

**HUMAN RESOURCE POLICY AND JOB SATISFACTION OF EMPLOYEES IN  
KNOWLEDGE-BASED ENTERPRISES: A COMPARATIVE STUDY OF THE  
INDIGENOUS AND EXPATRIATE TEACHING STAFFS OF KAMPALA  
INTERNATIONAL UNIVERSITY, UGANDA**

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**ABSTRACT:** *This paper describes the differences in human resource policies and job satisfaction among the indigenous and expatriate staffs of Kampala International University (KIU). The researcher employed a case study and causal comparative research design in which self-administered questionnaires were used to collect data from a sample of 138 respondents. Data was analysed using the statistical package for social scientist (SPSS), and in particular, using means and the independent t-test. The study revealed a low variation in human resource policies of ( $r^2$  value 14% and Sig. 0.032) between the indigenous and expatriate academic staffs of KIU. However, a significant differences in job satisfaction was reported ( $r^2$  value 62% and Sig. 0.017) among the two groups which in favour of the expatriate teaching staff. The researchers attributed this to variation in the reward policy, thereby concluding that, although the HR policies at KIU a slightly different among the indigenous and expatriate teaching staff, job satisfaction is significant different, which attributed to differences in the reward policies of the university. This study therefore, recommends that the university management streamlines the rewards policy to create a sense of equity and fairness amongst its teaching staffs. This will increase job satisfaction among the indigenous teaching staffs, which will consequently increase productivity in the university as whole.*

**KEYWORDS:** Human Resource Policies, Reward Policy, Promotional Policy, Training and Development Policy, Job Satisfaction

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## INTRODUCTION

Many organizations have now recognized that human resources play an important role in gaining a competitive advantage in today's highly competitive global business environment (Maicibi, 2012). Human resource policies and job satisfaction are studied widely in different parts of the world. It is assumed that human resource policies are closely associated with job satisfaction (Ting, 1997). Many scholars and practitioners believe that well written and sound human resource policies result in better level of job satisfaction which ultimately improves organizational performance (Applebaum et al., 2000). It is therefore; very important to understand what makes human resources satisfied in knowledge enterprises for performance to be realized. Organizations that examine their human resource needs are more likely to succeed in devising appropriate human resource policies for their staff as compared to those that do not analyze their human resource needs. Spector (1997) as cited by Qasim, et al. (2012) maintains that analyzing employee satisfaction or needs offers a better picture on how strategies and policies should be devised, which makes it pertinent in drafting appropriate human resource policies, thus job satisfactions and increasing organizational performance.

In knowledge based enterprise, human resource policies are not any different from other types of organizations; however, it is worth noting that, over 80 percent of employee in most universities or institutions of learning are intellectuals. Because of this, most institutions have clear and structured human resource policies. Kwenin et al., (2013) maintains that a well organized and appropriate human resource policy increases job satisfaction and hard work among employees within an organization. It also promotes efficiency, motivates workers and stimulates employee performance, hence increasing job satisfaction and productivity among workers (Memon, 2010). Most organizations that are known to have succeeded all over world attribute their success to well managed human resources policies. This justifies the notion that 'human resources are one of the most important resources within an organization, without them all the other resources cannot be operated'. Human resource management encompasses nothing, other than instituting policies and making people perform their required tasks in the most efficient and effective manner. It involves ensuring that employees appreciate what they do, in order to maximize efficiency and effectiveness out them. For service organization, this very pertinent since productivity can only be achieve when a worker is happy.

Kampala International University being an international university, it employs both Indigenous and Expatriate teaching staffs. "The ratio among the two groups at the university is four to one", says the Human Resource Manager of KIU, which makes it one the largest institutions in Uganda with multinational workforce diversity. According to Gupta (2013), work force diversity is crucial in pooling skills and knowledge that leads to complementary and mutual learning which can promote creativity and innovation within an organization. It helps managers understand how different people behave, and how they can harness different skills to optimize performance, (Jayne & Dipboye, 2004). For diversity among workers to be optimized, managers ought to ensure appropriate human resource policies in order to strike a balanced among the different groups within an organization. Kochan, (2003) point out that, institutions that offer special treatment or selective

human resource policies among its staffs instigate intrigue, staffs demoralization, and inefficiency within an organization. For instance, KIU salary scale for the expatriate staffs is in dollars and equated to other East African countries. This is not the case with their indigenous counterparts who are paid in local currency. The local currency is economical unstable and tends to depreciate unlike the dollar, thus making expatriate staff appear to be earning higher than their indigenous counterparts. This has demoralized local employees who have now resorted to taking up part-time jobs in other institutions. In addition, recently the quality control unit of KIU conducted a staff performance assessment exercise, and revealed that employees were increasingly coming late for work, not meeting deadlines, and lacked general commitment to work, thus lowering organizational performance.

## **THEORETICAL FRAMEWORK**

The theory that was used to underpin this study is the two factor theory of Frederick Herzberg (1957). It indicates satisfiers and dissatisfies. Content of the job, particularly achievement, recognition, advancement, autonomy, responsibility and work itself are satisfiers, while dissatisfies are; company policy and administration, supervision, salary and working conditions. In regard to this study, satisfiers and dissatisfies were looked at in form of job satisfaction, which were operationalised in terms of efficiency and effectiveness among academic staffs. For instance, when an employee is satisfied he/she becomes efficient and effective, whereas if he is dissatisfied his he becomes inefficient and ineffective thus lowering his contribution to the organization. This study therefore, looks at human resource policies as either satisfy or dissatisfy. If human resource policies are fair and equitable employees will be satisfied, while if they are not fair and equitable, employees will become dissatisfied, hence reducing their job satisfaction and engagement to performing organizational work. Studies like Qasim et al. (2012), Owusu (2012), and Tyilana (2005) have also used the Herzberge theory to elaborate on the concepts of human resource management and job satisfaction with an organization.

### **Purpose of the Study**

To assess the differences in human resource policies and job satisfaction among indigenous and expatriate teaching staffs at KIU.

### **Research Objectives**

- i. To evaluate the differences in the reward, promotion, and training policies of indigenous and expatriate teaching staffs at KIU.
- ii. To examine the differences in the level of efficiency and effectiveness among indigenous and expatriate teaching staffs at KIU.

### **Research Hypotheses**

- i. There is no significant difference in human resource policies and job satisfaction among indigenous and expatriate teaching staffs at KIU.

- ii. There is no significant difference in the reward, promotion, and training policies of indigenous and expatriate teaching staffs at KIU.
- iii. There is no significant difference in the level of efficiency and effectiveness among indigenous and expatriate teaching staffs at KIU.

## LITERATURE REVIEW

### Human Resource Policies and Job Satisfaction

Human Resource Management policies relate to how the organization wants to handle key aspects of people management (Armstrong, 2009). They are guides to management thinking and are used by management to achieve organizational human resource objectives (Carrell et al., 1992). Human resource policies should be able to keep the right balance among organizational staff, build moral, improve quality, develop teams and productivity through rewarding employees, promoting and developing them for effective organizational performance (Barbeito, 2004). In this way, they promote positive work attitudes and behavior among employees. Job satisfaction on the other hand, is the positive emotional state resulting from an employee's job experience (Parker, 2008). It involves people's attitudes, feelings or thoughts towards their organization, work, and workers, (Beer, 1964 as cited by Saleen, 2013). Positive and favourable attitudes towards the job depict job satisfaction, whereas negative and unfavorable attitudes towards the job depict job dissatisfaction (Qasim et al. 2012). Managers ought to understand how their workers feel and perceive their work conditions, in order to devise appropriate human resource policies and realized the best out of them. In service institution like KIU, human resource management is a very critical component in realizing organizational goals. This is because the performance of such organizations is largely based on people's skills, talents and levels of experience, unlike the production industry which is largely based on mechanized systems to achieve performance. Because of this, training and provision of appropriate human resource policies is fundamental in achieving proficiency and job satisfaction among staffs in service institution or any given university (Kwenin et al., 2013; Kennedy, 2009), thus increased organizational performance.

### Reward Policy and Job Satisfaction

A reward policy is a basic element which indicates how much employees gain by dedicating their time and effort towards the achievements of company objectives (Sutherland, 2004). It spells out the monetary and non-monetary benefits of employees as a compensation for their dedicated efforts, (Mejia et al., 2001). A well designed reward policy can be used as a tool for attracting, motivating, and retaining employees within an organizational (Carrel et al., 1992; Terera & Ngirande, 2014). For this to happen therefore, managers ought to design attractive reward policies in order to attract and retain valuable employees and increase job satisfaction (Jnssen, 2001 as cited by Gohari, 2013). At KIU, the reward policy is designed in form of scales, whereby employees are rewarded on the basis of their qualifications, work experience and particular contributions towards the university. Gohari et al., (2013) maintains that when employees are rewarded on the basis of merit they get motivate to work hard so that they can gain from such rewards that are attached to good performance. This is true for scholars like, Scott (2010),

Chepkwony (2014), and Agwu (2013) who contended toward similar thought. However, a reward policy can be detrimental to an organization if it is unfairly designed. This is because it will act as a demoralizing tool that affects employee job satisfaction thus lowering organizational productivity (Heng, 2012 as cited by Edirisooriya, 2014).

The absence of a minimum wage rate in Uganda has seen many private sector organizations exploit their employees. Neumark & Wascher (2004) point out that, a minimum wage rate can be used to foster reasonable salary scale for employee, which is key in promoting job satisfaction and productivity among workers. Short of this, job satisfactions will be lowered among employee, which will consequently affect productivity, thus poor organizational performance. In this regard, policy makers ought to ensure that appropriate labour policies are instituted in order to boost the economic performance of a country. Though the National Council of Higher Education regulates professionalism and good service among higher academic institutions, this not sufficient without an appropriate legal framework to backup its operations. The performance of individual organizations is the beginning of the successful of any country's economic performance, so appropriate national policies help trim the operational of such individual organizational thus improved economic functioning and growth.

### **Promotion Policy and Job Satisfaction**

Promotion policy defines the procedures in which an organization can elevate or change employees from their current positions to higher positions of service within an organization. This policy aims at rewarding employing for their past performances and encouraging them to continue their effort toward the growth and development of the organization (Bohlander, 2001). Organizations that have sufficient scope for promotion tend to foster job satisfaction among employees (Muhammad & Akhter, 2010) than those that do not give such opportunities. Worth to note also is that, fair and equitable promotional chances according to employee's ability and skills makes employee more loyal to their work and become a source of pertinent workability for the employers in form of increased efficiencies and job satisfaction (Danish & Usman, 2010). In this regard, institutions ought to ensure equity in the promotion of staffs if they are to maximize employee job satisfaction and efficiency in work performance. At KIU just like many other academic institutions, academic staffs promotions begins from the rank of a teaching assistant, followed by assistant lecturers, lecturer, senior lecturer, associate professors, and lastly, professors. These ladders provide room for employee growth, which in turn increases job satisfactions and efficiency among staffs, thus improved organizational performance.

### **Training and Development Policy, and Job Satisfaction**

Training and development is any attempt to improve current or future employee performance by increasing employee ability to perform through leaning (Schuler, 1995). It is considered pertinent in developing intellectual capacity through building employees competencies and optimizing their contribution towards the organization (Nassazi, 2013). Training and developing employees not only helps an organization to create a pool of qualified replacements for employees who may leave or be promoted to other positions of service, but also enables business to make use of advanced technology and to adapt easily to changing environmental conditions through increasing

employee efficiency and job satisfaction, (Kennedy, 2009). Thought it offers such benefits both to the organization and employee himself, training is costly and sometimes takes a lot of time to be realized, which makes it a challenge for many organizations (Khan et al., 2011). Nonetheless, the study indicated high levels of training and development at KIU, offered in form scholarships, seminars and workshops. This is an indication that the institution values skills development among its staffs. Many scholars have contended towards this kind of cause; however this type of training is more of on-the-job. Although Shelton (2001) maintains that people learn well via on-job training than off-the-job, most scholars contend that this type of training limits staffs exposure, and is less preferred if compared to off-the-job kind of training (Wood, 2004; Piore, 1968; Malaolu & Ogbuabor, 2013). Even though, off-the-job training is more costly than the on-the-job, managers should try to balance between the two type of training approach in order to realize maximum efficiency and job satisfaction within an organization and improve organizational performance.

## RESEARCH METHODOLOGY

### Research Approach and Designs

Data was collected and analyzed quantitatively using case study and causal comparative research designs. The case study allowed in-depth analysis of study phenomenon, while causal comparative methods enabled the researchers to compare and establish the differences in human resource policies and job satisfaction among indigenous and expatriate teaching staffs at KIU. The study population was 165 respondents, who were sampled using the Krejcie and Morgan (1970) sample size determination formula basing on their colleges to arrive at a sample size of 138 respondents as indicated in table A. Of these, 32 respondents were from the College of Economics & Management Sciences, 28 from the College of Humanities & Social Sciences, 14 from the College of Higher Degrees & Research, 19 from the College of Education, Open & Distance Learning, 18 from the School of Computer Studies, 13 from the School of Engineering, and lastly, 14 from the School of Law. The study mainly used primary data to describe occurrences. In addition, purposive, simple random and stratified sampling techniques were employed to gather appropriate data from the required respondents of the study.

**Table A: Population, Sample Size and Sampling Techniques**

Category of Respondents	Population	Sample Size	Sampling Techniques
College of Economics & Management Sciences	40	32	Purposive & Simple Random Sampling
College of Humanities & Social Sciences	35	28	Simple Random Sampling
College of Higher Degrees & Research	15	14	Purposive Sampling
College of Education, Open & Distance Learning	25	19	Simple Random Sampling
School of Computer Studies	20	18	Stratified Random &

School of Engineering	15	13	Simple Random Sampling Purposive Sampling & Simple Random Sampling
School of Law	15	14	Purposive Sampling & Simple Random Sampling
Total	165	138	

**Source:** *Primary Data Sampled using the Krejcie and Morgan Sampling Technique, (1970)*

### Data Quality and Analysis

To ensure validity, the average content validity index between human resource policies and job satisfaction was tested and was above 0.80. This was accepted because when an instrument is to be accepted as valid, its average index should be 0.70 and above, (Amin, 2005). Similarly, reliability tests were conducted and the Cronbach's alpha coefficient came to 0.74, which was also acceptable. Amin maintains that, when an alpha is equal to 0.5 or higher reliability is considered sufficient. In light of these tests, the researchers collected data, which was then, analyzed using the SPSS computer package. Specifically, means were used to measure the extent of human resource policies and job satisfaction, whereas the independent t-tests was used to measure the differences in human resource policies and job satisfaction among indigenous and expatriate academic staffs of KIU. Numerical values and response modes were used to interpret the means as shown in table B.

**Table B: Numerical Values & Response Modes used to interpret the Means**

Mean Range	Response Mode	Interpretation
4.30 – 5.00	Strongly Agree	Very High
3.50 – 4.20	Agree	High
2.70 – 3.40	Not Sure	Undecided
1.90 – 2.60	Disagree	Low
1.10 – 1.80	Strongly Disagree	Very Low

**Source:** *Mabonga (2012)*

## RESEARCH FINDINGS

### HUMAN RESOURCE POLICIES

This was the independent variable of the study. It was dimensioned under three main constructs namely; rewards policy, promotional policy, training and development policy as indicated below:

### **Reward Policy**

Results showed a low extent of reward policy at KIU with an average mean of 2.22. This was attributed to low scores on the issues of; the institution often offering career opportunities, for employee development and growth (mean = 4.24), followed by employees being satisfied with the way the institution assigns responsibilities (mean = 4.09), rewarding policy being fair and equitable, something which makes them appreciate their work (mean = 2.22), the entity's salary scale commensurating with employees work (mean = 2.11), employees pay level matching with other academic institutions which makes employees contented with their jobs (mean = 2.04), employees being recognized by the university for the excellent work done (mean = 1.91), the institution providing additional benefits such as medical care on top of salaries and wages (mean = 1.67), employees attaching more value on non-financial rewards like recognition of accomplishment, autonomy, and opportunity to develop than the financial rewards like pay (mean = 1.66), employees being beneficiaries of medical insurance cover offered by the university (mean = 1.66), the institution offering paid maternity leaves to all ladies who give birth without any strings attached (mean = 1.44), and lastly, paid vacations being guaranteed to all employees when a need arises (mean = 1.40)

### **Promotional Policy**

Findings indicated a moderate extent of promotional policy at KIU with an average mean of 3.34. This was due to moderate responses on the issues of; staffs promotion encouraging hard work among employees at the university (mean = 4.61), followed by merit based promotions encouraging hard work among staffs than the non-merit based promotions (mean = 4.56), specific levels of experience one should require to get promoted (mean = 3.95), the institution promoting staff members based on the number of years worked (mean = 3.41), the institution offering opportunities for advancement to all its staff members (mean = 3.26), employees being contented with the criteria that the institution uses in administering promotions to the staff members (mean = 1.92), and lastly, staff members being promoted normally based on merit by the institution (mean = 1.66).

### **Training and Development Policy**

A very high extent of training and development policy was indicated at KIU with an average mean of 4.28. This was as a result of very high responses on the issues of; employees being provided with on-the-job training opportunities than off-the-job training opportunities (mean = 4.83), followed by the fact that off-the-job training being more appropriate than on-the-job training for capital development (mean = 4.67), training building confidence and enhancing staffs ability to face new tasks or challenges (mean = 4.61), training helping employees in making better decisions and boasting their problem solving skills (mean = 4.55), the institution offering training and development opportunities to promote work efficiency and effectiveness among staff members (mean = 4.53), the education and training opportunities offered by the university motivating staffs to be more productive (mean = 4.26), training and staffs development increasing job satisfaction among staff members (mean = 4.21), training provides employees with information on improving leadership, knowledge, communication skills and attitude (mean = 3.87), the institution often

prepares training programmes for teaching staffs (mean = 3.82), and lastly, employees being contented with the training procedure that the institution uses to skill them (mean = 3.48).

## **JOB SATISFACTION**

As the dependent variable of the study, Job Satisfaction was dimensioned under two main constructs namely; organizational efficiency and organizations effectiveness as follows:

### **Organizational Efficiency**

A high level of organizational efficiency was showed at KIU with an average mean of 3.90. This was attributed to high responses on the issues of; employees being committed at work simply because they felt the university cared about them (mean = 4.51), followed by employees being contented with the extrinsic values offered by the university such as recognition for success, respect, and teamwork (mean = 4.47), the university providing teaching staffs with sufficient working tools like markers, and projectors to allow efficiency in performing work assignments (mean = 4.40), staff members working as a team at the university which makes them feel at home (mean = 4.19), work conditions at the university being conducive and encouraging hard work among employees at the university (mean = 4.11), staff members being at work on time just because of the adequate and timely facilitation that the university offers them (mean = 4.03), staff members being skilled adequately to execute their duties with minimum supervision (mean = 3.93), and lastly, the university offering adequate paying to the staffs for the work done thus making them fully committed and involved performing university assignments (mean = 1.85).

### **Organizational Effectiveness**

Findings indicated a high level of organizational effectiveness at KIU with an average mean of 3.81. This was due to high responses on the issues of; employees normally setting personal goals at work and accomplishing them as required (mean = 4.73), followed by staff members rarely being caught up by work deadlines that the university sets for them to accomplish their assignments (mean = 4.68), employees always performing their work assignment on time as required by the university (mean = 4.64), the way in which employees are treated by the university determines employees work performance (mean = 4.49), staff members coordinating among each other as a team something which makes them much more effective (mean = 4.14), empowering staff members improves efficiency in decision making (mean = 3.59), equality in the salary scale of indigenous and expatriate staffs at KIU enhances effectiveness and job satisfaction (mean = 3.01), work conditions at the university makes staffs accomplish their work on time (mean = 2.97), and lastly, the pay at KIU corresponds with the skills, knowledge and personal experience of staff members which makes them very effective (mean = 2.01).

## **Results of the Independent T Test Analysis Measures significant differences between Indigenous and Expatriates Teaching Staffs**

This section presents results on the hypotheses of the study, which aimed at assessing significant difference among KIU indigenous and expatriate teaching staffs over the issue of human resource

policies and job satisfaction (see table C). Significant differences on the three dimensions of human resource policies namely; reward, promotion, training and development were also ascertained as indicated in table D.

**Table C: Significant differences of Indigenous and Expatriates Teaching Staffs as par Human Resource Policies and Job Satisfaction**

	Category of Teaching Staffs	N	Mean	F	Sig
HR Policies	Indigenous	101	3.21	.14	.032
	Expatriate	37	3.28		
Job Satisfaction	Indigenous	101	3.83	.62	.017
	Expatriate	37	3.89		

**Source:** *Primary Data*

Table C shows results on the first and main hypotheses of the study. There are no significant differences in human resource policies and job satisfaction among indigenous and expatriate teaching staffs at KIU. Results indicated a slight difference in extent the of human resource policies between indigenous and expatriate staffs at KIU (F value 14%, and Sig. 0.032), which resulted into the rejection of the null hypothesis. The researchers therefore concluded that, human resource policies for the expatriate staffs are slightly better than their indigenous counterparts at KIU by a margin of 14%, similarly, job satisfactions was showed to be higher among the expatriate teaching staffs of KIU than the indigenous (F value = 62%, and Sig. = 0.017). This variation is attributed to the favorable human resource policies which are accorded to the expatriates as compared to their indigenous counterparts.

**Table D: Significant differences of Indigenous and Expatriates Teaching Staffs as par Reward, Promotional, and Training/Development Policy**

	Category of Teaching Staffs	N	Mean	F	Sig
Reward Policy	Indigenous	101	2.15	.52	.020
	Expatriate	37	2.25		
Promotional Policy	Indigenous	101	3.28	.01	.037
	Expatriate	37	3.36		
Training & Development Policy	Indigenous	101	4.29	.04	.035
	Expatriate	37	4.27		

**Source:** *Primary Data*

Table D shows results on the second hypotheses of the study, which stated that, there are no significant differences in the reward, promotion, and training policies of indigenous and expatriate teaching staffs at KIU. Findings indicated a significant and a relatively high difference in the reward policy of KIU among the indigenous and expatriate teaching staffs (F value = 52%, and

Sig. 0.02), which resulted into the rejection of the null hypothesis. The researchers therefore concluded that, the reward policy of KIU is relatively higher among expatriate teaching staffs as compared to their indigenous counterparts by a magnitude of 52%. On the contrary, promotion indicated a very slight difference among the two groups (F value = 1%, and Sig. = 0.037), which also resulted into the rejection of the null hypothesis. Over this policy, the researchers there concluded that, promotions differ very slightly among indigenous and expatriate teaching staffs of KIU. Similarly, a slight difference among the two groups was indicated in training and development (F value = 4%, and Sig. = 0.035), which resulted into rejection of the null hypothesis. The researchers concluded that, training and development slightly differ amongst indigenous and expatriate teaching staffs of KIU.

## **DISCUSSIONS AND RECOMMENDATIONS**

### **Human Resource Policies and Job Satisfaction**

Finding indicated a very high extent of human resource policies at KIU in general with an average mean of 4.39). When this was subjected to an independent t-test, results showed a slight difference in favour of the expatriate teaching staffs (F value 14%, and Sig. 0.032). This implied that, human resource policies at KIU were somehow equitable. However, a high variation in job satisfaction was indicated among the two groups (F value = 62, and Sig. = 0.017), which resulted into concluding that, although KIU human resource policies were fair to all, the expatriate teaching staffs were more satisfied on the job by a magnitude of 62% as compared to their indigenous counterparts. The researchers attribute this variation in job satisfaction to the high rewards given to the expatriate teaching staffs as compared their indigenous counterparts (see table D). The university management therefore, ought to balance the reward policy, just like the other policies, if a comprehensive job satisfaction atmosphere is to be achieved among the two groups. In this regard, several scholar including among other Kehinde (2011), Qasim, et al. (2012) and Saleem, et al. (2013) have contended toward fair human resource policies within organizations, if job satisfaction, efficiency and effectiveness are to be achieved among organizational employees.

### **Reward Policy and Job Satisfaction**

A low level of reward management was indicated at KIU in general with an average mean of 2.22. Given this figure however, finding indicated that, the expatriate teaching staffs were more satisfied with the institution rewarded policy as compared to their indigenous counterparts (F value = 52%, and Sig. 0.020). This finding was mainly attributed to fact that, expatriate teaching staffs were being paid in dollars and as par East Africa international scale unlike their indigenous counterparts who were paid in local currency. The local currency is economical unstable and tends to depreciate unlike the dollar, which makes the expatriate staff appear to be earning higher than their indigenous counterparts. This depicts disparities in the reward policy. Scholars like Tyilana (2005), Gohari et al. (2013), Edirisooriya (2014), Therkildsen & Tidemand (2007) observe that, such inequalities can demoralize staffs, increase inefficiency, and reduce employee commitment, especially among workers who feel that they are unfairly treated. Managers therefore ought to ensure equality and fairness in the reward policy of staffs, if a holistic job satisfaction atmosphere is to be realized by

any given institution (Tyilana, 2005; Katou, 2008; Jeet & Sayeeduzzafar, 2014) thus organizational efficiency and effectiveness.

### **Promotional Policy and Job Satisfaction**

Finding indicated a moderate extent of promotional policy at KIU with an average mean of 3.34. When the independent t-test was computed, a very slight difference between the indigenous and expatriate teaching staffs was indicated (F value = 1%, and Sig. = 0.037). This was too slim that almost, there was no difference. The researchers therefore concluded that, promotions are absolutely fair at KIU among the teaching staffs. In this regard, Therkildsen & Tidemand (2007) maintains that, fair or merits based promotions increase job satisfaction and efficiency among workers which then increases organizational performance. In fact, many lecturers will consider leaving their institutions where they work, if they do not have equal promotion opportunities Mustapha & Zakaria (2013) maintains. These kinds of thoughts were further, urged by Naveed et al. (2011) who analyzed promotion as a predictor of job satisfaction and found that an effective promotion policy enhances job satisfaction among employees, which increases productivity and organization performance in general.

### **Training & Development Policy and Job Satisfaction**

A very high extent of training and development was indicated at KIU in general. When an independent t-test was computed against job satisfaction, a slight difference of (F value = 4%, and Sig. 0.035) was indicated in favour of the expatriate teaching staffs at KIU. This implied that, the university offers a fairly balanced level of training and developments amongst its indigenous and expatriate teaching staffs. Indeed, the study indicated that most employees felt training and development was fair and adequately offered by the university, particular in form of scholarships that were given to the academic staffs. Sirca et al. (2012), Malaolu & Ogbuabor (2013) maintain that, training and development is pertinent in promoting employee efficiency and job satisfaction, since the skills given help simplify work amongst employees' hence increased organizational productivity. Managers therefore ought to continuously skill their workers if total job satisfaction and efficiency is to be realized within any given organization

## **CONCLUSIONS**

From the findings, the following conclusions on the hypotheses are drawn: (1) there is a relatively high difference in the reward policy of KIU in favour of the expatriate teaching staffs as compared to the indigenous counterparts, (2) there is a very slight difference in the level of promotion among the indigenous and expatriate teaching staffs of KIU, (3) similarly, a slight difference in training and development of staffs among the two groups was indicated. Ultimately, the study indicated a slightly difference in human resource policies between the indigenous and expatriate teaching staffs, though the level of job satisfaction appeared higher among the expatriate teaching staffs as compared to the indigenous counterparts. This variation in job satisfaction was attributed to the difference in the reward policy of KIU that existed among expatriate and the indigenous teaching

staffs. It is on these grounds that this study recommends equity and fairness in all human resource aspects if a holistic job satisfaction atmospheres is to be attained within any given organization.

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