

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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# CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	<b>IMPACT OF ORGANISED RETAIL ON UNORGANISED RETAIL IN INDIA</b> <i>CMA JAYASHREE RAMANAN &amp; DR. K.P.V.RAMANAKUMAR</i>	1
2.	<b>AN ANALYSIS OF EMPLOYEE RETENTION PREVAILING IN MANUFACTURING INDUSTRY IN HOSUR, TAMIL NADU</b> <i>DR. B. N. SIVAKUMAR, DR. V. NAVANEETHAKUMAR &amp; K. R. KUMAR</i>	3
3.	<b>HRD PRACTICES IN BANKS: A STUDY WITH REFERENCE TO PUBLIC AND PRIVATE SECTOR BANKS</b> <i>DR. P. SUCHITRA</i>	7
4.	<b>PRE-PURCHASE INFORMATION SEARCH BEHAVIOUR OF RURAL CONSUMERS TOWARDS PRE-OWNED CARS</b> <i>DR. M. UMA MAHESWARI &amp; DR. M. JEZER JEBANESAN</i>	13
5.	<b>LINKING EMOTIONAL INTELLIGENCE, SALES PERFORMANCE AND SALES SUCCESS OF RETAIL SALESPEOPLE: A REVIEW APPROACH</b> <i>DR. M. M. MUNSHI &amp; SANJAY HANJI</i>	19
6.	<b>REASONS AND EXPECTATIONS OF CUSTOMERS TOWARDS SHAMPOO BRANDS</b> <i>KHAWAJA MUBEENUR RAHMAN &amp; DR. ROSHAN KAZI</i>	24
7.	<b>TEAM FORMATION STRATEGIES BASED ON PERSONALITY TYPES AND COMMUNICATION STYLES TO IMPROVE TEAM EFFECTIVENESS</b> <i>DR. MARY CHERIAN &amp; DR. KIRUPA PRIYADARSHINI M.</i>	28
8.	<b>MICROFINANCE CRISIS IN ANDHRA PRADESH AND REGULATORY RESPONSE</b> <i>K. LAKSHMI &amp; DR. S. VASANTHA</i>	32
9.	<b>COST OPTIMIZATION THROUGH 'INTERNAL TALENT RETENTION STRATEGIES': AN ANALYTICAL STUDY</b> <i>DR. SONALI DHARMADHIKARI</i>	37
10.	<b>TALENT MANAGEMENT: A NEW CORPORATE MANTRA</b> <i>K. USHA</i>	42
11.	<b>RATIONALITY AND EMOTIONALITY IN CUSTOMERS' ADVERTISING AND BRAND ELEMENT RECOLLECTION: A STUDY ON LOYAL CUSTOMERS OF CERTAIN BRANDS</b> <i>VINOD URATH &amp; N. R. NARAYANAN</i>	45
12.	<b>INDUSTRIAL-CORPORATE SOCIAL RESPONSIBILITY</b> <i>KONDA SANTOSH KUMAR &amp; GHANATHE RAMESH</i>	49
13.	<b>BRING YOUR OWN DEVICE (BYOD): AN EMPIRICAL STUDY ACROSS INDUSTRIES</b> <i>RINKU MAHINDRU</i>	54
14.	<b>FOREIGN BANKS IN INDIA: A LITERATURE REVIEW</b> <i>NEHA NAINWAL</i>	58
15.	<b>COST-BENEFIT ANALYSIS OF BUS TRANSPORT IN KUMBakonam REGION OF TAMIL NADU</b> <i>DR. C. KUMARAN</i>	63
16.	<b>RELATIONSHIP BETWEEN INDIAN CAPITAL MARKET AND FOREIGN INSTITUTIONAL INVESTMENT</b> <i>DR. SUMAN DAHIYA GAINA</i>	66
17.	<b>AN ANALYSIS OF EFFECTS OF ENVIRONMENTAL PERFORMANCE OF CONSUMER GOODS INDUSTRY AND THE FINANCIAL PERCEPTION OF THE INVESTORS: A COMPARISON OF INDIAN AND US FIRMS</b> <i>AMO GH TALAN</i>	71
18.	<b>DESIRED CONTRIBUTION: IMPACT OF PENSION FUND MANAGERS PERFORMANCE ON RISK AND RETURN</b> <i>SATHISHA H K, SOWMYA G S &amp; SUSHMA K</i>	76
19.	<b>AGE WISE STUDY OF JOB SATISFACTION OF DELHI UNIVERSITY FACULTY</b> <i>NARANDER KUMAR NIGAM &amp; SAUMYA JAIN</i>	87
20.	<b>THE EFFECT OF OWNERSHIP STRUCTURE ON AUDIT QUALITY</b> <i>ROYA DARABI &amp; NOTASH MOGHADAM</i>	94
21.	<b>A REFLECTION ON THE NATURE OF CORPORATE GOVERNANCE IN INDIA</b> <i>SHWETA SATUA</i>	100
22.	<b>THE PERCEPTION OF AGRICULTURAL STUDENTS AND SELF-EMPLOYMENT IN AGRIBUSINESS: A CASE STUDY OF STUDENTS OF UNIVERSITY FOR DEVELOPMENT STUDIES, GHANA</b> <i>HUDU ZAKARIA, HAMZA ADAM &amp; AFISHATA MOHAMMED ABUJAJA</i>	104
23.	<b>ISLAMIC BANKING AND IJARAH FINANCING IN PAKISTAN</b> <i>KALSOOM AKHTAR, AIMAN CHISHTI, SAMRA KANWAL, NADIA ASLAM &amp; SOBIA ASLAM</i>	109
24.	<b>ENVIRONMENTAL AUDIT: STEP TOWARDS SUSTAINABLE DEVELOPMENT</b> <i>DR. S. K. JHA</i>	118
25.	<b>CHIT FUND- ROTATION OF MONEY</b> <i>NAZIA ABBAS ABIDI</i>	122
26.	<b>CURRENCY DEVALUATION: A STORY FROM 1966 TO 2013</b> <i>REKHA RANI</i>	124
27.	<b>CHILD LABOUR AND TRADE LIBERALISATION</b> <i>SIDDHARTH RATHORE</i>	129
28.	<b>CORPORATE SOCIAL RESPONSIBILITY IN INDIAN BANKING SECTOR: A STUDY OF SONIPAT BRANCHES</b> <i>KAVERI HANS &amp; DR. MANISHA</i>	134
29.	<b>AN ASSESSMENT ON JOB SATISFACTION OF ACADEMIC EMPLOYEES: A SURVEY ON ETHIOPIAN PRIVATE INSTITUTIONS OF HIGHER LEARNING</b> <i>MULU ADERIE ALEMU</i>	138
30.	<b>REGULATIONS IN INDIAN CORPORATE DEBT MARKET</b> <i>ANSHIKA AGARWAL</i>	145
	<b>REQUEST FOR FEEDBACK &amp; DISCLAIMER</b>	154

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## AN ASSESSMENT ON JOB SATISFACTION OF ACADEMIC EMPLOYEES: A SURVEY ON ETHIOPIAN PRIVATE INSTITUTIONS OF HIGHER LEARNING

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### ABSTRACT

*It is a well established business reality that organizations in the world over no longer achieve competitive advantage through their products, but rather through people (employees). However, Managers spend a minimal amount of time learning more about human behavior, communication and how their attitudes and behavior impact employee performance. Concerns about employee job satisfaction are just as critical in the education industry as they are in other business sectors. The major purpose was: to address the major factors of job satisfaction of academic employees in the Ethiopian universities; determine job satisfaction levels of employees in the selected organizations and recommend job satisfaction measures to be taken in to account. The study adopted the quantitative research design. This cross-sectional study was done using Job Satisfaction Survey Job Satisfaction Survey (JSS) questionnaire distributed to the academic employees. 130 respondents were selected using stratified random sampling method. The conclusion of this research showed different factor of job satisfactions were correlated with the independent dependent variable, job satisfaction. Of which highest dissatisfaction levels occur in the area of salary and fringe benefit. In this study, demographic variables such as employees' age, gender, service years, marital status and organizational position were seen as having significant effects on their job satisfaction. Generally, the total job satisfaction of the respondents was 3.77 point (moderate satisfaction) from six credits.*

### KEYWORDS

academic employees, Ethiopia, factors, job satisfaction.

## 1. INTRODUCTION

It is a well established business reality that organizations in the world over no longer achieve competitive advantage through their products, but rather through people (employees). However, Managers spend a minimal amount of time learning more about human behavior, communication and how their attitudes and behaviour impact employee performance. (Michael O. Samuel, 2011)

There has been an increase in the number of private higher education institutions in Ethiopia. The leading colleges in the country are currently facing unique challenges as well as continual environment change, as they attempt to meet the human resource demands from various industries. At the same time colleges have been asked to re-examine their roles in nation-building.

According to Mulu Aderie Alemu 2011, organizations are social systems where human resources are the most important factors for effectiveness and efficiency. Organizations need effective managers and employees to achieve their objectives. Organizations cannot succeed without their personnel efforts and commitment. So, Job satisfaction is critical to retaining and attracting well-qualified personnel. This is especially an issue in educational institutions such as colleges where specialist training and retention are highly important.

Researchers with strong humanistic value argue that satisfaction is a legitimate objective of an organization. Not only is satisfaction negatively related to absenteeism and turnover, but, they argue, organizations have a responsibility to provide employees with jobs that are challenging and intrinsically rewarding. Therefore, although job satisfaction represents an attitude rather than behaviour, Organizational Behaviour researchers typically consider it as an important dependent variable. (Stephen P. Robbins 2003:25).

Concerns about employees' job satisfaction are just as critical in the education industry as they are in other business sectors. Similarly, the motivation to investigate job satisfaction among college academic employees is similar to the interest of research concerning job satisfaction in industrial settings.

Organizational success in obtaining its goals and objectives depends on managers and their leadership style. By using appropriate leadership styles, managers can affect employee job satisfaction, commitment and productivity. (Mosadeghrad, 2003). According to Kreitner R. (1995), ideas about management and leadership have changed considerably in recent years. People today are better-educated and more articulate. They can no longer be commanded in the same way as before. There needs to be much more involvement and participation at work.

Despite an increased need to be given for employees, it is surprising that so little research has actually been conducted on the topic, especially in the area of private colleges, in our country Ethiopia.

More or less the main purpose of this study is to explore the major factors of employees' job satisfaction in Ethiopian Private Higher Education Institutions (HEIs).

## 2. LITERATURE REVIEW

### 2.1. WHAT IS JOB SATISFACTION?

Job satisfaction is a persons' attitude toward the job. Like any other attitude, then, it represents a complex assemblage of cognitions (beliefs or knowledge), emotions (feelings, sentiments, or evaluations), and behavioural tendencies. A person with a high level of job satisfaction holds very positive attitude about work, and conversely, a person diversified with the job has negative attitudes toward work. (Dennis W. Organ and W. Clay Hamner 1982:287).

Job satisfaction is the general attitude of an individual towards his/her job. It represents an attitude rather than behaviour. The belief that satisfied employees are more productive than dissatisfied employees has been a basic tenet among managers for years. Although much evidence questions that assumed casual relationship, it can be argued that advanced societies should be concerned not only with the quantity of life- that is, concerns such as higher productivity and material acquisition- but also with its quality. (Stephen P. Robbins 2003:25).

#### 2.1.1. Measuring job satisfaction

A person's job is more than just the obvious activities of shuffling papers, writing programming code, waiting on customers, or driving a truck. Jobs require interaction with co-workers and bosses, following organizational rules and policies, meeting performance standards, living with working conditions that are often less than ideal, and the like. This means that an employees' assessment of how satisfied or dissatisfied he/she is with his/her her job is a complex summation of a number of discrete job elements. How, then, do we measure the concept?

The two most widely used approaches are a *single global rating* and a *summation score* made up of a number of job facets. The single global rating method is nothing more than asking individuals to respond to one question, such as "All things considered, how satisfied are you with your job?" Respondents then reply by circling a number between one and five or else that corresponds to answer from "highly satisfied" to "highly dissatisfied". The other approach- a summation of job facets- is more sophisticated. It identifies key elements in a job and asks for the employee's feelings about each. Typical factors that would be included in are the nature of job, supervision, present day, promotion opportunities, and relations with co-workers. These factors are rated on a standardized scale and then added up to create an overall job satisfaction score.

**2.1.1.1. Job-Satisfaction Surveys (JSS)**

According to Keith Davis (1981), management needs job satisfaction information in order to make sound decisions. This is also known as a morale, opinion, attitude, climate, or quality-of-work life survey. A job satisfaction survey is a procedure by which employees collectively report their feelings about their jobs.

Job satisfaction survey can produce neutral or negative results if they are poorly done, but usually they bring a number of benefits, like:

- ✓ *General Job Satisfaction:* This means, the survey gives the management an indication of the general levels of satisfaction in a company. A Survey also indicates specific areas of satisfaction or dissatisfaction.
- ✓ *Communication:* this is the valuable communication brought by a Job Satisfaction Survey. Communication flows in all directions as people plan the survey, take it, and discuss its results. Upward communications is especially fruitful when employees are encouraged to comment about what is on their minds instead of merely answering questions about what is on management's mind.
- ✓ *Improved attitudes:* one benefit, often unexpected, is improved attitudes. For some, the survey is a safety valve, an emotional release, a chance to get things off their chests. For others, the survey is a tangible expression of management's interest in employee welfare, which gives employees a reason to feel better toward management.
- ✓ *Training needs:* job satisfaction surveys are a useful way to determine certain training needs. Usually employees are given an opportunity to report how well they feel their supervisor performs certain parts of the job, such as delegating work and giving adequate job instructions. In an indirect way, this indicates the kinds of training that different groups of supervisors need.
- ✓ *Union Benefits:* surveys may also bring benefits to unions. As explained by one union officer, both management and union often argue about what the employees want, but neither really knows. The job-satisfaction survey is one way to find out. Unions rarely oppose surveys, and occasionally they give them support when they know that the union will share the data. (Keith Davis 1981:88).

**2.2 FACTORS OF JOB SATISFACTION**

According to Navie-Waliser et al., (2004); McNeese-Smith (2003), numerous factors influence employee job satisfaction, including salary, fringe benefits, achievement, autonomy, recognition, communication, working conditions, job importance, co-worker, degree of professionalism, organizational climate, interpersonal relationship, working for a reputable agency, supervisory support, job security and so on.

Sources of low satisfaction are associated with working with unskilled or inappropriately trained staff, laborious tasks such as documentation, repetition of duties, tensions within expectations, role ambiguity, role conflict, the increasing need to be available for overtime, and different personal & organizational factors.

**3. NEED/IMPORTANCE OF THE STUDY**

This study will have a lot of significances to different organizations, specifically to those of Ethiopian Private Higher Education Institutions, to identify the factors that affect employees' job satisfaction. It will also help other researchers as a stepping stone to do more research on this area.

Although this study conducted in Ethiopia, it is anticipated that the findings may have relevance on a broader scale. By replicating this study in different countries and contexts the results could be very helpful for developing a new theory of job satisfaction with new implementation techniques that can be implemented easily and successfully in a cross cultural context.

**4. STATEMENT OF THE PROBLEM**

Though job satisfaction is an extensively researched topic, it is not as much as required in developing countries like Ethiopia. For the individual, job dissatisfaction can result in feelings of helplessness, burnout, resentment, anger, and fatigue.

Working with a leader who does not provide support, show consideration, or engages in hostile behaviours can be stressful for employees. Negative manager-employee/employee-employee interactions can result in decreased pleasure with work, questioning one's skill on the job, reacting harshly to the leader, and leaving the organization. The costs to the organization can be quite high in terms of worker stress, reduced productivity, increased absenteeism, and turnover.

The conclusion arrived at by the Michigan University researchers strongly favoured the leaders who were employee oriented in their behaviour. Employee-oriented leaders were associated with higher group productivity and higher *job satisfaction*. Production-oriented leaders tended to be associated with low group productivity and lower job satisfaction. (Stephen P. Robbins 2003:317).

Despite the fact that job satisfaction has been a widely researched topic in other countries not in Ethiopia, very little attention has been directed toward the job satisfaction in non-profit agencies. The problem that this study is going to address is the major factors of employees' job satisfaction in the profit arena. And also this study is going to answer the research questions, which are in the following part.

**5. OBJECTIVE OF THE STUDY****5.1 GENERAL OBJECTIVE OF THE STUDY**

The main objective of this cross-sectional study is to assess the major factors of employees' job satisfaction in Ethiopian Private Higher Education Institutions.

**5.2 SPECIFIC OBJECTIVES**

It includes:

- ✓ To measure job satisfaction of the academic employees according to different demographic parameters and of employees and managers according to different job satisfier factors.
- ✓ To identify how managers and employees give rank to the most important motivators
- ✓ To forward major recommendation to the concerned body on improving job satisfaction of the academic employees.

**6. RESEARCH QUESTIONS**

This research is intended to address the following research questions:

- Identify the major factors of job satisfaction?
- How demographic variables of employees are related with their job satisfaction?
- Measure the level of overall job satisfaction of academic employees in Ethiopian Higher Education Institutions?

**7. METHODOLOGY****7.1 TYPE OF RESEARCH DESIGN**

The study has utilized an explorative correlation design and cross sectional survey methodology, in which quantitative research has been adopted.

**7.2 POPULATION AND SAMPLE SIZE**

The population of this study was the Ethiopian Private Higher Education Institutions which are currently more than 50 colleges, excluding the newly establishing ones with in the last 6 months). 140 samples were participated in the study using a simple random sampling (probable sampling) technique. Of which only 130 were returned and free of any error.

**7.3 DATA COLLECTION INSTRUMENT**

Both primary and secondary data sources were used. Secondary sources included; books, articles, company profiles, and company web sites. The primary methodology includes; structured questionnaire. Data were collected basically using structured questionnaire through the distribution of questionnaire among employees of these colleges/universities through a stratified random sampling.



The questionnaire, which was used for data collection, was sent out in one package to two different populations. Firstly a questionnaire filled by academic employees had three parts; demographic data (Personal profile), Structured Job Satisfaction Survey (JSS) Questionnaire (developed by Paul. E Spector 1997), and ranking of selected motivators. And the same questionnaire was sent to be filled by managers/leaders of the institutions.

The ranking part includes questionnaires with ten important job motivators. Employees were asked to prioritize these motivators according to their personal interests. And managers were also asked to prioritize these motivators one time according to their personal interests and another time according to their employees' interests to find out more managers knowledge about employees' perception of their most important motivators. Those motivators to consider includes; good working condition, involvement, tactful discipline, recognition, loyalty to employees, good pay, promotion/growth, help with personal problems, job security and interesting work.

The cover letter briefly explains the purpose of the study and the mechanisms to maintain confidentiality. A demographic questionnaire was intended to furnish the researcher with the respondents' biographical, educational information and working experience in the college/university and find out if there is a relationship with their satisfaction. The respondents had received and answered the questionnaires at their work place. Data were collected for approximately a month.

#### 7.4 DATA ANALYSIS PROCEDURE

In analyzing the data collected via questionnaire, the researcher used a tool, mainly SPSS, in addition to the the procedures according to the model used in study (JSS model) to analyze the collected data as follows:

*Job Satisfaction Survey (JSS) questionnaire:* A standard job satisfaction questionnaire was used to assess the level of job satisfaction among academic employees in the selected college/university according to nine sub-scales (salaries, fringe benefits, recognition, promotion, communication, working conditions, nature of the job, supervision and co workers). This questionnaire has 36 items (four items in each domain). It had used five-point Likert scales to measure the responses to each item (from strongly disagree=1 to strongly agree=5).

The other part of the questionnaire provided ten important job motivators. Employees were asked to prioritize these motivators according to their personal interests. Managers were also asked to prioritize these motivators one time according to their personal interests and another time according to their employees' interests to find out more about managers' knowledge about employees' perception of their most important motivators. Those motivators includes: good pay, job security, good working conditions, involvement, recognition, promotion, interesting work, loyalty to employees, tactful discipline, and help with personal problems.

All data were analyzed using the statistical package for the Social Sciences (SPSS 17.0). Appropriate statistical procedures for description and inference were used. If there were missing values, they were checked prior to further statistical analysis and there was no missed value. Based on the the Likert scale (1-5 scales) for each domain of job satisfaction, higher scores indicated better job satisfaction and lower scale reflects less satisfaction.

Some correlation coefficients were also calculated to evaluate the relationship between the dependent and the independents variables. Data had presented as the mean ( $\mu$ ), standard deviation (SD) and percentage ( $p$  values less than 0.05 were considered as significant).

## 8. DISCUSSION AND RESULT

In this part of the chapter the detailed analysis of the data gather through the two sources were analyzed. It is categorized in to Demographic variables of respondents, job satisfaction survey results, relationship between job satisfaction factors and job satisfaction variable, managerial leadership dimensions, ranking of motivators by both leaders and employees, demographic variable in relation to job satisfaction, demographic variable in relation to managers' leadership style, and the relationship between leadership style of managers and job satisfaction of academic employees in the institutions.

### 8.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 8.1.1 Demographic variables of the respondents

In this survey a total of 130 employees had participated. The following table (table 1) shows the demographic parameters of the employees in frequency and percentages. In this survey a total of 130 employees had participated. These included 102 employees, 20 lower level managers (Department Heads), 4 middle level managers (Faculty heads) and 4 top level managers (Deans/President and Vice- Deans/Vice-Presidents). According to the table 1 the majority age group of the employees is in 26-35 and 20-25 years age range. The ages ranged from 21-55. Male employees were significantly older than female employees. Females' involvement in higher education is also low, i.e. they are only 9.2 percent of the population. And service year of employees arrived in the 1-5 years range, which reflects most of the employees are new to the colleges. The majority of employees of Higher Education Institutions had attained a bachelor's degree more specifically in the range Graduate Assistance II and above, but also PhD holders are too few. This calls attention for the government to develop a balancing strategy in educational level of higher education academic staffs.

In this study, demographic variables such as employees' age, Gender, service years, marital status and organizational position were seen as having significant effects on their job satisfaction.

The participation of Female employees in colleges' managerial positions is low. As it is depicted in the table 2, there is no female manager in the middle as well as at the top level management positions. And also even in the lower level management there are a few female managers (2 in number). So, this shows that, even though female participation in the private sectors nowadays is increasing, in higher education it is still at its infant stage. Therefore, this needs attention.

According to table 3, male employees, on the average, are in the service year ranged from 6-10, while female employees are in the range 1-5 years. Or it means males had significantly more years of working experience than females. This shows the involvement of female employees in Ethiopian Higher Education Institutions is a recent phenomenon or there is high female employees' turnover.

#### 8.1.1.1 Demographic Variable in relation to Job Satisfaction

In this study, variables such as employees' age, Gender, marital status, service year, organizational position were seen as having significant effects on job satisfaction.

As it is depicted in the table 6 (Frequency, Percent, Mean and Standard Deviation Of Demographic Variable of the Respondents), the mean score of job satisfaction of employees, lower level, Middle level, and top level managers was 3.76, 3.80, 3.83 and 3.80 from six credits respectively. Out of these respondents, middle level managers (3.83) are slightly more satisfied than the rest respondents; employees are less satisfied than managers in the colleges.

According to Dennis W. Organ and W. Clay Hamner (1982), the U- shape relationship between age, seniority and job satisfaction requires two interpretations. Among younger employees, a higher level of satisfaction may be due to the fact that inexperienced employees have fewer duties and responsibilities, less pressure and fewer demands from colleagues. For example, they give few credit hours per week; they may not have any other managerial position responsibility and so on. And also they are less exposed to work-to-family conflicts, since most of the younger employees are not married, (look at the demographic table above). Among older employees, higher satisfaction could be explained by a better knowledge of academic workings, by benefits linked to seniority (for example, position, rank and salary), and by fewer external demands. It is also possible that older employees refocus their priorities to factors outside of the working setting, such as family and/or planning for retirement. So, there was strong correlation between the job satisfaction of employees and their age, service year, organizational position and received salaries.

As it is analyzed, satisfaction was higher among employees with higher educational position. This can be attributed to having more control over the job, more decision making latitude, along with a more central position between academic professionals, a valued position within the college hierarchy, higher salaries, and benefits linked to seniority (as it is in the table there is a direct relationship between service year and organizational position in the two colleges) and more social recognition.

The satisfaction scores for men (3.77) were not that much different of those females' (3.76). The mean scores of single employees' job satisfaction (3.82) were significantly higher than those of married employees (3.67).

#### 8.1.2 Job Satisfaction Survey (JSS)

Job Satisfaction is the favourableness or unfavourableness with which employees view their work. It expresses the amount of the job and the rewards that the job provides. Since job satisfaction involves expectations, it relates to equity theory, the psychological contract, and motivation. (Keith Davis, 1981:83).

Employee job satisfaction is the fulfilment, gratification, and enjoyment that come from work. It's not just the money or the fringe benefits, but the feelings employees receive from the work itself. (Linda Powell, Ms, 2001: 7)

Colleges are the center for imparting higher Education. Colleges in the modern world are expected to seek and cultivate new knowledge, provide the right kind of leadership in all walks of life and strive to promote equality and social justice. The Colleges in Ethiopia, however, have to shoulder some additional responsibilities. They have to be conscience to the nation, develop program for adult education assist in improving schools, involve women citizens, and try to bring back the center of gravity of academic life within the country.

The following table (table 4) shows the level of job satisfaction of all employees relative to the selected nine facets of job satisfaction. It is presented in summations and averages. Accordingly, the total job satisfaction of each facet includes: Salary (490.75), Promotion (451.25), supervision (452.5), Fringe benefit (482), recognition (487), working condition (514.5), co-worker (525), nature of the job (538.5) and communication (473.25). And the total job satisfaction was on average summed to 490.53. This table is analyzed in detail in terms of Means and Standard deviations in combination with the next table 3.

As it is depicted in the table 3 below, the total job satisfaction of the respondents was 3.77 point (moderate satisfaction) from six credits. The mean scores of the nine facets of job satisfaction are 3.78, 3.47, 3.48, 3.71, 3.75, 3.96, 4.04, 4.14, and 3.64 of Salary, Promotion, Supervisor, Fringe Benefits, Recognition, Working Condition, Co-worker, Nature of the job, and Communication, respectively.

#### 8.1.2.1 Relationship between Job Satisfaction Factors and Job Satisfaction

According to table 5 the mean score and standard deviation of each of the nine facets and total job satisfaction of the respondents was measured on a six-point scale, where 6 stood for highly satisfied and 1 for highly dissatisfied.

The total job satisfaction of the respondents was 3.77 point (moderate satisfaction) from six credits. The mean scores of the nine facets of job satisfaction are 3.78, 3.47, 3.48, 3.71, 3.75, 3.96, 4.04, 4.14, and 3.64 of Salary, Promotion, Supervisor, Fringe, Benefits, Recognition, Working Condition, Co-worker, Nature of the job, and Communication, respectively.

Participants scored were lowest in the promotion, 3.47; Supervisor, 3.48; communication, 3.64; fringe benefit, 3.71; recognition, 3.75 and Salaries 3.78 areas but scores were highest in the nature of the job, 4.14, co-worker, 4.04; working condition, 3.96.

Numerous studies have shown that salary and working condition were the most important factors for dissatisfaction of most type of employees. (Bodur, 2002). The finding, which indicated that there was a significant association between employees' job satisfaction and their received salaries, nature of the job and work conditions is consistent with the findings of previous studies. The current study shows that promotion opportunities were another significant predictor of job satisfaction among the respondents.

Furthermore, according to Abraham Maslow's theory of hierarchy of needs, each individual has a basic-physiological need and as these needs are met, the individual seeks to satisfy other needs. Once individuals have satisfied one need in the hierarchy, it ceases to motivate their behaviour and they are motivated by the need at the next level up the hierarchy. He categorized needs in to physiological, safety, social, self esteem and self actualization. Based up on Maslow's theory of human motivation, employees will seek to fulfil self-actualization needs whenever their other low level needs have met. In this study, employees' job satisfaction in relation to their salary and fringe benefits was low. In other words, they are in the basic needs level. These needs should be met in order to they think about participating in their organization's management process. Therefore at this time participative management may not be a good leadership style.

Generally speaking, participative management is not always a good management style; managers should be first educated and trained in choosing the proper scientific methods and techniques of participative management, as well as its goals, weaknesses, strengths and application in the organization. Then they should determine the organizational maturity level of their employees. After that they should improve their employees' organizational maturity and use this leadership style conservatively.

In this study, the result has shown that employees were moderately satisfied with their jobs. Employees' job satisfaction in relation to promotion, supervision, salary, and fringe benefit was low. This reflects that particular attention should be given to improve employees' job satisfaction.

#### 8.1.3 Ranking of Motivators

Table 6 in this chapter shows ranking of motivators such as good working condition, involvement, tactful discipline, recognition, loyalty to employees, good pay, promotion/growth, help with personal problems, job security, and interesting work. Employees were asked to prioritize these motivators according to their personal interests. And also managers were asked to prioritize these same motivators one time according to their own personal interest and another time according to their employees' interest to find out more about managers' knowledge about employees' perception of their most important motivators.

As table 6 shows motivators such as good pay, interesting work, good working condition, promotion, job security, recognition, and loyalty were more important respectively for employees. From the view point of top level managers, motivators such as loyalty, good pay, promotion, involvement, good working condition, and recognition were more important respectively. From the view point of middle level managers, motivators such as good pay, good working condition, involvement, loyalty, recognition and promotion were more important respectively. From the view point of lower level managers, motivators such as good pay, promotion, recognition, job security, good working condition and loyalty were more important respectively. And when managers were asked to prioritize their employees' job motivators from the view point of their employees, Good pay, Good working condition and promotion were at the front.

Possessing knowledge and information about employee motivation helps managers understand how employees can be involved to achieve process improvement. As management thinks that good pay, good working condition and interesting work are the number one desire of the employees, the results of employees' rank showed that, these factors were put at front. It is interesting to note that the perceptions of managers of the importance of motivators for employees don't vary considerably from how employees view what motivates them. More understanding of the needs and wants of their employees, as well as a better understanding of the impact of their own managerial behaviour on other would help them in terms of improving performance in the work place.

## 9. FINDINGS

This study was undertaken because the main purpose was determining the major factors that affect employees' job satisfaction. Employees' job satisfaction was significantly correlated and was affected by leadership dimensions of managers' especially employee-oriented dimension. It was also believed that higher managers need a more in-depth understanding of effects of these independent variables have with dependent variable.

In this study, demographic variables such as employees' age, gender, service years, marital status and organizational position were seen as having significant effects on their job satisfaction

Also this study provided information about the status of general and dimension-specific job satisfaction among a group of college/university employees who work in Ethiopian private Higher Education Institutions. The findings show that college/university academic employees were only moderately satisfied with their jobs. Specific job satisfaction dimensions indicated that highest dissatisfaction levels occur in the area of salary and fringe benefit. The total job satisfaction of the respondents was 3.77 point (moderate satisfaction) from six credits. The mean scores of the nine facets of job satisfaction are 3.78, 3.47, 3.48, 3.71, 3.75, 3.96, 4.04, 4.14, and 3.64 of Salary, Promotion, Supervisor, Fringe, Benefits, Recognition, Working Condition, Co-worker, Nature of the job, and Communication, respectively.

Participants scored were lowest in the promotion, 3.47; Supervisor, 3.48; communication, 3.64; fringe benefit, 3.71; recognition, 3.75 and Salaries 3.78 areas but scores were highest in the nature of the job, 4.14, co-worker, 4.04; working condition, 3.96.

## 10. RECOMMENDATIONS/SUGGESTIONS

Employees are the most important resources in organizations. Nevertheless, managers spend a minimal amount of time learning more about human behaviour, communication, and how their attitudes and behaviour impact employee performance. Management requires a keen understanding of human nature, the basic needs, wants and abilities of people. Managers at all level can't cause an employee to become motivated; they can however, through their actions and more participative attitudes help to create the environment for individuals to motivate themselves. So, the following are the possible suggestions or recommendations forwarded from the researcher:

- ✓ The results of this study suggest that management might be able to increase the level of commitment in the organization by increasing satisfaction with compensation, work conditions and then involvement comes next. One way of addressing this could be by changing organizational variables such as benefit scales, employees' input in policy development, and work environment could then be in an effort to increase employees' job satisfaction. And then also by increasing the interactions with employees in staff meetings and college/university committee.
- ✓ More specifically, the salary system in Higher education must be improved. One way of addressing this can be either increasing the salary amount or establishing different mechanisms like institutional credit and saving associations.
- ✓ The fringe benefits should be improved through provision of house (permanent home of residence), transporting services, building standard schools nearby the college/university for the children of the employees and also providing an opportunity for the academic employees for further educational career development.
- ✓ Finally, further studies must evaluate the benefits, challenges, and constraints of dealing with employees' job satisfaction.

## 11. CONCLUSIONS

To conclude, the findings show that private college/university academic employees were only moderately satisfied with their jobs. Specific job satisfaction dimensions indicated that highest dissatisfaction levels occur in the area of salary and fringe benefit.

## 12. SCOPE FOR FURTHER RESEARCH

The researcher suggests researchers to do a similar research in the area of job satisfaction in public higher education Institutions and make comparison in a similar organizational context. Besides, because job satisfaction is a very subjective perception of employees, researchers are recommended to do same researchers in different countries and make comparative findings.

## 13. ACKNOWLEDGEMENT

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## TABLES

TABLE 1: FREQUENCY AND PERCENTAGE OF DEMOGRAPHIC VARIABLE OF THE RESPONDENTS

Demographic Variables	Frequency	Percent
<b>Age</b>		
20-25	54	41.5
26-35	55	42.3
36-50	16	12.3
>51	5	3.8
<b>Gender</b>		
Female	12	9.2
Male	118	90.8
<b>Marital Status</b>		
Single	88	67.7
Married	42	32.3
<b>Organizational Position</b>		
Top Mgt	4	3.1
Middle Mgt	4	3.1
Lower Mgt	20	15.4
Employees	102	78.5
PhD and Above	7	5.4
<b>Educational Qualification</b>		
Masters and Above	50	38.5
Graduate Assistance II and Above	62	47.7
Graduate Assistance I and Above	11	8.5
<b>Service year</b>		
Below 1 year	12	9.2
1-5 years	85	65.4
6-10 years	24	18.5
11-15 years	5	3.8
> 15 years	4	3.1
<b>Salary</b>		
1000-2000 Birr	41	31.5
2001-3000	28	21.5
>= 3001	61	46.9

Source: Data collected through questionnaire

TABLE 2: ORGANIZATIONAL POSITION OF RESPONDENTS \* GENDER OF RESPONDENTS MATRIX

		Gender of respondents		Total	
		Female	Male		
Organizational Position of respondents	Top Level Management	Count	0	4	4
		% within Organizational Position of respondents	.0%	100.0%	100.0%
		% within Gender of respondents	.0%	3.4%	3.1%
		% of Total	.0%	3.1%	3.1%
	Middle level Management	Count	0	4	4
		% within Organizational Position of respondents	.0%	100.0%	100.0%
		% within Gender of respondents	.0%	3.4%	3.1%
		% of Total	.0%	3.1%	3.1%
	Lower Level Management	Count	2	18	20
		% within Organizational Position of respondents	10.0%	90.0%	100.0%
		% within Gender of respondents	16.7%	15.3%	15.4%
		% of Total	1.5%	13.8%	15.4%
	Employees	Count	10	92	102
% within Organizational Position of respondents		9.8%	90.2%	100.0%	
% within Gender of respondents		83.3%	78.0%	78.5%	
% of Total		7.7%	70.8%	78.5%	
Total	Count	12	118	130	
	% within Organizational Position of respondents	9.2%	90.8%	100.0%	
	% within Gender of respondents	100.0%	100.0%	100.0%	
	% of Total	9.2%	90.8%	100.0%	

Source: Data collected through questionnaire

TABLE 3: GENDER OF RESPONDENTS \* SERVICE YEAR OF RESPONDENTS IN THE COLLEGE MATRIX

		Service year of Respondents in the college					Total	
		Below 1 Year	1-5 years	6-10 years	11-15 years	>15		
Gender of respondents	Female	Count	2	5	4	0	1	12
		% of Total	1.5%	3.8%	3.1%	.0%	.8%	9.2%
	Male	Count	10	80	20	5	3	118
		% of Total	7.7%	61.5%	15.4%	3.8%	2.3%	90.8%
Total	Count	12	85	24	5	4	130	
	% of Total	9.2%	65.4%	18.5%	3.8%	3.1%	100.0%	

Source: Data collected through questionnaire

TABLE 4: RAW SCORES OF THE NINE FACTORS OF JOB SATISFACTION AND TOTAL SUMS AND AVERAGES

Four Items of each facets	Salary	Promotion	Supervision	Fringe Benefit	Recognition	Working Condition	Co-worker	Nature of the Job	Communication
Item 1	383	423	481	593	406	531	623	386	453
Item 2	592	469	363	312	461	464	439	608	373
Item 3	544	425	452	405	535	580	612	580	580
Item 4	444	488	514	618	546	483	426	580	487
Sum	1963	1805	1810	1928	1948	2058	2100	2154	1893
Average of Items in each facet	490.75	451.25	452.5	482	487	514.5	525	538.5	473.25
Overall Sum & Average	Sum = 17,659 Average = 490.53								

Source: Data collected through questionnaire

TABLE 5: THE MEAN SCORES AND STANDARD DEVIATIONS OF THE NINE FACETS OF JOB SATISFACTION

Salary		Salary item 1	Salary item 2	Salary item 3	Salary item 4	Average of Means
N	Valid	130	130	130	130	
Mean		2.95	4.55	4.18	3.42	3.78
Std. Deviation		1.718	1.155	1.665	1.916	
<b>Promotion</b>		Promotion	Promotion	Promotion	Promotion	
N	Valid	130	130	130	130	
Mean		3.25	3.61	3.27	3.75	3.47
Std. Deviation		1.491	1.553	1.539	1.689	
<b>Supervision</b>		Supervision	Supervision	Supervision	Supervision	
N	Valid	130	130	130	130	
Mean		3.70	2.79	3.48	3.95	3.48
Std. Deviation		1.518	1.564	1.600	1.734	
<b>Fringe Benefit</b>		Fringe Benefit	Fringe Benefit	Fringe Benefit	Fringe Benefit	
N	Valid	130	130	130	130	
Mean		4.56	2.40	3.12	4.75	3.71
Std. Deviation		1.535	1.461	1.583	1.590	
<b>Recognition</b>		Recognition	Recognition	Recognition	Recognition	
N	Valid	130	130	130	130	
Mean		3.12	3.55	4.12	4.20	3.75
Std. Deviation		1.590	1.685	1.715	1.601	
<b>Working condition</b>		Working Condition	Working Condition	Working Condition	Working Condition	
N	Valid	130	130	130	130	
Mean		4.08	3.57	4.46	3.72	3.96
Std. Deviation		1.494	1.419	1.365	1.610	
<b>Co-worker</b>		Co-Worker	Co-Worker	Co-Worker	Co-Worker	
N	Valid	130	130	130	130	
Mean		4.79	3.38	4.71	3.28	4.04
Std. Deviation		1.357	1.581	1.260	1.595	
<b>Nature of the job</b>		Nature of the Job	Nature of the Job	Nature of the Job	Nature of the Job	
N	Valid	130	130	130	130	
Mean		2.97	4.68	4.46	4.46	4.14
Std. Deviation		1.808	1.432	1.610	1.453	
<b>Communication</b>		Communication	Communication	Communication	Communication	
N	Valid	130	130	130	130	
Mean		3.48	2.87	4.46	3.75	3.64
Std. Deviation		1.775	1.780	1.531	1.527	
<b>Overall job satisfaction of the respondents</b>						... 3.77

Source: Data collected through questionnaire

TABLE 6: THE MOST IMPORTANT MOTIVATORS RANKING FROM THE VIEW POINT OF EMPLOYEES AND MANAGERS OF THE COLLEGE

Motivators	Ranking according to their own personal interest				Ranking according to their employees' interest			
	Ranking from the view point of All managers	Ranking from the view point of top level manager	Ranking from the view point of Middle level managers	Ranking from the view point of lower level managers	Ranking from the view point of Employees	Employees motivators ranking from the view point of top level managers	Employees motivators ranking from the view point of Middle level managers	Employees motivators ranking from the view point of Lower level managers
Good working condition	4	5	2	5	3	2	1	7
Involvement	9	4	3	10	8	5	6	3
Tactful Discipline	6	7	7	7	10	10	5	6
Recognition	5	6	5	3	6	3	4	5
Loyalty to employees	3	1	4	6	7	8	9	10
Good Pay	1	2	1	1	1	4	2	1
Promotion/Growth	2	3	6	2	4	6	3	2
Help with personal problems	8	9	8	8	9	7	8	4
Job security	7	10	9	4	5	9	10	8
Interesting work	10	8	10	9	2	1	7	9

Source: Data collected through questionnaire

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With sincere regards

Thanking you profoundly

**Academically yours**

Sd/-

**Co-ordinator**

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