings researcher deducted that once employees are not same treated according the policy it will be immediately associated with the decrement of motivational level.

4.1.6. Classroom Environment

Findings regarding the classroom environment factor showed this factor to be ranked as second in affecting the level of motivation among lecturers. The mean associated to this was 2.28 interpreted as fair. Two items were interpreted as satisfactory while other four factors were classified as fair. Those interpreted as satisfactory are: I am self-confident in classroom management (mean: 2.78) and Students' performance motivates my lecturing activities (mean: 2.55). These two items were set to analyze the mood found in the classroom on the hand of lecturers and students. The satisfactory may be because of the internal motivation where lecturers tend always to enjoy their lecturing activity. Items interpreted as fair are: I am not stressed by examination processes (mean:

2.25), the number of students doesn't affect me in my teaching activities (mean: 2.01), The university disposes all required teaching material (mean: 2.00) and lastly The class size and disposal don't affect me while teaching (mean: 1.97).The fair interpretation on four last items could be based on classroom' standards which were not convenient to facilitate teaching and learning activities.

4.2. Level of Job Satisfaction among lecturers

Findings presented in table 3 showed that the level of job satisfaction among lecturers was interpreted as fair with a mean average 2.362. Factor such as respect co-workers was only one factor ranked satisfactory with a mean of 2.60. Other factors were interpreted as fair with different means starting on opportunity for advancement (mean:2.49) ,relation with supervisors(mean:2.45), workload and stress level(mean:2.39), financial reward(2.15) and working conditions(2.06). It is noted that the working conditions factor tends to reduce the level of job satisfaction more than other factors while respect co-workers shows the less impact in reducing that level.

Table 3: Level of Job satisfaction

Items and Rank	N	Sum	Mean	Std. Deviation
1. Financial reward				
My salary satisfies me because it doesn't affect negatively my teaching activities.	70	160.002	2.2857	.66251
I am satisfied with my salary.	70	158.002	2.2571	.67428
My salary satisfies me because is reasonable.	70	157.002	2.2429	.69022
I am satisfied with the way my salary is respected; nobody in superiors has right to decide on my salary or obliges me to give its part to other social activities.	70	154.002	2.2000	.67244
I am satisfied with the payment time.	70	154.002	2.2000	.67244
I am satisfied with my salary because it will help me to improve and reach my plans.	70	150.002	2.1429	.64349
I am satisfied with the way my teaching activities are considered in terms of payment.	70	149.002	2.1286	.67933
I am satisfied because my salary is enough compared to the work I do.	70	146.002	2.0857	.63114
I am satisfied with my salary because is sufficient to equip me and my relatives in all necessities.	70	143.002	2.0429	.66889
I am satisfied because my superiors do all necessities to increase my salary.	70	138.001	1.9714	.61317
Mean Average			2.1557	
2. Relation with supervisors				
I am satisfied with the ways my supervisors pay respect to me.	70	181.00	2.5857	.67013
I am satisfied because my supervisors don't harm me at work always support me.	70	175.00	2.5000	.65386
I am satisfied because my supervisors gave me clear responsibilities.	70	175.00	2.5000	.67566
I am satisfied with the way my supervisors give feedback.	70	173.00	2.4714	.65323
I am my satisfied because my opinions at work are considered.	70	168.00	2.4000	.71017
I am satisfied at work because my supervisors are able to manage employees equally.	70	160.00	2.2857	.68404
Mean average			2.4571	
3. Respect co-workers				
I am satisfied with the respect existing among lecturers.	70	190.00	2.7143	.54221
I am satisfied with Lecturers' respect towards their colleagues.	70	186.00	2.6571	.50750
I am satisfied with the way lecturers help each other.	70	185.00	2.6429	.51177
I am satisfied with the way there is a team work in the working area.	70	181.00	2.5857	.52455
I am satisfied because there is a good communication between lecturers.	70	180.00	2.5714	.52672
I am satisfied with the job because my colleagues don't fell jealous of me.	70	173.00	2.4714	.63065
Mean average			2.6071	
4. Opportunity for advancement				
I am satisfied with my work because through it I hope that my profession will be highly developed.	70	185.00	2.6429	.59064
I am satisfied because my universities give us the study leave in need.	70	184.00	2.6286	.72575
I am satisfied with my work because I always advance in the career.	70	181.00	2.5857	.55149
I am satisfied with the chance given to all lecturers.	70	169.00	2.4143	.78929
I am satisfied with the way the university favors lecturers to increase their skills.	70	165.00	2.3571	.85186
I am satisfied with the way the university has set regular training to lecturers.	70	162.00	2.3143	.92537
Mean average			2.4904	
5. Workload and stress level				
I am satisfied at my work because exams do not stress me.	70	173.00	2.4714	.58288
I am satisfied with my work because there is a clear policy towards the work.	70	172.00	2.4571	.52985
I am satisfied because other university' activities do not affect my teaching activities.	70	172.00	2.4571	.60638
I am satisfied with my working hours because they do not stress me	70	166.00	2.3714	.70549
I am satisfied at my work because there is no stress.	70	165.00	2.3571	.66016
I am satisfied at work because none blames me because of learners 'low results	70	159.00	2.2714	.63523
Mean average			2.3975	
6. Working conditions				
I am satisfied at work because of job security.	70	166.00	2.3714	.78337
I am satisfied with my work because the job location doesn't affect me.	70	158.00	2.2571	.75538
I am satisfied with my work because the teaching environment doesn't affect me.	70	152.00	2.1714	.70137
I am satisfied at job because the university always makes the working conditions affordable.	70	149.00	2.1286	.67933
I am satisfied because classrooms are equipped by all necessities to favor teaching activities.	70	122.00	1.7429	.69545
The way teaching materials are provided satisfies me a lot.	70	122.00	1.7429	.75538
Mean average			2.0690	
Grand Mean & Interpretation			2.3628	Fair

Source: Primary data collected in 2016.

4.2.1. Satisfaction by Financial Reward

The negative impact of financial reward was ranked by respondents to be the second and interpreted as fair with

an average mean of 2.15 yielded from 10 items used to analyze this factor. All items were interpreted as fair that indicates that the financial reward plays an important role to increase or decrease the level of job satisfaction. Items were ranked as follows: My salary satisfies me because it doesn't affect negatively my teaching activities(mean:2.28), I am satisfied with my salary(mean: 2.25), My salary satisfies me because is reasonable (mean:2.24), I am satisfied with the way my salary is respected; nobody in superiors has right to decide on my salary or obliges me to give its part to other social activities(mean: 2.20), I am satisfied with the payment time(mean: 2.20), I am satisfied with my salary because it will help me to improve and reach my plans(mean:2.14), I am satisfied with the way my teaching activities are considered in terms of payment(mean:2.12), I am satisfied with my salary because is sufficient to equip me and my relatives in all necessities(mean:2.08) and I am satisfied because my superiors do all necessities to increase my salary(mean:1.97). Basing on these findings one may observe that the financial rewards obtained at work place have an important impact on level of job satisfaction.

4.2.2. Satisfaction by Relation with Supervisors

The ranks of items used to analyze the level of relation with supervisors on job satisfaction are listed in table 3. The level of relation with supervisors was interpreted as fair with an average mean of 2.45. Items and their ranks are: I am satisfied with the ways my supervisors pay respect to me (mean:2.58) interpreted as satisfactory; others were interpreted as fair and include : I am satisfied because my supervisors don't harm me at work always support me(mean: 2.50), I am satisfied because my supervisors gave me clear responsibilities(mean :2.50), I am satisfied with the way my supervisors give feedback(mean:2.47), I am my satisfied because my opinions at work are considered(mean:2.40) and I am satisfied at work because my supervisors are able to manage employees equally(mean:2.28). Findings revealed that the level of job satisfaction depends on the relationship between supervisors and employees.

4.2.3. Satisfaction by Respect Co-workers

Findings from the analysis showed how the respect co-workers factor plays an important role to increase the level of job satisfaction. This factor was ranked as the first with average mean of 2.60 and interpreted as satisfactory. Five items were interpreted as satisfactory while one was fair. These are: I am satisfied with the respect existing among lecturers (mean: 2.71), I am satisfied with Lecturers' respect towards their colleagues (mean: 2.65), I am satisfied with the way lecturers help each other (mean :2.64), I am satisfied with the way there is a team work in the working area(mean2.58), I am satisfied because there is a good communication between lecturers(mean: 2.57) and I am satisfied with the job because my colleagues don't fell jealous of me (mean:2.47).

4.2.4. Satisfaction by Opportunity for Advancement

Findings revealed the level of opportunity for advancement to be fair with an average mean of 2.49 from the combination of 6 items. Three items were interpreted satisfactory while other there were interpreted as fair. These items include: I am satisfied with my work because through it I hope that my profession will be highly developed(mean 2.64), I am satisfied because my universities give us the study leave in need(mean:2.62), I am satisfied with my work because I always advance in the career(mean:2.58), I am satisfied with the chance given to all lecturers(mean:2.41), I am satisfied with the way the university favors lecturers to increase their skills(mean:2.35) and I am satisfied with the way the university has set regular training to lecturers(2.31). It has been noted that when workers are helped to advance in the career; there will be the reduction of challenges related to the job performance and their level of satisfaction will be increased.

4.2.5. Satisfaction by Workload and Stress level

The level of workload and stress level was shown by the mean of 2.39 interpreted as fair. All items included were interpreted as fair and ranked as follows: I am satisfied at my work because exams do not stress me (mean: 2.47), I am satisfied with my work because there is a clear policy towards the work (mean:2.45), I am satisfied because other university' activities do not affect my teaching activities(mean:2.45), am satisfied with my working hours because they do not stress me(mean:2.37), am satisfied at my work because there is no stress(mean:2.35) and I am satisfied at work because none blames me because of learners' low results(mean:2.27). These showed that workload and stress level of worker is closely linked with the level of job satisfaction.

4.2.6. Satisfaction by Working Conditions

The negative effect of working conditions on job satisfaction was ranked the first. Findings demonstrated that four items were interpreted as fair while other two were interpreted as poor. The mean average of this factor was 2.06 interpreted as fair. Six analyzed items are the followings: I am satisfied at work because of job security(mean2.37), I am satisfied with my work because the job location doesn't affect me(mean:2.25), I am satisfied with my work because the teaching environment doesn't affect me(mean2.17), I am satisfied at job because the university always makes the working conditions affordable(mean: 2.12), I am satisfied because classrooms are equipped by all necessities to favor teaching activities(mean:1.74) and The way teaching materials are provided satisfies me a lot (mean:1.74). People tend to be satisfied when the working conditions are

good, safe and equipped by all necessities.

4.3. Hypotheses Testing

Findings presented in table 4 regarding seven hypotheses concerning relationships between all factors of motivation, Level of motivation correlated with job satisfaction were interpreted as follows:

H01. The null hypothesis of no significant relationship between the level of cheer love of the career and job satisfaction was rejected because of r-value of 0.593 and sig -value of .000 lesser than 0.01. This means that the level of relationship was 59.3% positive.

H02. The null hypothesis of no significant relationship between the level of salary and job satisfaction was rejected because of r-value of 0.777 and sig -value of .000 lesser than 0.01. This means the level of relationship was 77.7% positive.

H03. The null hypothesis of no significant relationship between the level of incentives & promotions and job satisfaction was rejected because of r-value of 0.487 and sig -value of .000 lesser than 0.01. This means that the level of relationship was 48.7% positive.

H04. The null hypothesis of no significant relationship between the level of social factors and job satisfaction was rejected because of r-value of 0.73 and sig -value of .000 lesser than 0.01. This means that the level of relationship was 73% positive.

H05. The null hypothesis of no significant relationship between the level of code of conduct and job satisfaction was rejected because of r-value of 0.469 and sig -value of .000 lesser than 0.01. This means that the level of relationship was 46.9% positive.

H06. The null hypothesis of no significant relationship between the level of classroom environment and job satisfaction was rejected because of r-value of 0.686 and sig -value of .000 lesser than 0.01. This means that the level of relationship was 68.6% positive.

H07. The null hypothesis of no significant relationship between the level of lecturers' motivation and job satisfaction was rejected because of r-value of 0.821 and sig -value of .000 lesser than 0.01. This means that the level of relationship was 82.1% positive.

From that, the researcher concluded that if one variable goes up the other will be benefited from that increment and the effect is oriented in the same direction.

Table 4: Correlations (Factors of Motivation; Level of lecturers' motivation with Job satisfaction)

		Cheer love of the career	Salary	Incentives & promotions	Social factors	Code of conduct	Classroom environment	Level of Motivation	Level of Job Satisfaction
Cheer love of Career.	Pearson Correlation	1	.601**	.418**	.619**	.383**	.565**	.801**	.593**
	Sig.(2-tailed)		.000	.000	.000	.001	.000	.000	.000
	N	70	70	70	70	70	70	70	70
Salary	Pearson Correlation	.601**	1	.341**	.639**	.474**	.523**	.834**	.777**
	Sig.(2-tailed)	.000		.004	.000	.000	.000	.000	.000
	N	70	70	70	70	70	70	70	70
Incentives & promotions	Pearson Correlation	.418**	.341**	1	.535**	.655**	.357**	.654**	.487**
	Sig.(2-tailed)	.000	.004		.000	.000	.002	.000	.000
	N	70	70	70	70	70	70	70	70
Social factors	Pearson Correlation	.619**	.639**	.535**	1	.555**	.638**	.857**	.730**
	Sig.(2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	70	70	70	70	70	70	70	70
Code of conduct	Pearson Correlation	.383**	.474**	.655**	.555**	1	.392**	.702**	.469**
	Sig.(2-tailed)	.001	.000	.000	.000		.001	.000	.000
	N	70	70	70	70	70	70	70	70
Classroom environment	Pearson Correlation	.565**	.523**	.357**	.638**	.392**	1	.742**	.686**
	Sig.(2-tailed)	.000	.000	.002	.000	.001		.000	.000
	N	70	70	70	70	70	70	70	70
Level of Motivation among Lecturers	Pearson Correlation	.801**	.834**	.654**	.857**	.702**	.742**	1	.821**
	Sig.(2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	70	70	70	70	70	70	70	70

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

4.4. Findings

4.4.1. Factors Affecting lecturers' Motivation and Related levels.

The study availed the factors of lecturers' motivation and their effects. The level of lecturers' motivation was first negatively affected by salary (mean =2.13), Classroom environment (mean =2.28), Promotion & incentives

(mean =2.334), Code of conduct (2.338), Social factors (mean=2.53) lastly it was affected by cheer love of career (internal motivation) with the mean of 2.57. Lecturers showed being highly internally motivated than other factors and highly negatively affected by salary.

4.4.2. Factors Affecting Job Satisfaction among lecturers.

The findings of the study showed working conditions being at the first rank to affect negatively the level of job satisfaction with the mean of 2.069, followed by financial rewards with the mean of 2.155, thirdly by workload and stress level by a mean of 2.39, the fourth factors was relation with supervisors with a mean of 2.45, fifthly by opportunity for advancement (2.49) and lastly by respect co-workers with a mean of 2.60. The level of job satisfaction was highly decreased by working conditions and financial rewards while respect co-workers showed to be the least factors to decrease its level.

4.4.3. Level of Motivation among lecturers.

The findings of the study showed that the level of lecturers' motivation was fair with the mean of 2.365.

4.4.4. Level of Job satisfaction among lecturers

The findings of the study showed that the level of job satisfaction was fair with the mean of 2.362.

4.4.5. Correlations

The findings reported the significance of relationships between all correlated variables. It was shown largely by the significance values which were all lesser than sig value of 0.01 (2-tailed). The following observations were drawn from hypotheses testing.

- a. There was a significant relationship between the levels of cheer love of career with the job satisfaction shown by the sig. value of .000 (2 - tailed) with a positive relationship of 59.3%.
- b. The study showed the significant relationship between salary and job satisfaction with a sig. value of .000 (2-tailed) and a high positive relationship of 77.7%.
- c. The relationship between levels of incentives & promotions with the job satisfaction was declared significant with a sig value of .000 with a medium positive relationship of 48.7%.
- d. The relationship between social factors and job satisfaction was declared significant shown by sig value of .000 with a high positive relationship of 73%.
- e. The relationship between the levels of codes of conduct with job satisfaction was shown significant value of .000 with a medium positive relationship of 49%.
- f. The correlation of classroom environment was significant with a high positive relationship of 68.6% with a sig value of .000.
- g. Finally the correlation of level of lecturers' Motivation (independent Variable) with level of job satisfaction (dependent variable) was declared significant shown by sig value of .000 with a high positive relationship of 82.1%.

5. Conclusions and Recommendations

5.1. Conclusions

Generally based on the findings the researcher concluded that there is a significant relationship between the levels of lecturers' motivation and jobs satisfaction in public university of Rwanda. The specific conclusions were drawn from findings of the study.

1. The null hypotheses (H01, H02, H03, H04, H05, H06 and H07) of no significant relationship between factors of motivation among lecturers (Cheer lover of career, Salary, Incentives & Promotions, Social factors, Code of conduct, Classroom environment), level of lecturers' motivation correlated with the level of job satisfaction among lecturers of public university of Rwanda were all rejected because of their sig levels of .000 being lesser compared to the significance level of 0.01 level (2-tailed). It was concluded that all relationships were positively significant.

2. Theories such as Expectancy, Equity, Job enrichment, Self-determination theory, Maslow's Theory of Motivation/Satisfaction (1943), Herzberg's Two-Factor Theory (1959), and Theory X & Y (Douglas McGregor) (1960) were upheld by the findings of the study. It has been noted that the relationships for all cases analyzed were positives to mean that once one variable goes up or decreases so will be the other one.

3. The study contributed in knowledge generation by indicating the relationship existing between the level of motivation and job satisfaction among lecturers of university of Rwanda. The level of motivation among lecturers was first negatively affected by salary > classroom conditions > incentives & promotions > code of conduct > social factors > cheer love of career. In other words internal motivation (cheer love of career) tends to increase the overall level of motivation while salary tends to decrease the level of motivation. The findings on the hand on of job satisfaction showed the following order: Working conditions > Financial rewards > Workload and stress level > Relation with supervisors > Opportunity for advancement > Respect co-workers.

4. No study that correlated lecturers' motivation and job satisfaction in Rwanda. The findings from the study covered the gaps related to the level of motivation and job satisfaction in lecturers. The study also demonstrated the ranking of factors affecting both motivation and job satisfaction among lecturers in Rwanda.

5.2. Recommendations

From findings of the research it has been concluded that an upgraded factor of motivation will have a positive impact on job satisfaction. From that the following recommendations should be considered to increase and maintain the level of lecturers' motivation and job satisfaction.

1. There should be a good plan to adjust regularly all issues related on payment.
2. The classroom environment and working conditions should be well controlled and equipped by all necessities to be more enjoyable for keeping lecturers and students motivated and satisfied.
3. Regular incentives and clear policies regarding promotions should be basically set to avail equal chance and maintain lecturing staff motivated.
4. Regular training and more opportunity for career advancement should be created to increase the level motivation and job satisfaction of lecturing staff.
5. Effective communication and feedback should be well maintained among administrative staff, lecturing staff and all educational stakeholders to create a team working conditions which will make them internally motivated by accomplishing their responsibilities and tasks.
6. Regular researches should be done in different corners regarding the motivation and job satisfaction among lecturers in universities.

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