

Similarities and Differences in Factors and Levels Associated with Lecturers' Motivation and Job Satisfaction. A Comparative Study between Rwanda and China

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ABSTRACT

Through the comparative study between China and Rwanda we aimed to find out differences and similarities in terms of factors and levels of lecturers' motivation and job satisfaction. One hundred forty lecturers both male and female participated in the survey by responding to the research questionnaires. The average mean for each factor and variable was calculated, compared and discussed. Both countries were found to be associated with different levels: Lecturers were at low level of motivation and job satisfaction in Rwanda while in China were at high level. The differences were mainly associated with income status, Cultural, Social and historical backgrounds. The study recommended that all analyzed factors should be taken into consideration to increase overall level of motivation and job satisfaction of lecturers in both countries.

KEYWORDS

Lecturers' motivation; Job satisfactions; Similarities and Differences; Comparative Study, Human Development.

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Introduction

Motivation and Job satisfaction of teachers have been the important research areas in the past several decades because job dissatisfaction might cause teachers to leave their teaching job (Liu, 2007; Darling-Hammond, 2003). Lecturers are key elements considered to be the pillar of universities' performance and powerful source of knowledge generation. However, this cannot be possible without the help of very hardworking, skilled, dedicated and highly motivated workers who are willing to support the management in the

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attainment of those objectives (Akwası & Dickson, 2016). The relevance of lecturers' motivation and job satisfaction are very crucial to the long-term growth of any educational system around the world (Munyengabe, Haiyan & Zhao, 2016). The main problem today in education system, lecturers' motivation and job satisfaction are rarely considered (Garrett, 1999).

Lecturers / teachers' job satisfaction is a key factor in teacher's quality, in terms of the stability of the teaching force, the commitment to the teaching organization (Klecker & Loadman, 1996). The study of Perie, Baker, & Whitener (1997), stated that teacher job satisfaction contributes not only to teachers' motivation and improvement, but also to students' learning and development. Measures to improve the quality of education system in different countries are being continually put into consideration by different stakeholders in education (Munyengabe, Haiyan & Zhao, 2016). Beside the efforts 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). Despite some similarities of factors of teacher' motivation and job satisfaction, There is a variation from country to country depending on the level of economic development, historical background, characteristics of teaching staff and the nature of teaching job. Literature states that motivation and job satisfaction are influenced by a variety of factors; for example it has been found in the United Kingdom that teacher motivation and satisfaction are related to working with children while dissatisfaction is related to work overload, poor pay, and how teachers are recognized by the society (Spears et al., 2000). From these findings; Spears and his colleagues concluded that for teachers to be highly motivated, they need a high level of professional autonomy, an intellectual challenge, feel that they are benefiting the society, enjoy good relations with others, and spend sufficient time working with children. Countries pay different effort regarding teachers /lecturers' motivation and job satisfaction; only few comparative studies on lecturers' motivation and job satisfaction in different countries were done (Meimei Ouyang and Kenneth Paprock, 2006).

To days' globalization processes within countries in different organizations requires to carry comparative studies across the world for the good understanding of differences and similarities in different aspects of life. Therefore the aim of this research paper was to compare Rwanda and China to find out differences and similarities on factors and levels associated with lecturers' motivation and job satisfaction in universities. Rwanda and China are two countries with different geographical localizations, Historical backgrounds, Culture, Economic status, Population, area etc. Despite these differences all countries are characterized with almost similar education system where for both countries it ranges from pre-primary to postgraduate studies.

The study explored possible differences and similarities in terms of characteristics of lecturing staff in universities, factors of motivation (cheer love of career, salary, incentives & promotions, social, code of conduct and classroom environment) and factors of job satisfaction (financial rewards, relation with supervisors, opportunity for advancement, respect co-workers, workload and stress level and working conditions).

Literature Review

Motivation and Job Satisfaction

Motivation and job satisfaction for employees in any organization are very essential in order to reach the overall objective of organization. Employees work to satisfy their needs and if satisfied they will tend to be motivated and satisfied at work. Motivation was asserted as the process that arouses, energizes, directs, and sustains behaviour and performance (Luthans, 1998). Lecturers' motivation in this study will be considered as the process of stimulating lecturers to be contented with lecturing job and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Money is not the only motivator but also factors such as cheer love of career, incentives and promotion, social factors, code of conduct and classroom environment were found to be influential in motivation of lecturers in universities (Munyengabe, Haiyan and Zhao, 2016).

According to Griffin (2013), motivation involves a series of modifying and directing human behaviors into desired patterns of work. Miner et al in 1995 as cited in (Sarita, 2012) stated motivation as a basic psychological process. Motivational factors show the competitiveness in the organization naturally along with perception, personality, attitudes, and learning. Colvin, (1998) showed that financial incentives will get people to do more of what they are doing. According Mitchell and Lasan (1987) described that job satisfaction as the most important and frequently studied attitude in the field of organizational behaviour. Job satisfaction was shown to be important in work organization and its absence often leads to lethargy and reduced organizational commitment (Moser, 1997). Lack of job satisfaction is a predictor of quitting a job (Alexander et al 1998; Jamal, 1997).

The view of Mercer (1997), (as cited in Garrett, 1999; Perie et al .1997) pointed out that job satisfaction is an affective reaction to an individual's work. It was stated that job satisfaction can be viewed as either an overall feeling or some specific facets about one's work, and can be tied to outcomes as well (Perie et al, 1997; Hevin, 2005). Financial rewards, relation with supervisors, opportunity for advancement, respect co-workers, workload and stress level and working conditions were found to be among factors of job satisfaction in universities (Munyengabe et al .2016). Job satisfaction was found to be not only important for teachers, but also was found to very influential on students and schools in general. According to Choy et al.'s research ,1993(as cited in (Perie et al.1997) pointed out that highly satisfied teachers, rather than their dissatisfied counterparts, are more likely to remain in their schools and keep on working in their teaching positions.

Literature review on lecturers' motivation and job satisfaction in Rwanda

Researches on lecturers' motivation and job satisfaction in Rwanda were limited; only few studies were conducted on this topic in Rwanda. Munyengabe, Haiyan and Zhao conducted a study on factors and levels associated with lecturers' motivation and job satisfaction; in their study revealed that lecturers in Rwanda were less motivated and dissatisfied at their job. Lecturers' motivation level was lower and firstly affected by salary, classroom

environment, incentives & promotions, code of conduct, social factors and cheer love of career. In the same study job satisfaction among lecturers was shown to be low and highly affected by working conditions, financial rewards, workload and stress level, relation with supervisors, opportunity for advancement and respect co-workers (Munyengabe et al, 2016).

Bennell and Akyeampong conducted another study in sub-Saharan Africa (including Rwanda), they reached to show that sizeable proportions of teachers had low levels of job satisfaction and were poorly motivated; children were not well taught and thus they were not getting minimal acceptable education. Most schooling systems therefore, were faced with teacher motivation crisis related to salary, advancement, achievement, recognition, responsibility, poor school facilities, among others which have far reaching consequences (Bennell & Akyeampong, 2007).

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. According to VSO (2003), teacher motivation in Rwanda was found to be strongly low and was mainly affected by financial difficulties, lack of support and tools for improving professional performance, unsupportive management, and a perception of being valued by the society.

Literature review on lecturers' motivation and job satisfaction in China

Researches on motivation and job satisfaction in China were carried out in both rural and urban areas. In the study of factors associated with job satisfaction among university teachers in northeastern region of China by Bochen et al (2015), they concluded that teachers had a moderate level of job satisfaction and asserted that demographic and working characteristics were associated factors for job satisfaction; perceived organizational support showed the strongest association with job satisfaction ;results of the study indicate that improving the perceived organizational support may increase the level of job satisfaction for university teachers. In the study of Feng (1996), Five clusters including income, job stress, relation with supervisor, relation with colleague and self-fulfillment were taken into consideration. Teachers' job satisfaction were found to be influenced by job stress, salary, organizational climate, academic field, leadership management and evaluation orientation (Du et al. 2010).

According to Bao (2002), in his survey across the country on feelings and thoughts by taking into consideration social and cultural contexts in order to the context of teacher job satisfaction, he found that most teachers (83.1%) in China thought of teaching as one of the best occupations. Less-educated, older, and primary school teachers were more satisfied than their counterparts. Concerning expectation of life, unlike 29.1% of those who claimed to enjoy a simple and humble life, 40.2% of teachers preferred pursuing a rich and superior life. Regarding job stress, 78.6% of teachers, especially younger, female, low-ranked teachers and teachers in urban areas, felt quite stressful.

With respect to career development, most teachers were dissatisfied. The study of Shujie and Onwuegbuzie (2014), revealed that Chinese teachers were motivated by both intrinsic (e.g. liking to be a teacher) and extrinsic factors (e.g. salary) to enter the teaching profession. Other studies such as those conducted by Chen (2007), Feng (2007), showed a limitation of studies regarding motivation and job satisfaction and stated that Chinese teachers felt satisfied with working with students, but were dissatisfied with low salaries, few opportunities for advanced study or promotion and high work stress. Liu & Tu (2005) conducted a research in rural areas in Middle China, and they reported that the most negative factors that demolished teacher satisfaction were low salary, heavy duty, few opportunities of training and development.

According to Xiao & Li (2003) as cited in (Meimei, Kenneth, 2006), in their studies about teachers in urban areas in China; they showed that teachers tended to feel less satisfied with their salary, but more satisfied with their job security, working environment, and self-accomplishment. With findings of Meng (2004) as cited in (Junjun Chen, 2010), who analyzed the difficulties of retaining teachers in public high schools, it was suggested that low salary and few benefits, job stress, lack of self-fulfillment, and familial factors (e.g. time to spend with family members, care for children's education, etc.) were the basic reason for teachers leaving. Findings of studies of Zhang on campus culture and anti-school culture has proven and concluded that low salaries and remuneration are the main reason to leave teaching job (Zhang, 1994 as cited in Junjun Chen, 2010). Another study was conducted by Lu in 2004 where he investigated intrinsic and extrinsic motivation among 80 lecturers in Zhejiang Province. In the results of the study he reached to show that 80% of the teachers were dissatisfied with their jobs and 50% said that they would not be lecturers again if they had a choice. Furthermore, 30% of the lecturers were trying to change their profession by engaging in further graduate education. In that study lecturers reported that increased pressure for academic performance, a lack of challenge, no sense of self-growth, no sense of self-efficacy, and limited work autonomy were having a negative impact on their teaching. The study concluded that there was a serious crisis in motivation among English language lecturers in China (Lu, 2004).

Conceptual framework

Many studies have been carried out and suggested different factors associated with lecturers' motivation and job satisfaction. According to Ingersoll (2001), teachers job dissatisfaction and poor performance were associated with lack of community support, poor opportunity for professional advancement, interferences in teaching, lack of professional competence of colleagues, intrusions on teaching time, large class sizes, inadequate time to prepare, lack of faculty influence, lack of student motivation, inadequate administrative support, student discipline problems, and unsafe environment.

The recent findings of Munyengabe et al. (2016) motivation and job satisfaction were significantly correlated with a high positive relationship and they showed that motivation of lecturers was linked with factors such as cheer love of career, salary, incentive and promotion, social, code of conduct, classroom environment while job satisfaction was linked with financial rewards, relation

with supervisors, respect co-workers ,opportunity for advancement ,workload and stress level ,working conditions.

Another recent study of Regina N. Osakwe (2014) showed that factors such good salary, conditions of service, prompt and regular promotion, recognition and feedback, increased job security/enrichment, professional development programmes, empowerment and authority, good working environment, challenging and varied work, participation in decision making, and research grants were found to be significant in affecting the level of motivation and job satisfaction in the academic staff.

This comparative study was exploring the main differences and similarities of factors and levels associated with lecturers' motivation and job satisfaction in Rwanda and China. The comparison of both countries was mainly focused on the following proposed conceptual framework by associating each factor with its corresponding average mean.

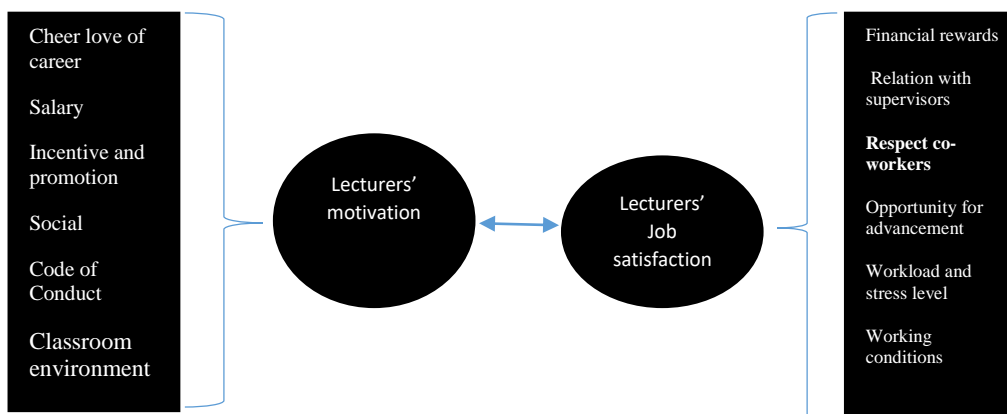


Figure 1: Proposed conceptual framework

Materials and Methods

Design, Population, Research instrument and its validity

The design of the study was mainly a descriptive survey type. The study adopted this method that concerns about self –report from respondents in order to collect data from lecturers and determine the current status regarding the factors and levels associated with motivation and job satisfaction among lectures in public universities of Rwanda and China. One hundred forty (seventy from each country) lecturers both male and female from one public university in Rwanda and one public university in China participated in the study. The selection of respondents was randomly done. Structured questionnaires were used to collect data from respondents.

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, 8independent 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 cited in Munyengabe et al (2016), as shown in table 1.

Table 1: 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. 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 as Cited in Munyengabe, S., He, H., & Yiyi, Z. (2016).

Data Gathering Procedures

Because of the covered area of the study the researcher adapted the methodology of same using online questionnaire in Rwanda while for China the researcher himself distributed questionnaires to lecturers who were interested in research. 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.

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 following numerical values and response modes (table2) were used to interpret the means.

Table2: Interpretation of means

Mean range	Description	Interpretation
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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

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.

Data presentation and Discussion

Demographic characteristics of Lecturers in Rwanda and China

Data of this study were collected from a sample of one Hundred forty lecturers. Seventy lecturers from one university in Rwanda and seventy lecturers from one university in China. The data are presented in the table3.

Table 3: Demographic characteristics of Lecturers in Rwanda and China.

Characteristics	Items	Frequency Rwanda	Percentage Rwanda	Frequency China	Percentage China
1.Gender	male	64	91.4	36	51.4
	Female	6	8.6	34	48.6
	Total	70	100.0	70	100
2.Age	21-30 years	12	17.1	5	7.1
	31-40years	36	51.4	23	32.9
	41-50 years	15	21.4	26	37.1
	51-60 years	7	10	16	22.9
	61 years and above	0	0	0	0
	Total	70	100.0	70	100
3.Experience	1-5 years	35	50.0	14	20
	6-10 years	20	28.6	14	20
	11-15 years	1	1.4	20	28.6
	16-20 years	12	17.1	8	11.4

	21 years and above	2	2.9	14	20
	Total	70	100.0	70	100
4.Qualification	Bachelor	3	4.3	0	0
	masters	50	71.4	8	11.4
	Doctorate	15	21.4	28	40
	Associate professors	2	2.9	25	35.7
	Full professors	0	0	9	12.9
	Total	70	100.0	70	100
5.Nationality	Country' citizen	70	100.0	70	100.0

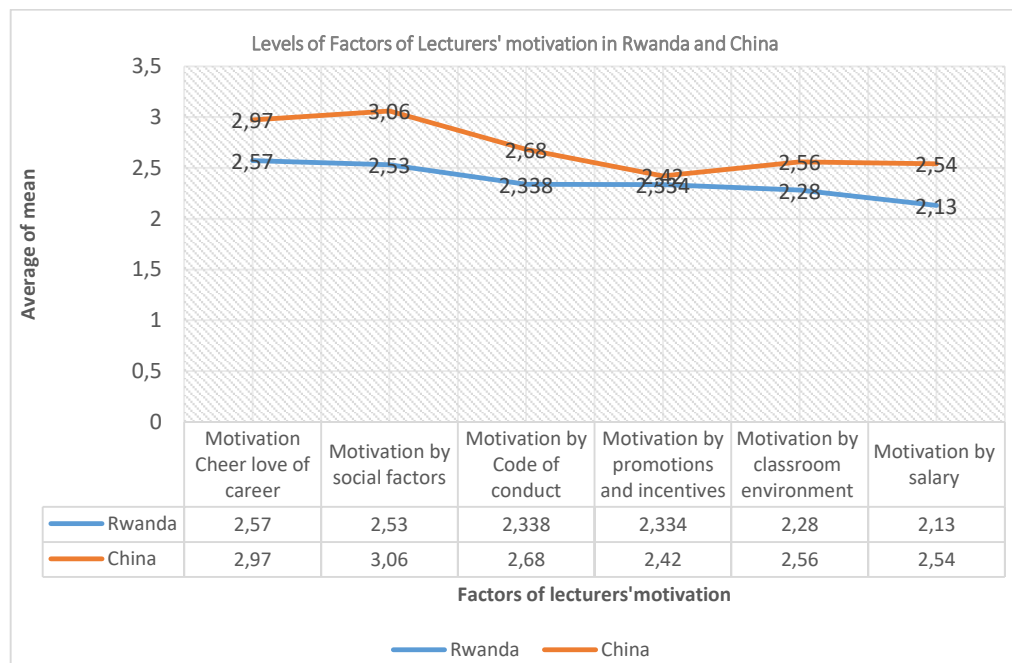
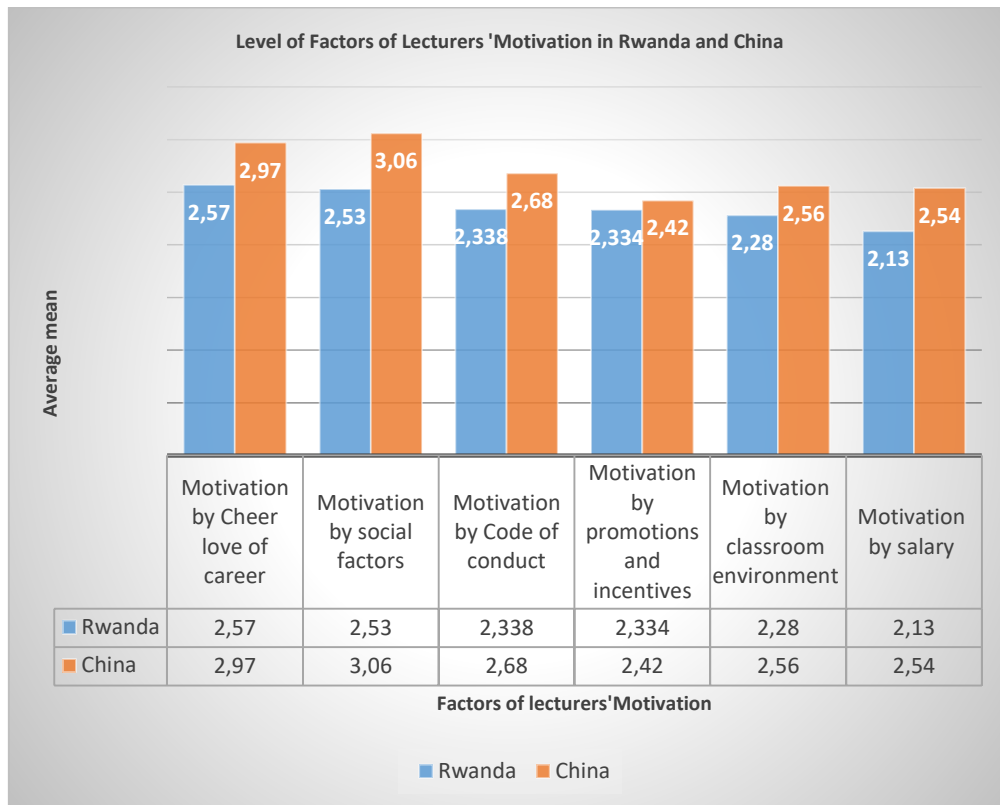
Sources: Primary data collected in 2016.

Differences were remarked in demographics characteristics of lecturers in two countries (Rwanda and China). According to first item regarding gender, it was found that there was a high imbalance of gender in lecturing staff of Rwanda male (91.4%) compared to female (8.6%) while in China only a small difference was observed (51.4%) of male compare female (48.6%). The Second item concerning the age' range 17.1% lecturers were found in Rwanda compared to 7.1% in China in the range of 21-30years. The second range of 31-40 years 51.4% of lecturers in Rwanda was found while in China was only 32.9%. The third range of 41- 50 years lecturers in Rwanda was made by a percentage of 21.4% while in China the percentage was 37.1%. The forth range of 51-60 years a few percentage of lecturers in Rwanda was observed 10% compared to 22.9% that of China. Similarities were observed in the fifth range where in both countries because there was no lecturer in that range. The Third item regarding the experience differences were observed where 50% of lecturers in Rwanda were experienced in the range of 1-5 years while in China only 20% were found. The second range of 6-10 years of experience 28.6% were found in Rwanda compare to 20% found in China. In the range of 11-15 years of experience few lecturers 1.4% were found in Rwanda while China was presenting 28.6%. The forth range of 16-20 years of experience 17.1% were found in Rwanda compared to 11.4 found in China. The last range of 21 years and above only 2.9% were found in Rwanda while in China this range was made by 20% of lecturing staff. Similar for academic qualification; the remarkable differences were found. For example in the first level in Rwanda 4.3% were Bachelors holders while in China in that range it was 0%. In the second 71.4% were holding the masters in Rwanda while in China only 11.4% were found. The third range for Doctorates' holders 21.4% in Rwanda were found while in China 40% were found. Only 2.9% of Associate professors were found in Rwanda while in China Associate professor lecturers were 35.7%. None of the range of full professors was found in sample of lecturing staff in Rwanda while in China 12.9% were found. The similarities

were found in the last item regarding the nationalities of lecturers where in both country the lecturing staff were made by 100% of nationals.

Level of Motivation among Chinese and Rwandese lecturing staff

Motivations and job satisfactory of teachers were among important debates and researches where different factors associated with motivation and job satisfaction were identified. In the present study, the researchers paid attention to lecturers by illustrating six factors of motivation including cheer love of career, salary, incentives & promotions, social, code of conduct and classroom environment. The analysis of these factors were presented in the form of average means. Findings were presented in figure 2, for each factors the average mean was obtained from the combination of different items in each factor. Regarding the cheer love of career six items were combined together and yielded the average means of 2.57 on the part of lecturers in Rwanda while on the side of China the average mean on this factors was 2.97. The second factor was regarding salary where it was 2.13 for Rwanda while on China it was 2.54. The third factor concerning incentives and promotion an average mean of 2.338 was obtained for lecturers in Rwanda while for china the mean value associated with this factors was 2.42. The fourth was social factor and the values associated with were 2.53 for lecturers in Rwanda while in China was 3.06. The fifth factor was “code of conduct” to test if really the achievement or tasks accomplishment were linked with the punishment avoidance; these values were 2.334 for lecturers in Rwanda while in China was 2.68. The last factor was classroom environment the average mean was 2.28 for lecturers in Rwanda while for lecturers in China was 2.56. The overall level of lecturers’ motivation was presented by the mean of 2.36 in Rwanda while for China the mean was 2.7.

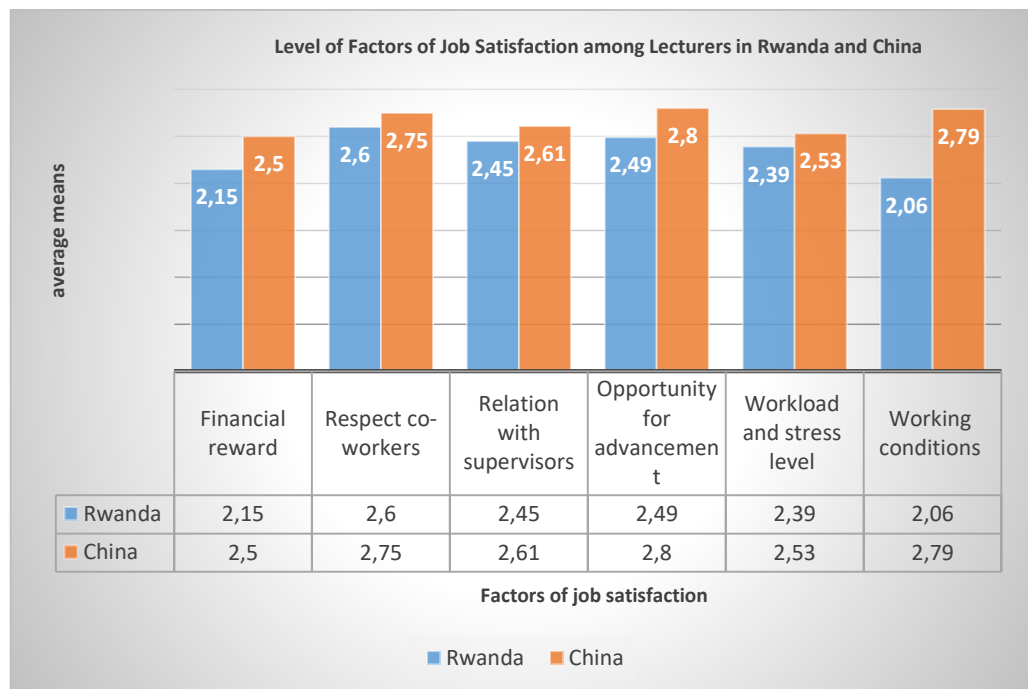


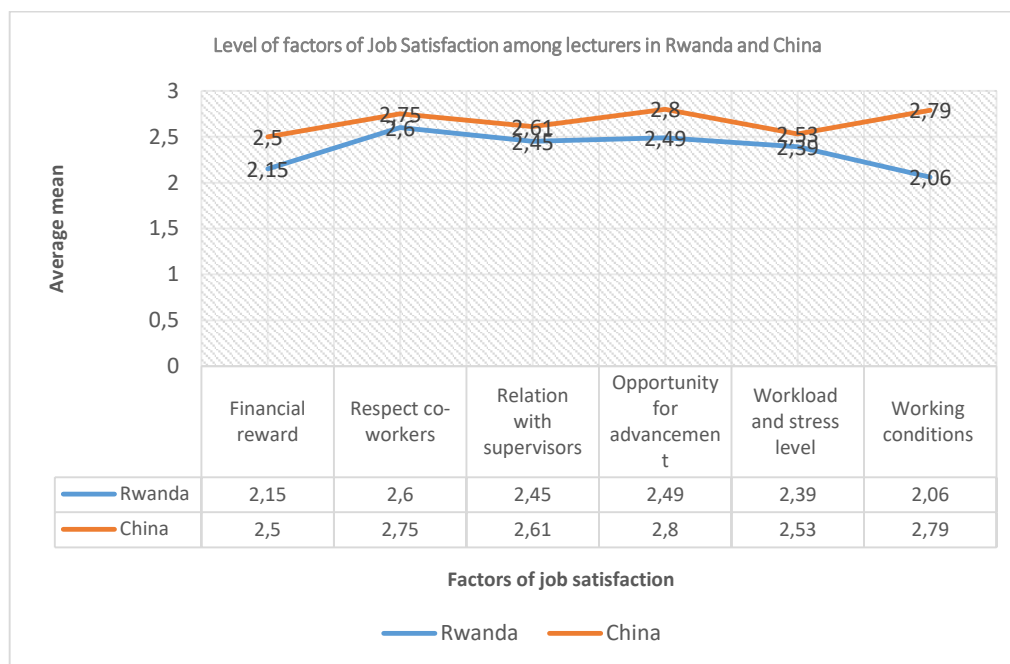
Sources: Primary data collected in 2016.

Figure 2: Levels of factors of lecturers' motivation in Rwanda and China

Levels of Job Satisfaction among Lecturers in Universities of Rwanda and China

Job satisfaction has been an important researches' area and debates for organizational successful. Different factors were studied and conclusions were drawn. The following study has considered six factors including financial rewards, relation with supervisors, opportunity for advancement, respect co-workers, workload and stress level and working conditions. Findings regarding the analysis of this variable were presented in figure 3; the overall level job satisfaction of lecturers in Rwanda was presented by the average mean of 2.36 while in China it was 2.66. The level of factors were analyzed as follows financial rewards was represented by the average mean of 2.15 in Rwanda while in China was 2.50. The relation with supervisor was shown by an average mean of 2.45 in Rwanda while in China was presented by 2.61. The third factors was respect co-workers the average mean was 2.60 in Rwanda and that of China was 2.75. The fourth factors was regarding about the opportunity for advancement and it was linked with the average mean of 2.49 on the hand of Rwanda while in China was 2.80. The workload and stress level was fifth factor and it was shown by an average mean of 2.39 for lecturers in Rwanda while in China was presented by an average mean 2.53. Lastly the analysis reported an average mean of 2.06 for working conditions in Rwanda while for China it was presented by 2.79.





Sources: Primary data collected in 2016.

Figure 3: Levels of factors of job satisfaction among lecturers in Rwanda and China.

Discussion

Differences and Similarities in Demographic' Characteristics of Lecturers

Rwanda and China are two different countries in size, population, economic status, Historical background and localization. It is quite undisputable for differences which were found in data analyzing in terms of demographic characteristics of lecturers and factors affecting their levels of motivation and job satisfaction. Differences have been observed in gender characteristics where the lecturers in Rwanda was characterized with total imbalance of gender (male 91.4% and 8.6 % female) while lecturers in China were somehow nearly closed (51.4% male and 48.6% female). The difference in gender between two countries might be linked with their historical background, economic and cultural differences. For example in Rwanda until recently people were preferring educating boys than girls which might be the main cause of the gaps between male and female lecturers (MINEDUC, 2008). The nearest percentage of male and female lecturers in China might be linked with the good understanding of Chinese people who have adopted to educate all children equally. The findings regarding Chinese lecturers are not different with other researches related on lecturers in higher education. For example in the study of Bochen Pan et al (2015), who have collected data among 1,210 participants, where 513 (42.4%) were men and 697(57.6%) were women ; This is at the base to justify that the difference in gender of lecturing staff in China is represented by no strong difference compared to that one found in Rwanda.

Differences in age ranges, were expressed by the following: 17.1% lecturers were found in Rwanda compared to 7.1% in China in the range of 21-30 years. The second range of 31-40 years 51.4% of lecturers in Rwanda was found while in China was only 32.9%. The third range of 41-50 years lecturers in Rwanda was made by a percentage of 21.4% while in China the percentage was 37.1%. The fourth range of 51-60 years; only few percentage of lecturers in Rwanda was observed 10% compared to 22.9% that of China. All these differences regarding the age' ranges of lecturers in both countries might be associated the following item regarding the experience for example 50% of lecturers in Rwanda were experienced in the range of 1-5 years while in China only 20% were found. The second range of 6-10 years of experience 28.6% were found in Rwanda compare to 20% found in China. In the range of 11-15 years of experience few lecturers 1.4% were found in Rwanda while China was presenting 28.6%. The forth range of 16-20 years of experience 17.1% were found in Rwanda compared to 11.4 found in China. The last range of 21 years and above only 2.9% were found in Rwanda while in China this range was made by 20% of lecturing staff. All these differences are quite understandable because two countries are quite different in terms of historical background, economic status, Cultural differences and general development as well. In Rwanda in general lecturing staff is concentrated in less experienced lecturers and less aged lecturers compared to the lecturing staff in China. These because China as a country with high educated population where lecturing staff is almost occupied by senior lecturers and experienced because they do not have the shortage of lecturing staff while in Rwanda there is a shortage of lecturing staff. These differences are also explained by the academic qualification where the remarkable differences were found for example in the first level in Rwanda 4.3% were Bachelors holders while in China in that range it was 0%. In the second 71.4% were holding the masters in Rwanda while in China only 11.4% were found. The third range for Doctorates' holders 21.4% in Rwanda were found while in China 40% were found. Only 2.9% of Associate professors were found in Rwanda while in China lecturers ranked as associate professors were 35.7%. None of the range of full professors was found in sample of lecturing staff in Rwanda while in China 12.9% were found. The presence of some lecturers in the first category of bachelor holders, the high concentration of 71.4% of masters' holder , The absence of the full professors in lecturing staff as shown in the sample taken in Rwanda are highly associated with the shortage of educated people with high academic records. On the hand of China it is quite linked with the general background and development of the country where a number of academicians is quite big and the will of the country in general. Not only differences were observed but also similarities in some items like the nationalities of all sampled lecturers were all nationals in both countries to mean that in both countries the lecturing staff is majored by nationals. The age range of 61 years and above also similarities were observed and probably was linked with the retirement age' range in both countries.

Level of Motivation and Related Factors

The comparison on factors and levels associated with lecturers' motivation in both countries were limited on six factors as shown in figure 2. These include cheer love of career (Internal motivation), Salary, incentives & promotions, social, code of conduct and classroom environment. The overall means of level of

motivation respectively were 2.36 in Rwanda and 2.70 in China. The values indicating the level of motivation in two countries highlighted the differences where the level of lecturers' motivation in two countries felt in two different categories of means' interpretation on the fourth Likert' scale.

The level of lecturers' motivation was low in Rwanda similar as reported by the research on teachers' motivation and incentives in Rwanda by Bennell and Ntagaramba (2008) which 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. The low level of lecturers' motivation was also reported in the study analyzing the lecturers' motivational level and job satisfaction in university of Rwanda (Munyengabe et al. 2016). The level of Lecturers' Motivation in China was found to be high compared to the level of lecturers in Rwanda with a moderate average mean of 2.70. The findings of this study were contrasted with the findings of Lu (2004) on motivation and engagement of teachers in Chinese higher education institutions which indicated that 80% of the teachers were dissatisfied with their jobs and 50% said that they would not be lecturers again if they had a choice. However the findings from the cross-sectional study of Bochen Pan et al (2015) on factors associated with job satisfaction among university teachers in northeastern region of China showed the similar findings where Chinese university teachers had a moderate level of job satisfaction.

The particular analysis on factors regarding motivation of lecturers such as cheer love of career "internal motivation" felt in same third range of means' interpretation. For both countries lecturers were internally motivated to do their job. The differences in average means 2.57 for Rwanda and 2.97 for China might be strongly associated with other external factors ,historical background and economic status of both countries because internal motivation goes in pair with external motivation where lecturers have to satisfy their needs as quoted by Weihrich & Koontz (1993,p.468) in their studies.

The average means of 2.13 for Rwanda and 2.54 for China were obtained in analysis of salary as the second factors of motivation. It was proven to be the most significant motivational strategy where it was ranked the first factor affecting motivation in Rwanda while in China was ranked the second. The average means' differences might be associated with the difference in payment as well as the economic status of two countries. The findings of the study were in agreement of the study of Gao 2008 (as cited in Yu, 2009) who claimed that lecturers' professional vulnerability might be in fact worsen before it can improve on the Chinese mainland in the near future, and the factors that contributed to dissatisfaction were factors related to pay and promotion.

Regarding the third factor incentives and promotions; similarities were obtained in the items analysis. The average mean of this factor in Rwanda was 2.33 while in china was 2.42 both were ranged the same category of mean and interpreted as not satisfactory to mean that the level of this factor was low and meant to have negative impact on the overall level of motivation. The findings of the study reported the same agreement as in the study conducted by Munyengabe et al (2016), concerning motivation and job satisfaction of lecturers. The study also was in agreement with the findings of Wilson, 2005 (as cited in

Mahmoud, 2008) who stated that recruitment and retention efforts need to concentrate on increasing financial incentives to the staff members and creating a desirable work place that will lead to greater job satisfaction because the expertise required of direct caregivers and the heavy workload they are assigned often far exceed the financial compensation they receive. Differences were found in average means of social factor in both countries; the level of lecturers' motivation in Rwanda was found to be less (mean: 2.53) compared to China (mean: 3.06). Both level were ranged in the same category of means and interpreted as satisfactory characterized by low value of mean for Rwanda while it was bigger for China.

The findings of the study were found to be in agreement with the study of Marlow et al. (1996), who conducted research in the Northwestern United States to examine the reasons for teachers' leaving, with specific focus on students (student discipline, motivation and attitude), emotional factors (e.g. lack of fulfillment, boredom, stress, and frustration), social respect, administrative and family support, working conditions, and salary. In that study it was showed that factors of students, social respect, working conditions and emotional aspects ranked highest as the reasons for teachers' leaving.

The code of conduct was shown to be among the factors that has an influential effect on teachers/lecturers motivation. The averages means in both countries were different and ranged two different ranges of means' interpretation. Lecturers in Rwanda were shown to be less motivated by the code of conduct (mean: 2.33) while for lecturers in China was greater (mean: 2.68). The average means associated with the classroom environment were found to be low (mean: 2.28) for lecturers in Rwanda while in China was greater (mean: 2.56). In items analysis the low value of mean regarding the classroom environment might be associated with the overall development of countries where infrastructure or classroom environment conditions are not well equipped by all necessities to motivate lecturers.

The Level of Job Satisfaction and Related Factors.

Job satisfaction was found to be composed by a range of different factors. In this study six factors including financial rewards, relation with supervisors, opportunity for advancement, respect co-workers, workload and stress level and working conditions were analyzed for both countries (see figure 3). The overall level of job satisfaction in Rwanda and China were associated with (mean: 2.36) in Rwanda while for China was (mean: 2.66). Two averages means of both countries were at the base of illustrating the differences between two countries. Regarding these means it is well observed that the level of job satisfaction of lecturers in Rwanda was lower compared with China. With these findings lecturers in China were found to be satisfied which are in agreement with study of Meimei and Kenneth ,(2006) who stated that universities' teachers in China were satisfied in their comparison study between China and U.S on teacher job satisfaction and retention. The less satisfactory level of lecturers in Rwanda in this study was in agreement with the study on teachers' motivation and incentives in Rwanda by Bennell and Ntagaramba, (2008). Lecturers both in Rwanda and China were similarly found to be dissatisfied with financial income they get. This, was shown by the average means associated with this factor (mean:2.50) for China and (mean:2.15) for Rwanda. Similar research results

were obtained for example the study of Gao 2008(as cited in Yu ,2009) claimed that that lecturers' professional vulnerability might be in fact worsen before it can improve on the Chinese mainland in the near future, and the factors that contributed to dissatisfaction were factors related to pay and promotion. The same findings on the study of Munyengabe et al (2016), who illustrated the financial rewards to be the second factor lowering the overall level of job satisfaction among lecturers in university of Rwanda. Concerning factors such as respect co-workers lecturers in universities for both China and Rwanda showed being satisfied with respect co-workers the difference was only shown in the mean values where it was greater for China(mean:2.75) compared to Rwanda(mean:2.6) simply the difference might be linked with other non-studied factors including historical background of both countries. Differences were found in the analysis of factors such as relation with supervisors, opportunity for advancement, workload and stress level and working conditions. In all these four factors lecturers in China were presenting the high level of satisfaction while in Rwanda lecturers showed to be dissatisfied. Observing the items analysis regarding these four factors the differences might be associated with the overall level of development and income status of lecturers in both countries. China as a developed country compared to Rwanda, lecturers as well as other population in general are enjoying the income from the progress of their developmental status.

Application of Findings

Today's globalization and strategies to develop human capital require the combination of effort from different corners. The stronger the education system is; the stronger the human resource development will be. The findings of the study will be highly contributing to stakeholders in education especially graduates and postgraduate level in order to increase the overall level of lecturers' motivation and job satisfaction in both countries of the study or in other countries with similar situations.

Conclusion and recommendations

In conclusion, basing on the findings of this study comparing the overall levels and factors associated with lecturers' motivation and job satisfaction in Rwanda and China; it was observed that lecturers in Rwanda were less motivated and satisfied at their job while lecturers in China were moderate motivated and satisfied at their job. In both countries income status (salary), incentives and promotions were negative factors which lower the level of motivation and job satisfaction. Other factors such as cheer love of the career, social, classroom conditions, code of conduct, relation with supervisors, opportunity for advancement, respect co-workers, workload and stress level and working conditions were country specific associated. In all differences encountered the much importance was attached to the differences in development status, historical background, cultural social and leadership. From that, the study strongly recommended to each country to raise up all analyzed factors by starting on the factors with the minimum average mean. It would also be good to undertake other researches exploring more than analyzed factors by including the importance of developmental status, historical, geographical, leadership etc.

Disclosure statement

No potential conflict of interest was reported by the authors.

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