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Abstract

This study examined the role of human resource policies in the improvement of job satisfaction for academic staff at the Institute of Accountancy Arusha (IAA). The study applied the best practice and two-factor theories to establish the linkage between HR policies and job satisfaction. A quantitative approach was applied to investigate the research problem. The study population comprised 164 academic staff. The sample size of 83 respondents was involved in the study. Data were collected using a structured questionnaire. Analysis of questionnaire data was done through descriptive and regression statistics. Generally, the findings showed that IAA implements several human resource policies such as Staff Training and Development, Academic Staff Promotions Guidelines, Scheme of Service, and OPRAS Guidelines. The study’s findings highlighted that HR policies have helped to enhance satisfaction with salaries, promotions, allowances, workload distribution, and work relations. Moreover, HR policies have enhanced the retention, commitment, and loyalty of senior academic staff. The study concludes that HR policies have a significant role in improving job satisfaction of academic staff. The study recommends enhancing revenue mobilization to improve the effectiveness of the implementation of HR policies.

Keywords: Human Resource Planning, Job Satisfaction, Higher Education.

1. Introduction

Higher Education Institutions (HEIs) are imperative agents for sustainable development. HEIs transform societies through training, research, and innovation activities (Lozano et al., 2013). In rapidly innovative and competitive environments, HEIs are expected to attract and retain competent employees (Marginson, 2013). The availability of a high-quality workforce is a function of HR policies in performance management, training, occupational safety, and promoting and compensating employees (Akinyomi, 2016).

Specifically, higher learning institutions experience job dissatisfaction among academic staff. The problem manifests in a high turnover rate as employees leave to seek better opportunities in other organizations. Developed and developing countries face the challenge
of a high labor turnover rate in higher learning institutions. In the case of the United States of America (USA), higher learning institutions experienced a turnover rate of 16% between 2011 and 2015 (Chowwen, Balogun, & Olowokere, 2014). HEIs in New Zealand experience an academic staff turnover rate of at least 10.4% per annum, while HEIs in England experience an academic staff turnover of 9% per annum (Mkulu, 2018). Similar trends prevail in HEIs in Asian countries. In Malaysia, private HEIs experience a turnover of academic staff by 30% annually. Failure to retain academic staff is attributed to a lack of clear human resource plans for employee motivation, career development, and attractive remuneration (Manogharan et al., 2018). Private HEIs fail to retain academic staff in India due to job security and poor remuneration plans. Consequently, academic employees prefer to transfer to government HEIs where compensation packages are relatively attractive (Belwal & Kavidayal, 2014).

African countries also experience academic staff turnover in private higher learning institutions. In West Africa, private higher education institutions experience turnover. Muteswa and Ortlepp (2011) reveal that Malawi experiences a high academic staff turnover rate of 15%, while Zambia experiences an academic staff turnover of 14% annually (Muteswa & Ortlepp, 2011). In Ghana, top administrative and academic staff in private universities frequently migrate to public universities, seeking green pastures (Mankoe, 2007).

Higher Learning Institutions in East Africa also experience similar problems of job dissatisfaction among academic staff. In Uganda, higher education institutions have lost over 50% of senior academic staff who retired between 2015 and 2016. As a result, academic responsibilities were left to inexperienced junior academic staff (Mushemaza, 2016). These challenges are attributed to low job satisfaction among academic staff vested with myriad academic responsibilities ranging from teaching, research, administrative support, and consultancy (Kiplangat, 2017).

Higher Education Institutions in Tanzania face the critical challenge of job dissatisfaction among academic staff. Kyando (2013) revealed that most academic staff at Mbeya Institute of Science and Technology were unsatisfied with their jobs due to limited training opportunities, shortage of teaching resources, unpleasant working environments, and compensation. In addition to the above, Msuya (2022) has also shown that academic staff in HEIs in Tanzania are not satisfied with work benefits, work relationships, talent management, and innovation and communication.

For the past decade, the Institute of Accountancy Arusha (IAA) has formulated various human resource policies for motivating academic staff. In 2011, the IAA approved a service scheme to ensure employees understand their career paths and responsibilities (IAA, 2011). In 2013, IAA formulated a staff training and development policy to ensure the availability of highly qualified human resources and prepare staff for promotion (IAA, 2013). In 2022, the IAA formulated the Academic Staff Promotion Guidelines, which set standards for evaluating performance and promoting academic staff (IAA, 2022). However, there is a limited understanding of the role of human resource policies in the job satisfaction of academic staff in Tanzania HEIs such as IAA. Therefore, the current study addressed knowledge gaps by exploring the role of human resource policies in improving the job satisfaction of academic staff in higher educational institutions.
education institutions in Tanzania by focusing on the Institute of Accountancy Arusha as the case study. This study aimed to explore the role of human resource policies in improving the job satisfaction of academics at the Institute of Accountancy Arusha (IAA). The study analyzed the relationship between HR policies and job satisfaction among the academic staff of the Institute of Accountancy Arusha. The study was conducted between February 2023 and October 2023. Its findings provide insights into the role of human resource policies on satisfaction for academic competitiveness.

2. Literature Review

2.1 Theoretical Framework

The best practice theory of human resource management was proposed by David Guest. The theory is built on the assumption that a core set of integrated HR practices and policies is necessary to influence the performance of individuals and organizations. The theory proposes a set of six components of HR. They include HR policies, HR strategy, a set of HR practices, HR outcomes, Behavioural outcomes, Performance outcomes, and Financial outcomes (Guest, 1987; Deb, 2009; Bratton & Gold, 2012).

HR Strategy includes innovation, quality, and cost reduction. HRM practices include human resource planning, selection, training, appraisal, rewards, job design, involvement, status, and security. HRM outcomes include commitment, quality, and flexibility. Behavioral outcomes include motivation, involvement, and organizational citizenship. Performance Outcomes include high productivity, quality, and innovation. Financial outcomes include return on investments (Sharma & Sharma, 2019).

The best practice theory was relevant in this study because it highlights the role of HR policies in organizations. Hence, the theory has guided the assessment of HR policies implemented at IAA.

2.2 Conceptual Framework

The conceptual framework presented in Figure 2.1 depicts that this study investigated the role of HR policies on job satisfaction at IAA. The independent variable was human resource policies. The HR policies included academic staff promotion policies, training and development policies, and a scheme of service. The dependent variable was job satisfaction.
satisfaction. Job satisfaction was measured by five indicators: satisfaction with pay, job position, promotion, training, work assignments, and work relationships.

2.3 Empirical Literature Review

On the global level, several studies have assessed the role of human resource policies on job satisfaction. Jawaad et al. (2022) conducted a case study at Loblaw Companies Limited in Canada to examine the effect of human resources policies on employee satisfaction. Data were collected through questionnaires, and data analysis was performed through both descriptive and inferential statistics. The study found that HR policies positively and significantly impact employee satisfaction. This finding highlights the importance of implementing effective HR policies to promote employee satisfaction and overall organizational success.

In Asia, studies have investigated the role of HR policies on job satisfaction. Singh (2014) examined the relationship between HR policies and job satisfaction among employees in telecommunication companies in Lucknow City, India. The study applied descriptive research design, which involved a survey of 150 employees. Data were analyzed using descriptive and correlation statistics. The study revealed that training, recruitment, and reward policies were positively correlated with job satisfaction. The study by Singh (2014) has provided valuable knowledge of the HR policies in the telecommunication sector. Despite its contributions, the study has left contextual gaps. Singh’s (2014) study findings were limited to the telecommunication sector. Hence, the findings are not generalizable to HEIs.

In Africa, studies have investigated the role of HR policies on job satisfaction. Kwenin et al. (2013) investigated the influence of HR policies and job satisfaction among employees at Vodafone in Ghana. The study applied a descriptive research design to survey the opinions of 142 employees. The study applied descriptive statistics and Pearson chi-square to analyze data. The study results showed that HR policies have correlated with job satisfaction. However, the study by Kwenin et al. (2013) left contextual gaps. The study was limited to the telecommunication sector. Hence, it has left knowledge gaps in HEIs.

Another study by Gachie (2016) investigated the relationship between human resource policies and job satisfaction among NGOs in Kenya. The study revealed that reward, training, and health and safety policies influence job satisfaction. This literature review noted weaknesses in the study by Gachie (2016). While the study stated to have used a mixed method design in data collection, only findings for quantitative data were presented. Findings for interview data were not presented. Furthermore, the study by Gachie (2016) was limited to NGOs. Hence, it has left gaps in the context of HEIs.
In Tanzania, studies have focused on the influence of HR practices on job satisfaction. Balozi (2011) explored the influence of HR practices on job satisfaction among employees at Tanzania Public Service College (TPSC). The study’s results revealed that HR policies for training and development, performance appraisal, employee relations, and incentives were positively correlated with job satisfaction. Despite its contribution, the study by Balozi (2011) focused on one Higher Education Institution (HEI) in Tanzania. Therefore, the findings cannot be generalized to other HEIs in Tanzania.

Ramadhani (2017) assessed the effect of human resource practices on job satisfaction among employees in Monduli District Council. The study revealed that training and development practices significantly contribute to job satisfaction. However, the study by Ramadhani (2017) focused on HR practices, which are merely activities that may not have policy guidelines. Therefore, a study has left knowledge gaps about the role of HR policies and guidelines in job satisfaction.

The empirical literature review has shown that several studies have attested that HR policies are essential to job satisfaction. Such studies were, however, done in private companies in Canada (Jawaad et al., 2022), telecommunication companies in India (Singh, 2014), Pakistan (Khushk, 2019), and Ghana (Kwenin et al., 2013). In Tanzania, a few studies have established that HR practices significantly affect job satisfaction in Tanzania Public Service College (Balozi, 2011) and Monduli District Council (Ramadhani, 2017).

Despite their valuable contributions, previous studies have left knowledge gaps about the role of HR policies in higher learning institutions. Moreover, most previous studies applied quantitative research approaches, which did not comprehensively understand the contributions of different HR policies. Therefore, the current study has addressed knowledge and methodology gaps by exploring the role of HR policies on the job satisfaction of academic staff at the IAA.

3. **Methodology**

This study was conducted at the Institute of Accountancy Arusha (IAA), Arusha Campus in Arusha City.

3.1 **Research Design**

The study utilized a case study design. This study has selected IAA as the case study. IAA is selected because limited knowledge exists to provide an understanding of human resource policies.

3.2 **Research Approach**

The study adopted a quantitative research approach which helped to test the hypothesis and establish the impact of HR policies on academic staff job satisfaction.

3.3 **Target Population and Sample Size**

The study was based on the population of 164 employees working in academic positions at IAA. The
The sample size for academic staff was calculated by using the following formula:

\[ n = \frac{N}{1 + N(e)^2} \]

- \( n \) – Sample Size
- \( N \) – The population size is 164
- \( e \) – The acceptable sampling error
  \[ e = 0.05 \]

\[ n = \frac{164}{1 + 164(0.05)^2} \]

\[ n = 116 \]

The study derived a sample size of 116 academic staff. However, only 83 academic staff were reached.

**3.4 Sampling Techniques**

Simple random sampling was applied to select academic staff. Two procedures were involved in random selection. First, the researcher obtained a list of 164 academic staff from the human resource office. Then, a sample of 116 respondents was randomly selected from the list of 164 academic staff. Selection was done by using a table of random numbers.

**3.5 Data Collection**

This study utilized a standardized questionnaire to collect data from 83 academic staff. The questionnaire was appropriate for data collection because it allowed objectivity during data collection. Moreover, a questionnaire allowed statistical quantification during the data analysis phase and generalized findings across the academic staff of IAA. The questionnaire was composed of two sections. Section A included respondents’ characteristics such as sex, age, education, experience, and specialization. The Section B of the questionnaire included items for research questions. Items for research questions were coded using ordinal scales generated from Likert scales for measuring levels of agreement (1- Strongly Disagree, 2-Disagree, 3- Not Sure, 4-Agree, to 5-Strongly Agree).

**3.6 Data Analysis**

Data for demographic information of academic officers (age, gender, education levels, years of work experience, and employment status) were analyzed using frequencies and percentage values (Table 1). Data about the role of HR policies on job satisfaction were analyzed through descriptive statistics and regression analysis. First, descriptive statistics (frequencies, percentages, and mean scores) were applied to summarize the perceptions of academic staff (Table 2). The mean scores helped to rank perceptions. The mean scores from 1.00 to 1.80 were interpreted as strongly disagree. Mean scores from 1.81 to 2.60 were interpreted as disagreeing. Mean scores from 2.61-3.40 were interpreted as Not Sure. The mean score from 3.41 to 4.20 signified agreement. The mean scores from 4.21 to 5.00 signified strongly agree. Then simple
linear regression was applied to establish the level of significant influence of HR policies on job satisfaction (Table 3). Regression results were interpreted at the significance level (p) of .05. The following regression model was utilized. 

\[ \text{Job Satisfaction} = \beta_0 + \beta_1(\text{Policies}) + \varepsilon \]

Where:
- **Job Satisfaction**: The dependent variable represented employees’ job satisfaction.
- **Policy**: The independent variable represents the specific HR policies factor that significantly improves the model.
- **β0**: The intercept, represented the expected job satisfaction when the HR policy factor is zero.
- **β1**: The regression coefficient represented the change in job satisfaction associated with a one-unit change in the HR policy factor.

### 3.7 Ethical Considerations

The research followed IAA’s research policy, obtained clearance from IAA, and adhered to the principle of informed consent. Respondents’ anonymity and confidentiality were ensured by assigning serial numbers and restricting unauthorized access to data.

### 4. Findings

The academic staff participating in this study were profiled based on six characteristics: job positions, gender, age, education levels, years of work experience, and employment status.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Categories</td>
<td>Males</td>
<td>45</td>
<td>52.2</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>38</td>
<td>45.8</td>
</tr>
<tr>
<td>Age Groups</td>
<td>20-35 Years</td>
<td>8</td>
<td>9.6</td>
</tr>
<tr>
<td></td>
<td>36-50 Years</td>
<td>70</td>
<td>84.3</td>
</tr>
<tr>
<td></td>
<td>51-60 Years</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Education Levels</td>
<td>Bachelor Degree</td>
<td>28</td>
<td>33.7</td>
</tr>
<tr>
<td></td>
<td>Master Degree</td>
<td>52</td>
<td>62.7</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>Years Worked</td>
<td>Less than 1 Year</td>
<td>10</td>
<td>12.0</td>
</tr>
<tr>
<td></td>
<td>1-5 Years</td>
<td>44</td>
<td>53.0</td>
</tr>
<tr>
<td></td>
<td>6-10 Years</td>
<td>9</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td>More than 10 Years</td>
<td>20</td>
<td>24.1</td>
</tr>
<tr>
<td>Employment Status</td>
<td>Full Time</td>
<td>71</td>
<td>85.5</td>
</tr>
<tr>
<td></td>
<td>Part Time</td>
<td>12</td>
<td>14.5</td>
</tr>
</tbody>
</table>

Source: Field Data (2023)

According to Table 1, the respondents comprised of males (52.2%, n=45), and females (45.8%, n=38). The gender distribution suggests a balanced of gender representation of respondents in the study. Table 1 shows that respondents were categorized into four age groups. The most represented age group was 36-50 years, which comprised 83.4% (n=70) of the sample size. Other age groups included 20-35 years (9.6, n=8), and 50-60 years (4.8%, n=4). The least represented age group was above 60 years (1.2%, n=1).
Respondents were grouped into three education levels. First bachelor degree holders (33.7%, n=28), second, master degree holders (62.7%, n=52), and Ph.D. holders (3.6%, n=3). The education levels suggest that working in academic positions requires degree levels of education. Bachelor's degrees, master's degrees, and PhDs. Respondents were profiled based on years worked at IAA. As Table 1 shows, respondents had diverse work experience, ranging from less than 1 year (12.0%, n=10), 1 to 5 years (53.0%, n=44), 6 to 10 years (10.8%, n=9), and above 10 years (24.1%, n=20). The information about work experience indicates that most respondents have worked at IAA for at least one year. Moreover, a significant portion of respondents had more than 10 years of work experience, suggesting they were present during the formulation and implementation of various human resource policies.

Table 1 shows that most of the respondents in this study were employed full-time (85.5%, n=71), while part-time employees were few (14.5%, n=12). The employment status information suggests that IAA may not have sufficient academic staff, so it employs part-time academic staff to facilitate efficiency in teaching tasks.

4.2 The Role of Human Resource Policies on Job Satisfaction

This study analyzed the perceived role of the existing human resource policies in improving job satisfaction among academic staff at IAA. Analysis of data was done quantitatively through descriptive and regression analysis. Descriptive statistics provide a glimpse of the opinions of academic staff about the role of current human resource policies in improving job satisfaction. The findings of descriptive statistics are presented in Table 2. The mean scores were interpreted using the following ordinal scale. Mean scores from 1.00 to 1.80 were interpreted as strongly disagree. Mean scores from 1.81 to 2.60 were interpreted as disagreeing. Mean scores from 2.61-3.40 were interpreted as Not Sure. A mean score from 3.41 to 4.20 signified agreement. The mean scores from 4.21 to 5.00 signified strongly agree.

Table 2: The Role of HR Policies on Job Satisfaction (n=83)

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings responses in Frequencies and Percent (%)</th>
<th>Mean Scores</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HR policies have enhanced satisfaction with salaries</td>
<td>0 (0%)</td>
<td>4.4819</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>9 (10.8%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>16 (19.3%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>58 (69.9%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HR policies</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>2</td>
<td>have enhanced satisfaction with promotions</td>
<td>49</td>
<td>(59.0%)</td>
</tr>
<tr>
<td>3</td>
<td>have helped to ensure retention of potential senior academic staff</td>
<td>43</td>
<td>(51.8%)</td>
</tr>
<tr>
<td>4</td>
<td>have helped to ensure the commitment of academic staff</td>
<td>36</td>
<td>(43.4%)</td>
</tr>
<tr>
<td>5</td>
<td>have enhanced satisfaction with working relations</td>
<td>42</td>
<td>(50.6%)</td>
</tr>
<tr>
<td>6</td>
<td>have enhanced satisfaction with allowances</td>
<td>41</td>
<td>(49.4%)</td>
</tr>
<tr>
<td>7</td>
<td>have helped to improve loyalty of academic staff</td>
<td>38</td>
<td>(45.8%)</td>
</tr>
<tr>
<td>8</td>
<td>have enhanced satisfaction with workload</td>
<td>41</td>
<td>(49.4%)</td>
</tr>
</tbody>
</table>

Source: Field Data (2023)
According to the findings presented in Table 2, the study analyzed the role of HR policies on eight items of job satisfaction. The most cited item was satisfaction with salary. The findings show that 10.8% (n=9) of the academic staff survey expressed disagreement. The findings further illustrate that most of the academic staff surveyed (69.9%, n=58) strongly agreed. Additionally, 19.3% (n=16) of the respondents surveyed agreed. The mean score was 4.4819, which means that most respondents strongly agreed that HR policies have enhanced levels of satisfaction with salaries.

The second most cited item of job satisfaction was retention. Findings in Table 2 show that 15.7% (n=13) were unsure, 32.5% (n=27) agreed, while 51.8% (n=43) strongly agreed. The mean score was 4.3614, implying that most respondents strongly agreed that HR policies helped retain senior academic staff at IAA. The findings suggest that HR policies have motivated senior academic staff to remain in the organization.

The third most cited item was satisfaction with promotions. Respondents were asked to indicate whether HR policies have enhanced their satisfaction with promotions. The findings in Table 2 indicate that 13.3% (n=11) disagreed, 7.2% (n=6) were unsure, 20.5% (n=17) agreed, and 59.0% (n=49) strongly agreed. The mean score was 4.2530, entailing most respondents strongly agreeing that HR policies have elevated levels of satisfaction with promotions among academic staff at IAA.

The fourth most cited item was workload. According to Table 2, academic staff were asked to indicate whether HR policies have enhanced satisfaction with workload. Findings show that 20.5% (n=17) were uncertain, 49.4% (n=41) agreed, whereas 30.1% (n=25) strongly agreed. The mean score was 4.0964, indicating that respondents mostly agreed that HR policies have enhanced satisfaction with the workload.

The fifth most cited item of job satisfaction was loyalty. The study findings in Table 2 show that 7.2% (n=6) disagreed, 18.1% (n=15) were unsure, 45.8% (n=38) agreed and 28.9% (n=24) strongly agreed. The mean score was computed at 3.9639, denoting that the highest number of respondents agreed that HR policies have helped to improve the loyalty of academic staff.

The sixth most cited item was satisfaction with working relations. The findings in Table 2 show that 4.8% (n=4) disagreed, 26.5% (n=22) were uncertain, 50.6% (n=42) agreed, and 18.1% (n=15) expressed strong agreement. The computed mean score was 3.8193, implying that the majority of the respondents agreed that HR policies have helped to enhance satisfaction with working relations.

The seventh most mentioned item was commitment, whereby 9.6% (n=8) disagreed, 25.3% (n=21) were unsure, 43.4% (n=36) agreed, and 21.7% (n=18) strongly agreed. The computed mean score was 3.7711. The findings denote that respondents largely agreed that HR policies have helped ensure academic staff’s commitment to IAA. The least cited item was satisfaction with allowance, where 9.6% (n=8) disagreed, 22.9% (n=19) were not sure, 49.4% (n=41) agreed, and 18.1% (n=15) strongly agreed. The mean score was 3.7590, implying that most respondents agreed that HR policies had enhanced satisfaction with allowances.
Then, the study applied simple linear regression analysis to determine the level of significance at which HR policies impact the satisfaction of academic staff at IAA. The results are shown in Table 3.

**Table 3: Regression Statistics of the Role of HR Policies on Job Satisfaction**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.605(^a)</td>
<td>0.366</td>
<td>0.358</td>
<td>0.57486</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Human Resource Policies

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>15.446</td>
<td>1</td>
<td>15.446</td>
<td>46.74</td>
<td>.000(^b)</td>
</tr>
<tr>
<td>Residuals</td>
<td>26.767</td>
<td>81</td>
<td>0.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>42.213</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Human Resource Policies
b. Dependent Variable: Job Satisfaction

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>1.101</td>
<td>0.39</td>
</tr>
<tr>
<td>Human Resource Policies</td>
<td>0.679</td>
<td>0.099</td>
</tr>
</tbody>
</table>

b. Dependent Variable: Job Satisfaction

**Source: Field Data (2023)**

According to the Model Summary, the correlation coefficient ® value = .605, meaning a strong positive correlation exists between HR policies and job satisfaction (Table 3). According to the model summary, the value of R²=.366. These results mean that HR policies account for a 36.6% variance in job satisfaction of academic staff (Table 3). This means that improvement in the implementation of HR policies will significantly cause an improvement in job satisfaction of academic staff by 36.6%.

ANOVA helped to determine whether the model is significant enough to determine the outcomes of HR policies on job satisfaction. The ANOVA results show that F (1, 81) = 15.446, p=.000<0.05. The significant value is below the tolerance level of 0.05 or 95% (Table 3). This means the model is significant in determining the influence of HR policies on the job satisfaction of academic staff.

The regression coefficients Table shows that the significant value of the regression is t=6.837, p=.000. The significant value (p) is < 0.05 (Table 3). Therefore, this study establishes that HR policies significantly influence job satisfaction among academic staff at IAA.

5. Discussions
The study’s findings highlighted that HR policies have helped to enhance satisfaction with salaries, promotions, allowances, workload distribution, and work relations. Moreover, HR policies have enhanced the retention, commitment, and loyalty of senior academic staff. These findings are supported by previous studies. For instance, a study by Nuhu et al. (2018) has revealed that implementing training policies and programs significantly influences job satisfaction among academic staff working at Bayero University in Nigeria. Another study by Makafu (2017) also showed that human resource policies positively influence job satisfaction among academic staff at Mkwawa College of Education in Tanzania.

6. Conclusions
The implementation of HR policies has a considerable impact on academic staff work satisfaction, according to the data. HR guidelines offer a psychological guarantee that the company is working to enhance academic staff productivity and resolve performance issues. By putting HR rules into practice, employers can better satisfy academic staff members’ needs and raise employee satisfaction with benefits including pay, benefits packages, and work environment.

7. Recommendations
This study’s recommendations are based on its findings, which state that IAA management should make sure enough money is raised to support the implementation of HR policy. The administration ought to take the lead in raising the standard of services, which will raise enrollment and revenue generation. Additionally, a portion of the income ought to be set aside for the implementation of HR policies, particularly those that deal with compensating current academic staff members, enhancing workplaces, and hiring additional employees to cover shortfalls.

The study’s purview was narrow. The study was conducted in one Tanzanian higher education institution using a case study design. Other HEIs might not be able to use the findings. To increase the body of knowledge, more research in other HEIs should be conducted.

References


Kyando, G., 2013. Investigation of Job Satisfaction among Academics for Higher Learning


