

# St.Mary's university school of Graduate studies



## Job Satisfaction of Academic Staff of St. Mary's University

By

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**June, 2016  
Addis Ababa  
Ethiopia.**

**JOB SATISFACTION OF ACADEMIC STAFF OF ST. MARY'S  
UNIVERSITY**

**BY  
ANDARGACHEW WORKU**

**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL  
OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE DEGREE OF MASTER OF  
BUSINESS ADMINISTRATION (HRM CONCENTRATION)**

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ETHIOPIA.**

**ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
FACULTY OF BUSINESS**

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## **ACRONYMUS**

**IGNOU** – Indira Gandhi National Open University

**SGS** – School of Graduate Studies

**CODL** – College of Distance and Open Learning

**SMU** – St. Mary’s University

**SSOM**– Secretariat Science and Office Management

**MOE** – Ministry of Education

**JSS** – Job Satisfaction Survey

**SPSS** - statistical packages for the social sciences

**QWL**- Quality work life

## **AKNOWLEDGEMENT**

I want to first extend a sincere thanks to my advisor Worku Mekonen (DR). Who has taken all the trouble with me while I was preparing the paper. Especially for his valuable advice, tolerance, guidance, useful critics and constructive correction. I would like to extend a special thank you to Professor Wondwosen Tamirat the president of St. Mary's university.

I wish to thank my family who evidently thinks there is nothing I cannot accomplish. They have been my biggest fans and cheerleaders. I wish to thank all the academic and Administrative staffs of St. Mary's university who contributed greatly to this work.

Lastly, and perhaps most importantly, I want to thank God for his faithfulness. God had other plans for me. He continues to help me succeed in everything I attempt to accomplish. He knew how important this was to me it is a dream he has made reality for me.

## **ABSTRACT**

*Job satisfaction of academic staff of universities is very vital because teaching at university level is venerated and sensitive job. Job satisfaction has been a question mark and in debate by the researchers since long. It gained much importance due to its significance for the achievement of objectives of any organization. The purpose of this study was to explore job satisfaction of academic staff in St Mary's university. To achieve the objective of this study, observation was made and self-administered questions were distributed to 85 respondents and all respondents returned the questionnaires. The respondents were selected using stratified sampling technique and within each strata random sampling techniques took place. Secondary data were also extracted from prospectus and other published materials of St. Mary's University. The data collected from the questioner were analyzed using statistical tools such as mean and standard deviation. The result of this study illustrates, the academic staff was found least satisfied with contingent rewards and they have average (ambivalent) level of all over job satisfaction. However, they were not satisfied with salary increments, promotion and rewards. However demographic characteristics have insignificant association with job satisfaction. More importantly the study discovers job hygiene factors have strong influence than job motivators on job satisfaction. Besides, from the hygiene factors, working condition is the most influential factor on job satisfaction. Based on the findings of the study, the researcher forwards some recommendations to the management of st. Mary's university to achieve academic staff job satisfaction by improving tuition reimbursements to support academic staff and update organizational benefits based on the current market for similar skills and professions.*

**Keywords:** *job satisfaction, Academic staff, Compensation, Working condition, Contingent reward.*

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# CHAPTER ONE

## Introduction

This chapter presents the introductory part of the study. It discusses about background of the study, statement of the problem, research question, and objective of the study, definition of terms, significance of the study and organization of the study.

### 1.1. Background of the Study

Employee is a back bone of every organization, without employee no work can be done. So employee's satisfaction is very important. Employees will be more satisfied if they get what they expect. Job satisfaction relates to inner feeling of workers. Employee's job satisfaction is the feeling and thoughts of employees about their work and place of work. As a result, job satisfaction is all about to satisfy the ones needs in working place (Togia etal, 2004). Employee is one of the key factors of the organization success. Organizations often attempt to satisfy its employees to gain their commitment and loyalty. However, it is not easy for the organizations to be successful in making individuals satisfied because people work for a wide variety of different reasons, some want material success while others might emphasize job challenging. People will be more committed and more productive during their job if they are more satisfied (Bai, 2006).

Employee's satisfaction is a measure of how happy workers are with their job and working environment. Keeping morale high among workers can be of tremendous benefit to any company, as happy workers will be more likely to produce more, take fewer days off, and stay loyal to the company. There are many factors in improving or maintaining high employee satisfaction, which wise employers would do well to implement. There are numerous theories of job satisfaction and consequence models that have gained prominence, among them being the two factor theory (Herzberg et.al, 1959) which postulates that satisfaction and dissatisfaction in the work place are driven by motivation and hygiene factors respectively, the work of specter (Specter, 1997) which states that job satisfaction is a cognitive and effective response to work. Personal attributes exert significant influence in the determination of job satisfaction and this is hence a construct of importance in our model. The evidence from publication revealed that there is strong association of job satisfaction and productivity. Various studies have established that dissatisfaction with one's job may result in higher employee turnover, absenteeism, tiredness and grievance. In contrary, improved job satisfaction results increased productivity (White, 2008).

Factors leading to satisfaction, describes as motivator, were promotional and personal growth opportunities, responsibility, achievement and recognition. These are factors that are intrinsically rewarding to the individual. Extrinsic factors, described as hygiene factors, leading to job satisfaction including pay, physical working conditions, job security, company policies, quality of supervision and relationship with others (Robins, 2003). Satisfied employees tend to be more productive and committed to their jobs (Bai, 2006).

This research aims to evaluate the job satisfaction of St. Mary's university academic staffs. It focuses on the relative importance of job satisfaction of the academic staffs of the university and its impacts on employee's pay, promotion, supervision, benefits, contingent rewards, operating conditions, coworkers, nature of work and communication are important factors contributing to job satisfaction. It also investigates the impact of personal variables like gender, age, educational level, salary, work experience, and position in the organization.

St. Mary's University (SMU) is an outgrowth of St. Mary's Language School which was established in 1991 in Addis Ababa. St. Mary's university was established in 1998 under St. Mary's General Educational Development PLC with its head office in Awassa and a branch in Addis Ababa. Envisaging the trend of development of the conventional mode of learning, the College moved its head office to Addis Ababa, in 1999 and opened the Department of Secretarial Science and Office Management (SSOM). In March 2000, the Distance Education Division (DED), the current College of Open and Distance Learning (CODL) were launched focusing on Business and Law fields of study. Since 2001, the Division has been making a speedy growth targeting distance learners in the fields of Teacher Education.

In February 2006 SMUC, in collaboration with IGNOU a leading distance education institution in India started offering Masters Programs within St. Mary's newly acquired campus. The program was introduced at a time when the wide gap between the demand for tertiary-level quality education and the supply side of the services called for such programs. In 2011 school of graduate studies (SGS) is accredited for two Master's programs in General MBA (Master of Business Administration) and MBA in concentration of Human Resources. In 2012, the School received additional accreditation for three other programs: Master's in Agribusiness, Master's in Rural Development and Master's in Agricultural Economics. St. Mary's University is a founding member of Ethiopian Private Higher Education Institutions Association and a member of the African Association of Universities ([www.aau.org](http://www.aau.org)) and the International Network for Quality

Assurance Agencies in Higher Education ([www.inqaahe.org](http://www.inqaahe.org)). According to the 2003EC Annual Abstract published by the Ministry of Education, St. Mary's recorded top numbers in enrolling students as compared to other private institutions. In addition, in Ethiopia the past three consecutive series of abstract published by MOE indicated that the number of permanent academic staffs that Saint Mary's University has is, higher than any other private institutions in Ethiopia. With the human, financial and material resource it has created and developed over the past fifteen years the institution received its University status in September 2013 and its continue to be poised for success in the years to come. With the human, financial and material resources it has created and developed over the past fourteen years, the University continues to be poised for success in the years to come. ([www.suc.edu.et](http://www.suc.edu.et)).

The research focus on job satisfaction of academic staffs of St. Mary's university with an intensive study by using questionnaires, data gathered and analyzed to the levels of job satisfaction factors for academic staffs and suggests possible recommendations for the management of the university.

## **1.2. Statement of the Problem**

Employee's job satisfaction is one of the most important attitudes that influence employee's behavior and work out comes. On daily basis manager must be able to infer the job satisfaction of others by careful observation of and interpretation of what they say and do while going about their jobs. Attitudes that devalue job and its outcomes could eventually lead to job dissatisfaction, which is likely to diminish ones over well-being. Job satisfaction have been raised a vital issues end emphasized as ways to lesson employee turnover, perk up work place environments, and help organizations effectively. What is lacking in empowerment research is an exploration of the relationship of the individual components of empowerment to employee outcome variable such as commitment and intention to leave the job (Osborne, 2002). It is hoped that the implementation of such concepts and strategy will help management to diminish employee turnover, thus increasing employee's loyalty, especially in the professional works. Hiring cost is much higher than retaining cost. Job dissatisfaction causes turn over and absentees. Job satisfaction therefore very important to retain the employees with their job (Robins, 2003).

In profit making and service delivery organizations like Saint Mary's University managing human resource effectively and efficiently plays a critical role in insuring a satisfied, motivated

worker for delivering quality education. It also plays an important role in increasing staff performance and productivity, enhancing an organization competitive advantage, and contributing directly to organizational goal achievement. Understanding the factors contributing and effective or outcomes of employee job satisfaction, and its proper handling or managing is one of the vital tasks of management. The management of the organization has to work to maintain the stability of workers to achieve the established objective of the organization.

Academic staff of educational institutions were the essential pillars on which the quality and success of education totally relies on. So, if education needs to be successful, any institution has to give due consideration for job satisfaction of its academic staff. Unlike other organizations employees in similar position, support staff of the university was expected to the levels of teacher's expectation. Since the university always require quality, speed and timelines in work as compared to other organizations. On top of this, by virtue of their duty, most of the support staff has direct contact with the students and other customers those who need accurate and immediate responses which impose higher responsibilities and stress on their work as compared to other sectors employees with similar related positions.

As per the researcher personal knowledge made before conducting this study and preliminary discussions with some common staffs in the university has also come to realize and enable to understand there was a significance gap in the job satisfactions of academic staff of the university. Low salary and incentive mechanisms, causes for high turnover of employee and employee's instability, which has initiated the researcher to study the issue under the research topics on job satisfaction of academic staffs of St. Mary's university, and possible solutions will be provided to the following basic research questions.

### **1.3. Research Questions.**

1. What is the overall level of job satisfaction of the academic staffs?
2. How satisfied were the academic staffs with the following work factors; namely: pay, promotion, supervision, benefits, reward, work condition, co-workers, nature of work and communication?
3. Which elements of the work environments are perceived to be the most and the least important?
4. What difference exists in the level of job satisfaction among the academic staffs of the university?

## 1.4. Objective of the Research

The research has general and specific objectives

### 1.4.1. General objective

The general objective of the research is to determine the factor that affects the job satisfaction of the academic staffs of St. Mary's university.

### 1.4.2. Specific objective

- ❖ To assess the overall level of job satisfaction of the academic staffin St. Mary's university.
- ❖ To identify the most and the least determinant factors of job satisfaction of academic staff and their consequential effects on academic performance.
- ❖ To investigatethe elements work environment which is perceived to be the most and least important.
- ❖ To assess the difference that exists in the level of job satisfaction among the academic staffs of SMU.

## 1.5. Operational Definition of Terms

**Job Satisfaction:** - The degree to which employees share a positive affective orientation towards employment by the organization.

**Academic Staff:** - are academic professionals who are responsible for planning, directing and undertaking academic teaching and research with in the higher education.

**Job enrichment:** - adds new sources of job satisfaction by increasing the level of responsibility of the employee.

**Reward System:** -is an important tool that management can use to channel employee motivation in desire ways (Puwanenthiren 2011)

**Extrinsic Factors:** - occurs when we are motivated to perform a behavior or engaged in an activity in order to earn a reward or avoid a punishment (Plothnik, R 2011).

## 1.6. Significance of the Study

Saint Mary's University is one of the leading private higher education in Ethiopia, which is offer quality education for the society in different fields of studies and programs. It is also highly depending on its academic staff. This is one of the reason which is motivate the researcher to conduct the study in this area. Therefore, this study is planned to come up with the following results

- ❖ The management of the university will find the research helpful in improving staff morale and bringing about job satisfaction of their academic staff.
- ❖ The results of this study may help administrators make organizational or administrative changes that may lead to increased academic staffs job satisfaction.
- ❖ The results may also aid universities in their efforts to recruit, promote and retain academic staffs by creating more family-friendly policies and programs to increase the supportiveness of a family-friendly culture.
- ❖ The study will recommend adoptable policies and strategies for mitigating organizational correlates of job dissatisfaction.
- ❖ Finally, the research output will serve as reference material.

### **1.7. Scope of the Study**

The research is restrained only on identifying aspects of job satisfaction of the academic staffs of St. Mary's university. The research was conducted on the academic staff who is working in four campuses of the university, such as Mexico campus (Regular division), college of distance and open learning (CODL), School of Graduate Studies (SGS) and Testing Center. The study was concentrated on permanent academic staff of the university.

### **1.8. Organization of the Study**

The paper is structured into five chapters. The first chapter deals with an introduction to the reader about the research work which consists of background of the study, statement of the problem, objectives, significance, scope and limitation of the study. The second chapter presents review of related literature; relevant literatures were reviewed about academic staff's job satisfaction. The third chapter presents the methodology such as research design and methodology, population and sampling techniques, types of data, instruments of data collection and methods of data analysis which were used and while data collected from respondents is presented, analyzed, interpreted and discussed in the fourth chapter. The last section chapter five contains summary of results, concluding remarks and recommendations.

## **CHAPTER TWO**

### **REVIW OF LITERATURE**

#### **2.1. Introduction**

This chapter aims to present, evaluate and summarized the studies of previous researchers that are relevant, significant, meaningful and valid to the research topic. It further aims to review the current knowledge in the selected field and some researchers' findings along with their agreements and arguments in order to justify the proposed research. The flow and structure of this chapter presented and divided in to the sub sections and titles by following the research objectives in order to achieve the all over research aim. In this chapter the definition and concepts, history of job satisfaction, importance of job satisfaction, benefits of job satisfaction, intrinsic and extrinsic factors, job out comes, the most important theories of job satisfaction which is relevant for this study ( fulfillment theory, discrepancy theory, equity theory, Herzberg's two factor theory processes theories of motivation, expectancy theory), factors of job satisfaction( job enrichment, quality of work life, total life space, good managerial relation, fair and adequate compensation, work environment, the role of managers), consequences of job satisfaction( job satisfaction and productivity, job satisfaction and employee turnover, job satisfaction and absences, job satisfaction and safety, job satisfaction and job stress and other effects of job satisfaction) empirical studies on job satisfaction will be discussed.

#### **2.2. Definition and Concepts of Job Satisfaction**

The concept of job satisfaction has been defined in many ways. However, the most used definition of job satisfaction in organizational research is that of Locke (1976), who described job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job satisfaction. The appraisal involves various elements related to the job such as salary, working conditions, colleagues and boss, career prospects and, of course, the intrinsic aspects of the job itself (Arnold et al1983). So, simply put, job satisfaction is connected to how our personal expectations of work are in congruence with the actual outcomes. And since job satisfaction is merely an employee's attitude towards his job. Consequently, job satisfaction can be seen as containing three components: an affective component, a cognitive component and a behavioral component (Jex 2002). While the affective component refers to a feeling about a job, the cognitive component represents a belief in regard to a job. Often these two aspects are related. The behavioral component is an indicator for behavioral intentions towards a job such as getting to work in time, working hard, etc.



According to Huling and Judge (2004) job satisfaction include multi-dimensional psychological responses to one's job and those responses to one's job and that such responses have cognitive (evaluative), effective (emotional), and behavioral components. This tripartite conceptualization of job satisfaction fits well with typical conceptualization of social attitudes (Eagley and Chai Ken, 1993).

Generally, Job satisfaction is the expression of worker's positive attitudes built up towards their jobs. Workers maintain an attitude towards their jobs as a result of diverse features of their job, social status that they have gained about their jobs and experiences in their job and experiences in their job environment. This attitude can be also negative towards work. If the economic benefits, the social status, the jobs own specific characteristics and the job expectation employees hoped, are appropriate for employee's desires, there is job satisfaction. Positive attitude of employees towards the whole business environment as a result their experiences of environment are called job satisfaction. Besides it answering the individual needs of physiology and security, if job also affects the person's feelings and values in positive way, it can be said that there is job satisfaction.

### **2.3. History of a study of job Satisfaction.**

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1963) primarily credited to Elton Mayo of the Harvard business school, sought to find the effect of various conditions (most notably illumination) on workers' productivity. This study ultimately showed that novel changes in work conditions temporally increase productivity (called the Hawthorne Effect). It was later found that this increase resulted not Employees' satisfaction is an important success factor for all organizations. Employee satisfactions have been recognized to have a major impact on many economic and social phenomena. E.g. Economic growth and higher standard of living.

### **2.4. Importance of the Study of Job Satisfaction**

The study of job satisfaction enriches management with a range of information pertaining to job, employee, and environment with facilitated it in decision making and correcting the path of organizational policies and behavior. It indicates that general level of satisfaction in the organization about its program, policies etc. Secondly, it is a diagnostic instrument for knowing

employee's problems, effecting changes and correcting with least resistance. Thirdly, it strengthens the communication system of the organization and management can discuss the result for shaping the future course of action. Fourthly, it helps in improving the attitudes of employees towards the job and facilitates integration of employee with the organization. It inspires sense of belongingness and sense of participation leading to the overall increase in the productivity of the organization. Fifthly, it helps unions to know exactly what employees want and what management is doing. Thus, it facilitates mutual settlement of grievances and other unwanted situations. Lastly, it facilitates in determining the training and development needs of the both, employees and the organization (Kumar 1990). If we can improve job satisfaction and morale, we can improve job performance as well. Soon the management set about to take advantage of this newly found insight and they took action on two fronts. First, they initiated attempts to measure the state of employees feeling in order to know where to concentrate their efforts in improving employee satisfaction. Secondly, they set about to train their managers, especially first-level supervisors, to pay attention to the attitudes and feelings of their subordinates so that performance could thereby be improved (Chitranjan. 1982).

The topic of job satisfaction at work is getting wider attention at this time. Job satisfaction is the satisfaction one feels, while doing of the job. Job satisfaction is one of the most important factors, which affect not only the efficiency of the employee, but also such job behaviors such as absenteeism, accident etc. job satisfaction is the result of employee perception of how well the job provides those things that were viewed important. For the success of any organization, job satisfaction has vital importance. The employees who are satisfied are the biggest assets to an organization whereas the dissatisfied employees are the biggest liabilities.

Human resource manager may be concerned about employee's job satisfaction for different reasons than their employees. Altruistic managers want satisfied employees because they care about their employees. Result-oriented managers want satisfied employees because satisfied employees may perform better and have less absenteeism and greater longevity. Satisfied employees also tend to produce higher-quality work than their dissatisfied cohorts. In fact, studies on humanizing the workplace indicate that satisfied employees are more productive and that organizations with satisfied employees are more efficient. Satisfied employees are more likely to experience high internal work motivation, to give high quality work performance and to have less absenteeism and turnover (Bruce and Burn, 1992).

## **2.5. Benefits of Job Satisfaction Surveys**

A survey tells how employees feel about their jobs, what parts of their jobs their feelings are focused on, which departments are particularly affected and whose feelings are involved for example, supervisors, employees, or staff specialist. The survey is a powerful diagnostic instrument for assessing broad employee problems. If job satisfaction studies are properly planned and administered, they will usually produce a number of important benefits (New storm and Davis, 1999). Some of the benefits are

- 1) Give management an indication of general levels of satisfaction in a company. Surveys also indicate specific areas of satisfaction or dissatisfaction as with employee services and particular group of employees as in the tool department or among those over the age of forty.
- 2) Improved communication is another benefit of the surveys. Communication flows in all directions as people plan the survey, talk, and discuss its results. Particularly beneficial to the company is the upward communication when the employees are encouraged to comment about what they really have in their minds.
- 3) An unexpected benefit from a job-satisfaction survey is improved attitudes. For some employees, interest in employee the survey is a safety valve, an emotional release, a chance to get things of their chest. For others, the survey is a tangible expression of management's welfare, which gives employee a reason to better towards management.
- 4) The job-satisfaction survey can help discover the causes of indirect productivity problems such as absenteeism, turnover and poor quality of work. If an organization is disturbed by a high rate of absenteeism or turnover, it might appropriately turn to job-satisfaction surveys to diagnose the cause. The causes could be low pay, lack of promotional opportunities, unchallenging jobs, unjust treatment, and the like. Without proper surveys there could be random guessing on the part of management. A job-satisfaction survey helps management both to get a better handle on why employees are lagging to plan better solutions to problems.
- 5) Another benefit of satisfaction surveys is that they help management assess training needs. Usually employees are given an opportunity to report how they feel this supervisor performs certain parts of the jobs such as delegating work and giving adequate job instructions. Since employees experience these supervisory acts, their perceptions may provide useful data about the training of their supervisors.
- 6) A job-satisfaction survey is an indicator of the effectiveness of organizational reward

systems. There is a positive relationship between performance and satisfaction. This relationship will be strong when rewards intrinsic and extrinsic are distributed equitably contingent upon performance. Now, job-satisfaction surveys can provide some clues as to the effectiveness of the organizational rewards system. They help managers judge whether the best performers are receiving the most rewards and the most satisfaction from their jobs. The best performers are likely to quit if they are not suitably rewarded.

- 7) One of the best uses of job satisfaction survey is in the evaluation of the impact of organizational changes on employee's attitudes. For example, the management wants to know whether the job redesign program recently implemented in the organization has resulted in increased satisfaction to the employees. By comparing change data, and post change data, it is easy to determine what impact the redesigned work has on employee attitudes. But the benefits discussed above would be realized subject to certain prerequisites. Following are the conditions
1. Top management actively supports the survey.
  2. Employees are fully involved in planning the survey.
  3. A clear objective exists for conducting the survey.
  4. The study is designed and administered consistent with standards of sound research.
  5. Management is capable and willing to take follow up action. Both the results and action plans are communicated to employees (New storm and Davis, 1999).

## **2.6. Intrinsic and Extrinsic Factors**

Job outcomes include intrinsic and extrinsic work outcomes. The distinction between intrinsic and extrinsic outcomes is important for understanding the reactions of employees to their jobs. In a general sense, intrinsic outcomes are objects or events, which follow from the employee own efforts, not requiring the involvement of any other person. More simply, it is an outcome clearly related to action on the employee part. Such outcomes typically are thought to be solely in the province of professional and technical jobs and yet all jobs have potentially opportunities for intrinsic outcomes. Such outcomes involve feeling of responsibility, challenge, and recognition; the outcomes result from such job characteristics as variety, autonomy, identity, and significance.

Extrinsic outcomes, however, are objects or events, which follow from the employees own efforts in conjunction with other factors or persons not directly involved in the job itself. Pay, working conditions, co-workers, and even supervision are objects in the work place which are potentially job-outcomes, but which are not a fundamental part of the work. Dealing with others and friendship interactions are sources of extrinsic outcomes.

## **2.7. Job Satisfaction Outcomes**

Job satisfaction depends on the levels of intrinsic and extrinsic outcomes and how the job holder views those outcomes. These outcomes have different values for different people. For some people, responsible and challenging work may have neutral or even negative values. For other people, such work outcomes may have high positive values. People differ in the importance they attach to job outcomes. Those differences alone would account for different levels of job satisfaction for essentially the same job tasks. Another important individual difference is job involvement. People differ in the extent that 1) Work is a central life interest 2) they actively participate in work 3) they perceive work as a central to self-esteem and 4) they perceive work as consistent with self-concept. Persons who are not involved in their work cannot be expected to realize the same satisfaction as those who are. These variables accounts for the fact that two employees could report different levels of satisfaction for the same performance levels. A final individual difference is the perceived equity of the outcome in terms of what job holder considers fair reward. If the outcomes are perceived to be unfair in relation to those of others in similar job requiring similar effort, the job holder will experience dissatisfaction and seek means to restore the equity, either by seeking greater rewards primarily extrinsic or by reducing effort (Donnelly, 1990).

## **2.8. Theories of Job Satisfaction**

The concept of job satisfaction underwent several changes and in course of time several theories were advanced. There are vital differences among experts about the concept of job satisfaction. Some widely used theories in contemporary job satisfaction researches are: -

### **2.8.1. Fulfillment theory**

The proponents of this theory measure satisfaction in terms of rewards a person receives or the extent to which his needs are satisfied. Further they thought that there is a direct or positive relationship between job satisfaction and the actual satisfaction of the expected needs. The main difficulty in this approach is that job satisfaction as observed by Willing, is not only a function of what a person receives but also what he feels he should receive as there would be considerable difference in the actual and expectations of persons. Thus, job satisfaction cannot be regarded as merely a function of how much a person receives from his job. Another important factor/variable that should be included to predict job satisfaction accurately is the strength of the individual's desire of his level of aspirations in a particular area. This led to the development of the discrepancy theory of job satisfaction (Greenberg et al, 2009).

### **2.8.2. Discrepancy theory**

The proponents of this theory argue that satisfaction is the function of what a person actually receives from his job situation and what he thinks he should receive or what he expects to receive. When the actual satisfaction derived is less than expected satisfaction, it results in dissatisfaction. Job satisfaction and dissatisfaction are functions of the perceived relationships between what one wants from one's job and what one perceives it is offering. This approach does not make it clear whether or not over satisfaction is a part of dissatisfaction and if so, how does it differ from dissatisfaction. This led to the development of equity theory of job satisfaction (Greenberg et al, 2009).

### **2.8.3. Equity Theory**

Equity theory is primarily a motivation theory, but it has some important things to say about the causes of satisfaction and dissatisfaction. The proponents of this theory are of the view that a person's satisfaction is determined by his perceived equity, which in turn is determined by his input- output balance compared to his comparison of others input-output balance is the perceived ratio of what a person receives from his job relative to what he contributes to the job. This theory is of the view that both under and over rewards lead to dissatisfaction. While the under reward causes feelings of unfair treatment, over-reward leads to feelings of guilt and discomfort (Lawler 1973).

### **2.8.4. Herzberg's Motivation/Hygiene Theory**

This theory was developed by Herzberg, who identified certain factors as satisfiers and dissatisfies. Factors such as achievement, recognition, responsibility are satisfiers, the presence of which causes satisfaction but their absence does not result in dissatisfaction. On the other hand, factors such as supervision, salary, working conditions are dissatisfiers, the absence of which causes dissatisfaction. Their presence however, does not result in job satisfaction. The studies designed to test their theory failed to give any support to this theory, as it seems that a person can get both satisfaction and dissatisfaction at the same time, which is not valid (Chitranjan. 1982).

### **2.8.5. Maslow's Hierarchy of Needs Theory**

One theory of human motivation that has received a great deal of exposure in the past was developed by Abraham Maslow. Until the more basic needs are adequately fulfilled, a person will not strive to meet higher needs. In this theory Maslow classified human needs into five

categories that ascend in a definite order as follows:

- 1) Physiological needs
- 2) Safety and security needs
- 3) Belonging and love needs
- 4) Esteem needs and
- 5) Self- actualization needs.

As assumption often made by those using Maslow's hierarchy is that workers in modern, technologically advanced societies basically have satisfied their physiological, safety and belonging needs. Therefore, they will be motivated by the needs for self-esteem, esteem of others, and then self-actualization. Consequently, conditions to satisfy these needs should be present at work; the job itself should be meaningful and motivating (Steyn, 2002).

#### **2.8.6. Process Theories of Motivation**

Process theories suggest that a variety of factors may prove to be motivating. Depending on the needs of the individual, the situation the individual is in, and the rewards the individual expects for the work done. Theorists who hold to this view do not attempt to fit people into the single category, but rather accept human differences. One process theory by Lyman Porter and E.E Lawler focuses on the value a person puts on a goal as well as the person's perception of workplace equity, or fairness, as factors that influence his or her job behavior. In a work situation, perception is a way an individual views the job. If expectations are not met, people may feel that they have been unfairly treated and consequently become dissatisfied. Using the Porter and Lawler model, suppose that a salesclerk is motivated to expend efforts on her job, from this job he/she expects to receive two types of rewards: intrinsic (internal) and extrinsic (external). For this sales clerk intrinsic rewards could include a feeling of accomplishment, a feeling of recognition, or other motivators. Extrinsic rewards might be such items as pay, benefits, good working conditions, and other hygiene factors. The salesclerk compares his/her performance with what he/she expected and evaluates it in light of both types of rewards he/she receives. He/she then reaches some level of job satisfaction or dissatisfaction. Once this level is reached, it is difficult to determine what he/she will do. If he/she is dissatisfied, he/she might put forth less effort in the future, he/she might work harder to get the rewards he/she wants, or he/she might just accept his/her dissatisfaction. If he/she is highly satisfied, it does not always mean he/she will work harder (Porter 1964).



### **2.8.7. Expectancy Theory**

Expectance theory concentrates, as the name implies, on the expectations which employees bring with them to work situation and the context and manner in which these expectations are satisfied. The underlying hypothesis is that appropriate levels of effort, and hence productivity, will only be extended if employees expectations are fulfilled. It does not assume a static range of expectations common to all employees but rather points to the possibility of different sets of expectations. Rewards are seen as fulfilling or not fulfilling expectations. Expectancy theory challenges management to demonstrate to employees that extra effort will reap a commensurate reward. The link between effort and reward needs to encompass both the pay packet and a variety of other extrinsic or intrinsic rewards. Reward schemes must therefore create a positive link between the size of the pay packet and the effort expended for employees primarily motivated by money. For others links must be created between effort and rewards which include job satisfaction and praise and other forms of recognition (Porter 1964).

## **2.9. Factors of Job Satisfaction**

After explaining the theories and benefits of job satisfaction surveys the researcher now wants to turn his attention to another important point of his study namely factors of job satisfaction. Most research on job satisfaction has focused on the effects of job enrichment and job design, or the quality of work life. As a human resource manager is concerned about balancing job satisfaction with performance, he needs to know how to foster an organizational climate that contains these elements.

### **2.9.1. Job enrichment**

An enriched job is one in which an employee has opportunities for achievement, recognition, advancement, responsibility, and growth. Enriched jobs are those in which employees can be involved in the production of goods or services from beginning to end. They are not a series of limited, specialized activities, repeated over and over. Rather, enriched jobs are those in which the workers have the opportunity to see processes or tasks through from start to finish. Enriched jobs contain five core work dimensions' task identity, task significance, skill variety, and feedback. The presence of these components within the job will then lead to critical psychological states of meaningfulness of work, responsibility for work outcomes, and knowledge of work outcomes. The presence of these psychological states leads ultimately, to motivation, high quality performance, low absenteeism and turnover and high job satisfaction.



An employee who can point to a product and brag, “I made that” or “my efforts produced that” is expecting task identity. If employees also consider the fruit of their labors to be important, then task significance is part of their job. A task is significant when employees believe that what they have they have done makes a real difference to someone or to society. Autonomy is experienced by those who are encouraged to the work without close supervision; skill variety means they do a lot of different things on the regular basis; and feedback presupposes regular and accurate information on how work is perceived by those for whom it is done.

An example of an enriched job is that of a small city municipal employee who has responsibility for the general operations of government. The municipal employees job requires the traditional duties of a manager; planning; organizing, staffing, directing, coordinating, reporting, and budgeting. Job enrichment among managerial and professional employees is often inherent in the nature of their work. Those who perform support functions and operate the organizations technology are those for whom job enrichment is difficult, though not always impossible.

### **2.9.2. Quality of Work Life**

Another way to increase job satisfaction among employees is to provide a high quality of work life (QWL) environment, in which employees may be productive because their work situations is one in which they find satisfaction. A QWL environment may contain either reutilized jobs or enriched jobs. The key to QWL is the institutionalization of the following components, all within the employer’s purview:

- 1) Fair and adequate compensation;
- 2) Safe and healthy work environment;
- 3) Opportunities to develop human capacities by performing meaningful work and suggesting new ways of doing job tasks;
- 4) Growth and security, which includes opportunities to improve knowledge, skills, and abilities, and a sense of job security;
- 5) Social integration, which includes the opportunity to interact favorably with both co-workers and manager;
- 6) Constitutionalism, which includes personal policies that are administered fairly, a work environment free of harassment, and equal opportunities for employees to advance;
- 7) Total life space, which includes the ability to balance the demands of home and work and
- 8) Social relevance, which includes pride in both the job and the employer.

A high quality of work life can result from a determined effort on the part of a human resource manager. It may also exist simply as a result of concerned executives and skilled managers who display good management. The presence of QWL factors in an organization sets the stage for job satisfaction to occur. The factors are a backdrop against which the activities of both employees and supervisors take place. Without them the work environment can be uncomfortable, even hostile. With QWL factors in place, the real business of balancing job satisfaction and performance can begin. If quality working conditions are not present, people will become dissatisfied. They may look for other jobs. They may simply perform at a minimal level. In either event, the organization will lose. What employees at all levels of the organization want is good work is not only a job, but also a source of financial support that is:

- Work that allows people to use the skills that are unique and special to them;
- Work that allows people to be in relationships with one another at the work place; and
- Work that allows people to produce something that is good something to which they can look with pride, something that has social relevance.

Quality of work life is a multi-faceted concept and its premise is having a work environment where an employee's activities become more important. Alert and conscientious human resource managers, reviewing the working environment in their organizations, can discover and prevent uncomfortable conditions. This means implementing procedures or policies that make the work less routine and more rewarding for the employee. These procedures or policies include autonomy, recognition, belonging, progress and development, and external rewards. Elements of quality of work life that can influence directly are total life space, good managerial relations, fair and adequate compensation, and safe and healthy work environment. The researcher considered above and explains them one by one as follows:

#### **2.9.2.1. Total Life Space:**

The idea of total life space is a new concept for human resource managers, growing in importance as the number of employees grow. Employees want to be able to balance the demands of work and home. To do this, they want their managers to expect a reasonable amount of work, but not so much that the job interferes with personal life.

#### **2.9.2.2. Good Managerial Relations**

The second most important factor in fostering job satisfaction is good managerial relations.

Those who act to maintain good relations with their employees exhibit the following behaviors: help with job related problems, awareness of employee difficulties, good communication, and regular feed-back about the performance so that employees always know where they stand. Employees want to have input into decisions that affect them and to feel important. They want to be informed and involved. When a job brings recognition and respect, employees experience satisfaction with it. This is an easy condition to create with feedback.

### **2.9.2.3. Fair and Adequate Compensation**

Adequate compensation is another important influence on employee job satisfaction. Employees do expect fair and adequate compensation- a day's pay for a day's work. The component of compensation that influences satisfaction appears to be "equity" rather than amount however. Satisfaction with wages is more dependent on relative than on absolute pay, on comparison with others, and on perceptions of fairness. While within organizations there is a correlation between job satisfaction and pay, it is very small. Employees are consistently more satisfied because of equity than they are because of high wages. Employees at work have a clear idea of what they ought to be paid in comparison with others, and in relation to their skill, and experience, and so forth. They want their performance, seniority, age, and education to be recognized and rewarded.

### **2.9.2.4. Work Environment**

Employee job satisfaction is also influenced by the quality of the working environment both its physical attributes and the degree to which it provides meaningful work. While a comfortable physical environment is correlated with job satisfaction, the relationship is not merely as strong as the relationship between satisfaction and managerial behavior. Employees want certain conditions in their work they want to believe that what they do will ultimately make a difference to someone in some way. They want to participate in decision making, opportunities to grow and develop, and same opportunities for their coworkers regardless of race, sex, or age.

### **2.9.2.5. The Role of Managers**

The evidence that good management plays a part in affecting employee job satisfaction puts a responsibility on both the managers and the supervisors in the organization. Management needs information on employee job satisfaction in order to make sound decision, both in preventing and solving employee problems. A typical method used is a job satisfaction surveys, also known

as a morale, opinion, attitude, or quality-of-work-life survey. A job satisfaction survey is procedure by which employees report their feelings towards their jobs and work environment. Individual responses are then combined and analyzed.

## **2.10. Consequences of Job Satisfaction**

Numerous authors have highlighted that job satisfaction impacts on employee productivity, turnover, absenteeism, physical and psychological health (Nezaam 2005).

### **2.10.1. Job Satisfaction and Productivity**

The relationship between job satisfaction and productivity is not definitely established. The consensus, however, is that in the long-run job-satisfaction leads to increased productivity. The strongest implication of much of the research is that the two variables, job-satisfaction and performance, are relatively independent of each other. There seems to be at least two possible reasons for this. The first is that in many jobs variations in satisfaction cannot lead to variations in productivity. Secondly, even when correlations do appear, the associations may be spurious, since both may be associated with another factor. In other words, job-satisfaction and productivity may be well having largely separate casual paths: one set of factors e.g. investment in technology determines productivity; another set e.g. perceived equity of rewards produces job-satisfaction.

There are some conditions under which high productivity more clearly leads to high job-satisfaction. One condition is that the employees perceive that intrinsic and extrinsic rewards are contingent upon their productivity. The second condition is that the extrinsic rewards be distributed equitably. Inequitable distribution fails to convince the employees close correlations between hard work and rewards (Nezaam 2005).

### **2.10.2. Job Satisfaction and Employee Turnover**

Turnover is process in which employee leave the organization and have to be replaced. Like absenteeism, turnover is related to job dissatisfaction. Turnover occurs when employees leave an organization and have to be replaced. Excessive turnover can be a very costly problem, one with a major impact on productivity. But cost is not the only reason turnover is important. Lengthy training times, interrupted schedules, additional overtime, mistakes and not having knowledgeable employees in place are some of the frustrations associated with excessive

turnover. High employee turnover is of considerable concern for employers because it disrupts normal operations, causes morale problems for that stick on, and increases the cost involved in selecting and training replacements. The employer does whatever possible to minimize turnover, making employees feel satisfied on their jobs, and being one such. The withdrawal behavior of employees is modified by certain factors. Loyalty to the organization is one such. Some employees cannot imagine themselves working elsewhere, however dissatisfied they are in their present job. Availability of other places of employment also influences turnover. There are two types of turnover. Turnover often is classified as voluntary or involuntary. The involuntary turnover occurs when an employee is fired. Voluntary turnover occurs when an employee leaves by choice and can be caused by many factors. Causes include lack of challenge, better opportunity elsewhere, pay, supervision, geography, and pressure. Certainly, not all turnovers are negative. The researchers posit that high job satisfaction will not necessarily contribute to a low turnover rate, but will inadvertently assist in maintaining a low turnover rate as described by Nezaam (2005).

### **2.10.3. Job Satisfaction and Absences**

Correlation of satisfaction to absenteeism is also proved conclusively. Employees who are dissatisfied are more likely to take mental health days, i.e. days off not due to illness or personal business simply stated, absenteeism is high when satisfaction is low. As in turnover, absenteeism is subject to modification by certain factors. The degree to which people feel that their jobs are important has a moderating influence on their absence. Employees who feel that their work is important tend to clock in regular attendance. Besides, it is important to remember that while high job-satisfaction will not necessarily result in low absenteeism, low satisfaction is likely to bring about high absenteeism. Absenteeism is expensive. Being absent from work may seem like a small matter to an employee (Luthans 2005).

### **2.10.4. Job Satisfaction and Safety**

Poor safety practices are a negative consequence of low satisfaction level. When people are discouraged about their jobs, company, and supervisors, they are more liable to experience accidents. An underlying reason for such accidents is that discouragement may take one's attention away from the task at hand. Inattention leads directly to accidents. For example, many hand injuries from power tools can be attributed to the operator not paying careful attention.

### **2.10.5. Job Satisfaction and Job Stress**

Job stress is the body response to any job related factor that threatens to disturb the person's equilibrium. In the process of experiencing stress, the employees inner state changes. Prolonged stress can cause the employee serious ailments such as heart disease, ulcer, blurred vision, lower back pain, dermatitis, and muscle aches. Chronic job-dissatisfaction is powerful source of job stress. The employee may see no satisfactory short term solution to escaping this type of stress. An employee trapped in a dissatisfying job may withdraw by such means as high absenteeism and tardiness; or the employee may quit. Employees under prolonged stress stemming from job-dissatisfaction often consume too much alcohol, tobacco, and drugs. These employees are costly to the management in terms of time lost due to frequent absences and increased payments towards medical reimbursement.

### **2.10.6. Other Effects of Job-satisfaction**

In additions to the above, it has been claimed that satisfied employees tend to have better mental and physical health and learn new job related tasks more quickly. All things considered practicing managers and organizational behavior researchers would agree that job satisfaction is important to an organization. Critics however, point out this is pure conjecture because there is so much we do not know about the positive effects of satisfaction. On the other hand, when job-satisfaction is low, there seems to be negative effects on the organization that have been documented. So if only from the standpoint of viewing job-satisfaction as a minimum requirement or point of departure, it is of value to the organizations overall health and effectiveness and is deserving of study and application in the field of organizational behavior. There have been attempts to establish whether specific variables such as gender, age, personality and job and life satisfaction are predictive of job-satisfaction. There has also been considerable interest in the complex relationship between an individual's job satisfaction and satisfaction with other aspects of his or her life.

#### **2.10.6.1. Gender**

It may well be that women, despite having strong psychological attachment to work have lower expectations and therefore employ different social comparison processes to men when evaluating the jobs. There is some evidence that job-characteristics have a different impact on men and woman. For example, autonomy seems to be more important for men's job satisfaction than women's, whereas supportive supervision has more impact on women's job satisfaction than men's (Crossman & Harris, 2006).

### **2.10.6.2. Age**

Whilst for many years no relationship between age and job-satisfaction was consistently identified. There now seems to be a growing amount of evidence that there is a relationship. Perhaps one would expect the relationship to be linear, i.e. older employees reporting higher levels of job-satisfaction than younger employees. But the relationship appears to be more complex than this. Recent evidence suggests the relationship is U shaped. Very young employees report higher levels of satisfaction than those in their late 20s. Job satisfaction seems to rise again, with older employees reporting higher levels of job satisfaction (Spector, 1997).

### **2.10.6.3. Personality**

Whilst the concepts of extraversion and neuroticism were characterized as traits, i.e. general predispositions, they can also be manifested in more specific states positive affect and negative affect. These are independent of each other. High positive affect is marked by feelings of excitement and enthusiasm. High negative affect is characterized by feelings of fear, anger, sadness, and guilt. Neuroticism and extroversion, with their associated affective states, provide the psychological context in which people experience their work, i.e. a generalized tendency to experience positive and/or negative feelings. And, indeed, strong relationships exist between measures of positive affect and negative affect and job satisfaction.

### **2.10.6.4. Job and Life Satisfaction**

The extent to which job and life satisfaction are connected has long been a question which sociologists, from Marx and Engels onwards, have attempted to answer. Researchers have speculated that there are three possible forms of the relationship between job satisfaction and life satisfaction: (1) spillover, where job experiences spill over into non work life and vice versa; (2) segmentation, where job and life experiences are separated and have little to do with one another; and (3) compensation, where an individual seeks to compensate for a dissatisfying job by seeking fulfillment and happiness in his or her non work life and vice versa. Consistent with the spillover model, studies indicated that job and life satisfaction are correlated. However, it also seems possible the causality could go the other way a happy or unhappy life spills over into one's job experience and evaluations. In fact, the research suggests that the relationship between job and life satisfaction is reciprocal job satisfaction does affect life satisfaction, but life satisfaction also affects job satisfaction.



Also the research literature shows a consistent relationship between job satisfaction and depression. However, to counter this, there is evidence that job loss and other work events are in fact associated with depression. Thus, research suggests that dissatisfaction resulting from ones job spill over into ones psychological well-being. Organizations only have so much control over a person's job satisfaction, because for many people, their job satisfaction is a result, in part, of spillover of their life satisfaction. However, continuing to take actions to address low job satisfaction is not only important for organizational effectiveness, but by not doing so, organizations can cause spillover of employee's low job satisfaction into their life satisfaction and well-being.

### **2.11. Empirical Studies on job Satisfaction**

The study conducted by Rifayat et al (2012) tried to analyze the factors which affects the job satisfactions of private company's employees of Bangladesh. The nine factors which are coordination and leave facility, Reward and future opportunities, vision of the company, work process, empowerment, peer relationship, health and insurance policy, strategy of the company and fair retirement policy. The result indicated that four out of nine factors (coordination and leave facility, Reward and future opportunities, vision of the company, work process and health and insurance policy) have a significance influence on job satisfaction. Remaining factors did not show any significance influence on job satisfaction. It may be said in a way that employees of private companies consider other factors as well for job satisfaction.

The study entitled job satisfaction among government officials conduct survey among officers working in the cooperative audit and administrative department in the Karnataka(India) government services. It revealed that a healthy organization should minimize job dissatisfaction by improving availability of various hygiene factors like better work environment. It may generate motivation and job satisfaction. Besides job environment recognition, appreciation, opportunities for learning and growth generate a high degree of satisfaction (Anandan 1996).

A study which was conducted on Russian employee among to identify factors that increase the chance that workers will express high level of job satisfaction. The result proved that to improve job satisfaction organization need to work to promote effective team works (White, 2000).In a case of study on job satisfaction among teachers in educational institutions of katwa municipality in the district of Burdwan, in west Bengal found that teachers job satisfaction not only depends on nature of job but also on institutional scenario, facilities, salaries, and standards of the students. (Borty 2004).



Mosammod (2011) study tested factors affecting job satisfaction for pharmaceutical companies. Based on the results for the standardized values, it is able to see that work conditions, fairness, promotion and pay are key factors affecting Pharmaceuticals Company's employee's job satisfaction. Furthermore, a study made by Muh 2009 about factors that influence job satisfaction of government employees in Indonesia finds out that there were eleven dominant factors that influence employees job satisfaction at the institution. These eleven dominant factors include salary, benefits and facilities, the relationship between supervisors and subordinates, the relationship among coworkers, development opportunity, safety at work, education, policies with in the organization, conflict resolution and career achievements consecutively.

Demographic factors to have influenced job satisfaction as showed in some research work. Kallebery and Loscocco (1983) showed that in USA, older workers are more satisfied than younger workers. Rahman and Sarcar (1990) found that among professional women occupational stress was higher for unmarried ones. Most of the studies identified the relationship between job related factors and job satisfaction. Khaleque and Rahman (1987) conducted a study on job satisfaction of Bangladeshi industrial workers regarding the influence of some job facets including job content, coworkers, supervision, wage, promotion, work environment and communication. They concluded that job facets can be sources of satisfaction as well as dissatisfaction.

A case study by Tech in 2009 about factors influence job satisfaction of two Malaysian universities discover that the major sources of job satisfaction for Malaysian faculty members were achievement, growth, interpersonal relations, recognition, responsibility, supervision, work itself and working conditions.

Among the major sources of job satisfaction, age, number of years employed, formal education level, and academic rank of faculty members and salary. The findings disclosed that the age of 41 years and above were least satisfied with salary than the other groups. Those who were associate professors as well as those who have been employed for more than 11 years were the groups found to be least satisfied with salary. However, when formal educations were found more satisfied with their salary as compared with other groups of less formal education.

Among the major sources of job satisfaction, marital status and academic ranks of faculty members were affected by working conditions and recognition. Married faculty members were more significantly dissatisfied with working conditions than the un married coworkers. Associate

professors were found to be significantly more dissatisfied with work conditions and recognitions than the other groups of faculty members with different academic ranks. Sex and the primary responsibility of faculty members were found no significant differences regarding the major factor measuring faculty job satisfaction.

As I understand from the above empirical literatures taken from different literatures there is no common factors that influence job satisfactions, there are differences throughout the world or from country to country or organization to organization and based on other associated conditions. Therefore, it is important to study job satisfaction of the academic staffs in St. Mary's university.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

In this chapter, the practical methods used in order to answer the research questions and meet the objective of this research are presented. This chapter describes area of the study, research design, targeted population, instruments, sources of data, reliability and validity, data processing and analysis using statistical tools used.

#### **3.1. Research Approaches and Design**

According to Singh (2006), research design is essentially a statement of the object of the inquiry and the strategies for collecting the evidences, analyzing the evidences and reporting the findings. The purpose of this research is to identify and analyze the levels of job satisfactions of the academic staff of St. Mary's university. Considering the purpose of the research and the nature of the phenomenon, the methodology used were both quantitative and qualitative. The quantitative method was used by considering 145 of the population by using simple random sampling method for academic staffs and questionnaires have been distributed to the respondents. Qualitative method was used by conducting review of literatures, different books, magazines and articles with similar topics. After the required data were collected, it was processed, and analyzed by using Statistical Package for the Social Sciences, (SPSS).

#### **3.2. Targeted Population**

The target population for the study was the academic staffs of St. Mary's university who are working in the four campuses of the university school of Graduate's Studies (SGS), College of Distance and Open Learning (CODL), Mexico campus or regular division and testing Center. The total number of permanent academic staff in St. Mary's university is 145.

**Table 3. 1: Population distribution in the four campuses of SMU.**

No.	Campus	Academic Staff		Total
		M	F	
1.	Scholl of Graduate studies(SGS)	13	0	13
2.	Mexico(regular) campus	81	13	94
3.	College of open and distance learning(CODL)	18	2	20
4.	Testing center	15	3	18
	<b>Total</b>	<b>127</b>	<b>18</b>	<b>145</b>

Source: -SMU Human resource 2016

### **3.3. Sources of Data and collection method**

#### **3.3.1. The primary sources of data**

The primary data was used as the main sources of information and the data was collected from the academic staff of the university by using observation in the work place and structured questionnaires.

#### **3.3.2. The Secondary sources of data**

The Secondary data is another source of information which was gathered from review of literatures which is related with the research topic, from different sources like internet, books, journals, prospectus and other published materials of Saint Mary's University, were extensively reviewed as references. Secondary data is used to increase an Understanding of importance and benefits of academic staff level of job satisfaction.

### **3.4. Sampling Design and Sample Size Determination**

The study used four academic divisions of Saint Mary's university as the study areas with a total number of 145 academic employees i.e. the School of graduate studies, the Mexico campus regular division, the College of open and distance learning division and the testing center. In the determination of sample size, the three criteria were very important to gather the required data from sample respondents. These included the level of precision, the level of confidence or risk

and the degree of variability in the attributes being measured that enable the researchers to determine appropriate sample size (Miauou & Michener, 1976). Therefore, by considering these issues sample size to collect data through questionnaire for this research was determined by using Yamane's (1967) formula.

$$n = N / (1 + N(e)^2)$$

Where: n = the sample size N=the study population e = the level of precision 1 = designates the probability of the event occurring Therefore:

$$n = N / (1 + N(e)^2)$$

$$= n = 145 / (1 + 145(0.07)^2)$$

$$= 85$$

Therefore, 85 respondents were used as sample for this study to gather data through questionnaire. The researcher deemed necessary to take independent sample for each academic division to ensure equal representation, because they have different number of employees. Therefore, the sample size for each division was calculated using proportion. The study used proportionate sample allocation formula so as to make each stratum sampled identical with proportion of the population. Therefore, proportional sample size from each stratum was calculated by using the following formula.

$$n_i = n * N_i / N$$

Where:

$n_i$  = sample size for individual division

$N_i$  = the total number of public employees in each division

$N$  = the total number of public employees in the selected divisions

$n$  = the total sample for the selected divisions

**Table. 3.2. Proportionate sample for each division**

<b>No.</b>	<b>List of Academic division</b>	<b>Total number of employees in each division</b>	<b>No of sample size in each division</b>
1.	School of post graduate studies(SGS)	13	8
2.	Mexico Campus	94	55
3.	College of open and distance learning (CODL)	20	12
4.	Testing Center	18	10
	Total	145	85

### **3.5. Instrument of the Study**

#### **3.5.1. Background information**

Self-administration questions were used to obtain demographic information of the respondents which is relevant to the study. Participants were requested to provide information with regard to their gender, age, education level, marital status, work experience, workplace/campus and their basic salary.

#### **3.5.2. Spector Job Satisfaction Questionnaire**

Spector's (1985) Job Satisfaction Survey (JSS) was used in this study to collect data about job satisfactions of academic staffs of in St. Mary's University. This survey uses 36 items to measure an employee's general reaction to their job. The nine subscales in the instrument measure the following sub-constructs, satisfaction with pay, promotion, supervision, benefits, rewards, operating procedures, coworkers, work itself, and communication. The respondents responded to the items using a six point summarized Likert-type scale ranging from 1 for "Disagree Very Much" to 6 for "Agree Very Much. The ratings for the items in each sub-scale are summed to determine the sub-scale score. According to Spector (1985), sub-scale scores of 4 to 12 are dissatisfied, 12 to 16 are ambivalent, and 16 to 24 are satisfied. For the purpose of interpretation of this study, the researcher has operationally defined a score of 12 to be ambivalent and a score of 16 to be interpreted as satisfied. The nine subscale scores are then summed to determine the overall job satisfaction score. Scores can range from 36 to 216. Higher scores indicate a higher

degree of job satisfaction where score ranges of 36 to 108 indicate dissatisfaction, 108-144 indicate ambivalence, and 144 to 216 indicate satisfaction. For the purpose of interpretation of this study, the researcher has operationally defined a score of 108 as ambivalence and a score of 144 as satisfaction. Specters' (1985) Job Satisfaction Survey was chosen as the instrument to be used to measure job satisfaction because it was considered to have an acceptable length (36 questions), it ascertained the information necessary to answer the research questions, and it was free to administer.

**Response choice scoring weight**

- Disagree Very Much (DVM) ..... 1
- Disagree Moderately (DM) ..... 2
- Disagree Slightly (DS) ..... 3
- Agree Slightly (AS) .....4
- Agree Moderately (AM) ..... 5
- Agree Very Much (AVM) .....6

**3.6. Validity and Reliability**

**3.6.1. Validity**

The issue of validity is the most important concept that researchers are required to deal critically with. The design of the measuring instrument must be valid so that the collected data will lead to sound conclusions. If research is invalid (as a result of a poor instrument), then it is worthless (Cohen et al., 2007:133).

Validity is the extent to which the measuring instrument (e.g., a questionnaire) we are using essentially measures the characteristic or dimension we intend to measure (Leedy & Ormrod, 2001:98). This implies, if a questionnaire designed to measure academic staffs' satisfaction measures something else (e.g., achievement), then it is not a valid measure of academic staff's job satisfaction.

In this research validity was addressed as follows:

Content validity, as defined by Cohen et al. (2007) is a form of validity that refers to the extent to which the measuring instrument (e.g., test, questionnaire or inventory) shows that it fairly and comprehensively covers the domain or items that it purports to cover. Thus, in the context of the

present study, content validity was concerned with the degree to which the designed questionnaire items fairly and accurately represented the main variables discussed in literature reviews. These variables included satisfaction with pay, promotion, supervision, benefits, rewards, operating procedures, coworkers; work itself, and communication. The content validity were designed on the basis of previous studies, questionnaires and review of related literatures. Face validity refers to the appearance of the test items. It is where, on the surface, the measuring instrument (test) appears, at face value, to test what it is designed to test (Balnaves & Caputi, 2001; Birmingham & Wilkinson, 2003). Like content validity, face validity cannot be checked using statistical significance tests. It is based on subjective judgment. In this study the face validity was judged by the researcher and his promoter.

### **3.6.2. Reliability**

Reliability, as defined by Cohen, et al. (2007), is the consistency, dependability and reliability of the measuring instrument over time, and with the same respondents. It is the extent to which the measuring instrument yields consistent and accurate results when the characteristic being measured remains constant (Leedy & Ormrod, 2001). One means of increasing the reliability of the instrument is the inclusion of more items in the questionnaire. In this study, the researcher ensured that there were enough items per construct. In order to determine the reliability of the questionnaire in the study, Cronbach alpha was computed for each of the 9 (Nine) main independent variables, and for the one dependent variable (the entire questionnaire). This is a measure of the internal consistency of the questionnaire.

The reliabilities (Cronbach alphas) were as follows: According to Spector (1985), all nine subscales of the Job satisfaction survey are positively interrelated. The internal consistencies for each subscale are: pay = .75, promotion = .73, supervision = .82, benefits = .73, contingent rewards = .76, operating procedures = .62, co-workers = .60, nature of work = .78 and communication = .71. Only two of the dimensions were below .70. The internal consistency of the Job satisfaction survey was reported at .91, which exceeds the widely accepted minimum standard of internal consistency of .70 (Nunnally, 1978). It was observed that the reliability of all the variables was .844 which is greater than .70. This meant that the measurement scales in this paper were reliable.



**Table 3.3. Reliability Test**

Cronbach's Alpha	N of Items
.844	36

**Source: - SPSS reliability output, 2016**

### **3.7. Methods of Data Analysis**

The researcher collected quantitative data. Respondents were asked to rate their satisfaction with various aspects of their job along a 6-point Likert- type of scale, ranging from 1= disagree very much to 6= Agree very much. It was then coded and edited to have the required quality, accuracy, consistency and completeness. The data was then entered into a database and analyzed using a statistical package for social scientist. (SPSS). Descriptive statistical results were offered by tables frequencies distributions and percentages to provide a considerable picture for the data. This was achieved through summary statistics, which includes the mean, standard deviations values which are computed for each variable in this study.

### **3.8. Ethical Considerations**

Before starting the actual data collection, the purpose of the study, the right to participate and refuse was told to the study subject. While revising the literature which is done previously by different scholars, the researcher tries to acknowledge each of the literature sources. Verbal concept frames the study subject was obtained. Confidentiality of the information was granted by not writing name or another thing that enable to identify the study participants. In addition to that a respondent answer kept in a confidential place. The researcher acted responsibly according to ethical standards to ensure that the information gathered was not brought to disrepute. All respondent had a right to privacy, to safety, to know the true purpose of the research, to obtain research results and to obtain from answering questions.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter will discuss the results and interpretations of the primary data which is gathered through the structured questioner. The first part presents the demographic analysis, the process through which the result obtained and the background of the respondents. The statistical method of analysis which is applied to test the results is such as descriptive analysis through SPSS version 20. The study examined the extent to which staffs were satisfied with their jobs in terms of pay, promotion, supervision, benefits, contingent rewards, operating conditions, coworkers, nature of works and communication.

#### **4.1. Demographic Characteristics**

This part presents the demographic characteristics of the respondents participated in the study. Gender, age, level of education, marital status, and work experience, place of work and basic salary of the respondents are exhibited in the table. Frequencies and percentages were calculated.

**Table 4.1. Demographic characteristics of respondents**

No.	Item	Responses	Frequency	Percent (%)
1	Gender	Male	71	83.5
		Female	14	16.5
		<b>Total</b>	<b>85</b>	<b>100.0</b>
2	Age	Less than 20	4	4.7
		22- 30	23	27.5
		31- 40	37	43.5
		41- 50	11	12.9
		Above 50	10	11.8
		<b>Total</b>	<b>85</b>	<b>100.0</b>
3	Educational back ground	Degree	23	27.1
		Masters	61	71.8
		PHD	1	1.2
		<b>Total</b>	<b>85</b>	<b>100.0</b>
4	Marital Status	Separated	5	5.9
		Married	51	60.0
		Single	29	34.1
		<b>Total</b>	<b>85</b>	<b>100.0</b>
5	Work Experience	Less than 5 years	10	11.8
		5-10 Years	57	67.1
		11-16 Years	14	16.5
		Above 16 years	4	4.7
		<b>Total</b>	<b>85</b>	<b>100.0</b>
6	Work place	Mexico	55	64.7
		CODL	12	14.1
		SGS	8	9.4
		Testing Centre	10	11.8
		<b>Total</b>	<b>85</b>	<b>100.0</b>
7	Basic salary	Less than 5000	28	32.9
		5,001- 7,500	51	60.0
		7,501- 10,500	5	5.9
		More than 10501	1	1.2
		<b>Total</b>	<b>85</b>	<b>100.0</b>

**Source: - Own Survey Data, 2016**

As shown in the table sex distribution of the sample, 71 (83.5%) of the total respondents are male, 14 (16.5%) are female. This implies that the proportion of male employees is much larger

than that of female employees in the academic staff of St Mary's University. Many researches have been done on gender and job satisfaction, no clear cut consensus has been found. (August & Walt man, 2004). Three possible results have been identified from previous research in regards to gender and job satisfaction. First, females have been found to be more satisfied than males (Clark, 1997; Malik, 2011). Second, males are more satisfied than females (Callister, 2006; Hagedorn, 1996; Olsen, Maple, & Stage, 1995). Third, no difference has been found between the level of satisfaction of male and females (Bedeian, Burke, & Moffett, 1988). This pattern of mixed findings is also true for research on higher education faculty. Most studies on job satisfaction among faculty have found that male faculty report higher overall job satisfaction (Callister, 2006; Olsen, et al. 1995). But from the current situations of the world it is better to increase number of female's population in the academic staff.

As far as the age of the respondents concerned the researcher categorized in to five age groups. The first category was less than 20 years, out of the total respondents of 85 of them were belong to that category and represents 4(4.7%) of the respondents. The second category was 21 – 30 years of age range. There were 23 employees in that category and represented 27.1% of the total. The third category was 31 – 40 years of age and represented 43.5% of the total. The fourth category was 41 – 50 years of age and represented 12.9% of the total. The last category which starts from 51 years of age represents 10(11.8%) of the respondents. Based on the data the highest portion of the respondents fall in the third (31- 40 age) category. However, the first category (less than 20 years of age) has less number of respondents. According to the age group data majority of SMU academic staffs were in the adult population group. Literature shows that there is no significant relationship between age and job satisfaction. Most of the respondents are matured and they can provide relevant information.

Regarding educational level, from the above table, 23 (27.1%) of the respondents were Degree holders, 61 (71.8%) of the respondents were Masters Holders, 1 (1.2%) of the respondents are PHD holders. From this one can understand that most of the respondents were Masters and above holders, therefore, they would have the ability to fill the questionnaire by having known about job satisfaction of the organization. Many studies have found a positive relationship between rank and job satisfaction. Near, Rice and Hunt (1978) found rank to be one of the most powerful predictors of job satisfaction. According to Oshagbemi (2003), rank is a reliable predictor of job satisfaction since employees at higher ranks tend to be more satisfied. Specifically, academics

with higher ranks are more satisfied than those with a lower rank. Most of St. Mary's university academic staff are masters, and their level of satisfaction also at the average level. That means they are not highly satisfied but dissatisfied in their job.

Concerning the marital status of the respondents 5 (5.9%) of the respondents are separated, 51 (60.0%) of the respondents are Married, 29 (34.1%) of the respondents were single. The finding indicated that majority of the respondents were married. Researches have been shown that there is no common conclusion between family status and job satisfaction. Marriage has appositive effect (Zuckerman, 1991) and in some cases no effect (Sonnert&Hlton, 1995). Bozeman and Gaughan (2011) found that married staffs reported higher job satisfaction than unmarried staffs. According to this majority of the respondents are married, and they are relatively satisfied with their jobs.

The other important point was the work experience of the academic staff in Saint Mary's University. As observed from the table above, out of 85 respondents, 10(11.8%) of the respondents have less than 5 years of work experience, 57 (67.1%) of respondents have work experience ranging from 5-10 years, 14 (16.5%) of respondents have work experience of 11-16 years and 4 (4.7%) have above 16 years work experience respectively.

Work experience has been shown to play a role in faculty satisfaction, although no consensus has been reached on its effect. Some studies have shown that there is no relationship between work experience and job satisfaction (McKee, 1991). However, Bedeian, Ferris, and Kacmar (1992) found work experience as a stable predictor of job satisfaction. Other studies have found that tenure has a positive effect on job satisfaction and that jobsatisfaction has been found to increase with work experience (Adkins et al., 2001; Bender & Heywood, 2006). Studies have shown that more experience reports higher levels of satisfaction than low experience academic staff (Bender & Heywood, 2006). According to this most of the academic staff of Saint Mary's university have more than five years work experience, which implies that they are relatively stable and satisfied with their jobs.

Regarding the work places of the respondents, out of 85 respondents, 55 (64.7%) of the academic staffs were working in Mexico campus, 12(14.1%) were working in college of open and distance learning, 8(9.4) were working in the school of graduate studies, and 10 (11.8%) of the academic staffs were working in the testing center. Based on the above information Mexico campus and School of Graduate Studies accounts the large and small number of academic staff respectively.

From the table above it is observed that out of 85 respondents of the academic staffs of Saint Mary's University, 28 (32.9%) of the respondents got monthly salary of less than 5000birr, 51 (60.0%) of the respondents falls in the range of 5001 to 7500 birr, 5 (5.9%) of the respondents got salary in the range of 7501 to 10500 birr and 1(1.2%) of the respondents got salary above 10,501.

The relationship between salary and job satisfaction has been the focus of many studies (August & Walt man, 2004). Many of these studies have found a positive relationship between salary and academic staff job satisfaction (Ehrenberg & Rees, 1991; Zhou & Volkwein, 2003). In a study of academic scientists, Bender and Heywood (2006) found that highly educated are often more dissatisfied with their job because the highly educated tend to have higher pay expectations. Bender and Heywood (2006) also found a relationship of pay to job satisfaction was statistically significant in that job satisfaction increases when income is greater than predicted income. According to this it is very difficult to determine the amount of payment, but St. Mary's university must adjust pay according to the current market and based on profession and skill of its academic staff.

#### **4.2. Job Satisfaction Survey**

The data analysis method used was descriptive statistics method using statistical packages of the social science (SPSS) software. The survey questionnaires were distributed to 85 sample respondents, and all the respondents completed and returned the questionnaires. The data analyzed was from 85 sample respondents. This aspect was divided into 9 (Nine) topic areas such as pay, promotion, supervision, benefits, contingent rewards, operating conditions, coworkers, nature of works and communication. The survey explored 36 aspects of academic staff job satisfaction factors. The feedback of the respondents for the variables indicated below were measured on six point Likert scale with measurement value 1= disagree very much, i.e. very much disagree with the case described; 2= disagree moderately, i.e. not satisfied with the case described but it is moderate; 3= disagree slightly, i.e., not agreed with the case described but it is slight; 4= agree slightly, i.e., feeling all right with the case described and considered as slightly agreed; 5 =Agreed moderately, i.e. supporting the case described and considered as agreed reasonably, and 6= agreed very much, i.e. supporting the case described and considered as very much satisfied.

There were 36 individual items. Of the 36 total items, 16 items were written in a positive direction and 20 items were written in a negative direction. Responses to items written in the positive direction were numbered 1 for the strongest disagreement and 6 for the strongest agreement. Items written in the negative direction were reverse scored. Negatively worded items use 1 for the strongest agreement and 6 for the strongest disagreement. The following items are negatively worded and therefore reverse scored: 2, 3, 5, 10, 11, 13, 15, 16, 18, 19, 20, 21, 23, 24, 26, 28, 29, 34, 35, 36. The individual item means are used to determine the item job satisfaction scores. Individual item job satisfaction scores are interpreted as follows: 6.00-4.00 satisfied, 3.00-3.99 = ambivalent, and 1.00-2.99 = dissatisfied. Individual item means are summed to determine the subscale score. Spector (1985) interprets the sub-scale scores of 4 to 12 as dissatisfied, 12 to 16 as ambivalent, and 16 to 24 as satisfied. For the purpose of interpretation of this study, the researcher has operationally defined a score of 12 to be dissatisfied and a score of 16 to be interpreted as ambivalent. The nine subscale scores are then summed to determine the overall job satisfaction score. Overall job satisfaction scores range from 36 to 216. Higher scores indicate a higher degree of job satisfaction where score ranges of 36 to 108 indicate dissatisfaction, 108-144 indicate ambivalence, and 144 to 216 indicate satisfaction. For the purpose of interpretation of this study, the researcher has operationally defined a score of 108 as ambivalence and a score of 144 as satisfied.

#### **4.3. Job Satisfaction of the Academic Staffs**

The job satisfaction of the academic staffs of SMU was measured using the Job Satisfaction scale (JSS). The academic staffs responded to 36 items using a Likert scale response system. 1= Disagree very much, 2= Disagree moderately, 3= Disagree slightly, 4= Agree slightly, 5= Agree moderately, and 6= Agree very much. Individual item job satisfaction scores are interpreted as follows, 6.00-4.00 satisfied, 3.00-3.99= ambivalent, and 1.00-2.99= dissatisfied. The ratings for the items in the subscales are summed to determine the subscale score. Spector (1985) interprets the subscale score of 4 to 12 as dissatisfied, 12 to 16 as ambivalent, and 16 to 24 as satisfied. For the purpose of interpretation of this study, the researcher has operationally defined a score of 12 to be dissatisfied and a score of 16 to be interpreted as ambivalent. The nine subscale scores are then summed to determine the overall job satisfaction score. Means, standard deviations, and number of participants who responded to the items in the job satisfaction survey are presented in Table 4.2 - 4.10. The mean subscale scores rather than the summated subscale scores are reported in Table 4.2- 4.10, to make it easier for the reader to interpret the data. The summated means are presented in table 4.11 and the summated means will be used in the statistical analysis.

#### 4.4. Job Satisfaction Sub Scale

The job satisfaction sub scale consists of 9 sub scales such as pay satisfaction, promotion satisfaction, supervision satisfaction, benefit satisfaction, contingent reward satisfaction, operating condition, coworker’s satisfaction, and nature of work and communication satisfaction. According to Spector (1985), summated over all subscale scores can be translated in to 4-12= dissatisfied, 12-16= ambivalent and 16-24= satisfied. For the purpose of interpretation of this study, the researcher has optionally defined a score of 16 to be interpreted as ambivalent. The subscale that was rated the highest is Supervision, (M = 3.69, SD = 1.09), meaning that academic staffs were satisfied with Supervision. The only subscales that was in the dissatisfaction rangewas Contingent rewards, (M = 2.95, SD = 1.22). The data for the job satisfaction subscales is presented in Table 4.2- 4.10. The highest rated item was “I like the people I work with” which the academic staffs indicated was, slightly agree (M = 4.50, SD = 0.97) followed by the second highest rated item “my supervisor is quite competent in doing his/her job” slightly agree (M = 4.35, SD = 1.05). The lowest rated item was there are few rewards for those who work here, to which the academic staffs indicated Disagree very much (M = 1.89, SD = 1.02).

##### 4.4.1. Satisfaction of academic staff related to pay scale

Table 4.2 Means and Standard Deviation of academic staff related to pay scale

Subscale/statement	N	M	SD	Satisfaction
<b>PAY</b>	<b>85</b>	<b>3.31</b>	<b>1.28</b>	<b>Ambivalent</b>
I feel I am being paid a fair amount for the work I do	85	3.82	1.33	Ambivalent
raises are too few and far between	85	3.43	1.29	Ambivalent
I feel unappreciated by the organization when I think about what they pay me	85	3.14	1.39	Ambivalent
I feel satisfied with my chances for salary increase	85	2.87	1.13	Dissatisfied

**NB. Individual item job satisfaction mean scores are interpreted as follows: 6.00-4.00 satisfied, 3.00-3.99 = ambivalent, and 1.00-2.99 = dissatisfied.**

As table 4.2 The highest rated item on the pay satisfaction subscale was “I Feel I am being paid a fair amount for the work I do” to which academic staffs indicated Slightly disagree (M = 3.82, SD = 1.33). The lowest rated item on the pay satisfaction subscale was “I feel satisfied with my chance for salary increases” to which they indicated Agree slightly (M = 2.87, SD = 1.13). The mean for the subscale was 3.31 and SD = 1.28. there is appositve relationship between payment



and job satisfaction (Herzberg, Mausner,1957). Researchers have posited a causal relationship between salary and job satisfaction, whereas increased salary results in increased job satisfaction (Beutell& Witting, Berman, 1999), found that a positive attitude, which may arise from job satisfaction, among other factors in one’s life, helps one earn more money. In both cases salary and job satisfaction are shown to have a general and positive relationship. The above findings show that the pay satisfaction level of the academic staff is very low, and then St. Mary’s university should improve the current payments for its academic staff.

#### 4.4.2. Promotion Satisfaction

Table 4.3 Means and Standard Deviation of Promotion Satisfaction

Subscale/statement	N	M	SD	Satisfaction
<b>PROMOTION</b>	<b>85</b>	<b>3.03</b>	<b>1.14</b>	<b>Ambivalent</b>
There is really too little chance for promotion on my job	85	3.76	1.15	Ambivalent
Those who do well on the job stand a fair chance of being promoted	85	3.12	.99	Ambivalent
People get ahead as fast here as they do in other places	85	3.21	1.09	Ambivalent
I am satisfied with my chances for promotion	85	2.03	1.33	Dissatisfied

**NB. Individual item job satisfaction mean scores are interpreted as follows:6.00-4.00 satisfied, 3.00-3.99 = ambivalent, and 1.00-2.99 = dissatisfied.**

Scores on the promotion satisfaction subscale could range from 4 – 24. The highest rated item on the promotion satisfaction subscale was “There is really too little chance for promotion on my job”. To which academic staffs indicated slightly disagree (M = 3.76, and SD = 1.15). The lowest rated item on the promotion satisfaction subscale was “I am satisfied with my chances for promotion”. To which they indicated Moderately Dissatisfied (M= 2.03, and SD= 1.14). the mean for the subscale was 3.03 and SD= 1.14. Research shows that there is apposite relationship between promotion and job satisfaction (Pergamit &Veum, 1989). They analyze the effects of promotion on job satisfaction and they find that employees who received a promotion are more satisfied with promotion opportunities and have great promotion expectation. accordingly, the above result shows almost all the academic staffs are not satisfied by the promotion policy of the university, but promotion is very important for academic staffs to achieve organizational goals and the university must give due attention for academic staff promotion.

### 4.4.3. Supervision Satisfaction

Table 4.4 Means and Standard Deviation of Supervision Satisfaction

Subscale/statement	N	M	SD	satisfaction
<b>SUPERVISION</b>	<b>85</b>	<b>3.69</b>	<b>1.09</b>	<b>Ambivalent</b>
My supervisor is quite competent in doing his/her job	85	4.35	1.05	Satisfied
My supervisor is unfair to me	85	3.30	1.12	Ambivalent
My supervisor shows too little interest in the feelings of subordinates.	85	2.87	1.23	Dissatisfied
I like my supervisor	85	4.27	.96	Satisfied

**NB. Individual item job satisfaction mean scores are interpreted as follows: 6.00-4.00 satisfied, 3.00-3.99 = ambivalent, and 1.00-2.99 = dissatisfied.**

Scores on the supervision satisfaction subscale could range from 4 – 24. The highest rated item on the supervision satisfaction subscale was “My supervisor is quite competent in doing his/her job” to which the academic staffs indicated Agree moderately (M = 4.35, and SD = 1.05). The lowest rated item on the supervision satisfaction subscale was “My supervisor shows too little interest in the feelings of subordinates” to which they indicated Moderately Disagree (M = 2.87, and SD = 1.23). The mean for the subscale was 3.69 and SD = 1.24.

Many researches show that supervision and job satisfaction has a positive relationship (Peterson, 2003). Staudt (1997) noticed that to feel satisfied generally with their job if they feel satisfied with their supervisors. Job satisfaction in terms of the supervisor’s capability to give support of emotional and technical along with direction with any task that has to do with their job. The result shows that supervision is very important and the level of satisfactions of the academic staffs with their supervisors is relatively better than payment and promotion satisfaction.

#### 4.4.4. Benefits Satisfaction

Table 4.5 Means and Standard Deviation of Benefits Satisfaction

Subscale/statement	N	M	SD	satisfaction
<b>BENEFITS</b>	<b>85</b>	<b>3.38</b>	<b>1.24</b>	<b>Ambivalent</b>
I am not satisfied with the benefits I receive	85	3.67	1.34	Ambivalent
The benefits we receive are as good as most other organizations offer.	85	3.04	1.15	Ambivalent
The benefit package we have is equitable.	85	3.35	1.16	Ambivalent
There are benefits we do not have which we should have.	85	3.49	1.30	Ambivalent

**NB. Individual item job satisfaction mean scores are interpreted as follows: 6.00-4.00 satisfied, 3.00-3.99 = ambivalent, and 1.00-2.99 = dissatisfied.**

Scores on the benefits satisfaction subscale could range from 4 – 24. The highest rated item on the benefits satisfaction subscale was “I am not satisfied with the benefits I receive” to which the academic staffs indicated slightly disagree (M = 3.67, and SD = 1.34). The lowest rated item on the benefits satisfaction subscale was “The benefits we receive are as good as most other organizations offer”. To which they indicated disagree slightly (M = 3.04, and SD = 1.15). The mean for the subscale was 3.38 and SD = 1.33.

According to several research results benefits can impact job satisfaction in several ways. First it stands as an important component of employee’s compensation. Second it can substitute for wages (Dinardi and Holtz-Eakin 2003). According to the above literature benefit packages are very important for employees of any organization. The above report shows that the academic staff of Saint Mary’s University was not satisfied especially when compared to other similar organizations. The benefit packages of the university need to be improved to increase satisfaction levels of the academic staff.

#### 4.4.5. Contingent Reward Satisfaction

Table 4.6 Means and Standard Deviation of Contingent Reward Satisfaction

Subscale/statement	N	M	SD	satisfaction
<b>CONTINGENT REWARDS</b>	<b>85</b>	<b>2.95</b>	<b>1.22</b>	<b>Dissatisfied</b>
When I do a good job I receive the recognition for it that I should receive	85	3.17	1.35	Ambivalent
I don't feel that the work I do is appreciated	85	3.81	1.29	Ambivalent
There are few rewards for those who work here	85	2.80	1.26	Dissatisfied
I don't feel my efforts are rewarded the way they should be	85	2.04	.98	Dissatisfied

**NB. Individual item job satisfaction mean scores are interpreted as follows:6.00-4.00 satisfied, 3.00-3.99 = ambivalent, and 1.00-2.99 = dissatisfied.**

Scores on the contingent reward satisfaction subscale could range from 4 – 24. The highest rated item on the contingent reward satisfaction subscale was “I don't feel the work I do is appreciated”. to which the academic staffs indicated Slightly disagree (M = 3.81 and SD= 1.29). The lowest rated item on the contingent reward satisfaction subscale was “I don't feel my efforts are rewarded the way they should be” to which they indicated disagree moderately (M= 2.04, and SD = .98). The mean for the subscale was 2.95 and SD =1.22.

Rewards are benefits that workers received from their job (kalleberg, 1987). Reward refers to all financial benefits, tangible services that an employee receives from the organization. Reward has a positive relationship with job satisfaction (Ahmed, 2009). Most of the respondents agreed that the reward system of the university have dissatisfied them. Reward has powerful impact on employee's attitude and their performance. When the academic staffs dissatisfied with their reward it may affect the quality of education and the achievement of the organizational goals.

#### 4.4.6. Operating Conditions

Table 4.7 Means and Standard Deviation of Operating Conditions Satisfaction

Subscale/statement	N	M	SD	Satisfaction
<b>OPERATING CONDITIONS</b>	<b>85</b>	<b>3.65</b>	<b>1.31</b>	<b>Ambivalent</b>
Many of our rule and procedures make doing a good job difficult	85	3.97	1.17	Ambivalent
My efforts to do a good job are seldom blocked by red tap	85	3.44	1.45	Ambivalent
I have too much to do at work	85	3.29	1.27	ambivalent
I have too much paper work	85	3.91	1.36	ambivalent

NB. Individual item job satisfaction mean scores are interpreted as follows: 6.00-4.00 satisfied, 3.00-3.99 = ambivalent, and 1.00-2.99 = dissatisfied.

Scores on the operating procedures subscale could range from 4 – 24. The highest rated item on the operating procedures subscale was “many of our rules and procedures make doing a good job difficult” to which the academic staffs indicated Slightly disagree (M = 3.97 and SD = 0.83). The lowest rated item on the operating procedures subscale was “I have too much to do at work,” to which they indicated slightly disagree (M = 3.29 and SD = 1.27). The mean for the subscale was 3.65 and SD = 1.31.

Many researches show that there is a positive link between working conditions and job satisfaction. Further they describe the second dimension of job satisfaction known as context comprises of the physical work conditions and social working conditions (Tanselb, 2006). Working environment consists of safety of employees, job security, good relation with coworkers, recognition for good performance, and participation in decision making process (Spector, 1997), and he argued that all this can determine job satisfaction. The academic staffs of the university were not satisfied with their working conditions of the university. This is because the average results of the mean are slightly disagree. That means the working conditions of the university need some sort of improvement.

#### 4.4.7. Co-worker Satisfaction

Table 4.8 Means and Standard Deviation of Co- Worker Satisfaction

Subscale/Statement	N	M	SD	Satisfaction
<b>CO WORKERS</b>	<b>85</b>	<b>3.38</b>	<b>1.09</b>	<b>Ambivalent</b>
I like the people I work with	85	4.50	.97	Satisfied
I find I have to work harder at my job because of the incompetence of people I work with	85	3.91	1.10	Ambivalent
I enjoy my coworkers	85	3.23	1.30	Ambivalent
There is too much bickering and fighting at work	85	1.89	1.02	Dissatisfied

Scores on the co-worker satisfaction subscale could range from 4 – 24. The highest rated item on the co-worker satisfaction subscale was “I like the people I work with”. to which the academic staffs indicated Slightly Agree (M = 4.50, and SD = .97). The lowest rated item on the co-worker satisfaction subscale was “There is too much bickering and fighting at work” to which they indicated Very Much Disagree (M = 1.89, and SD = 1.02). The mean for the subscale was 3.38 and SD= 1.09).

Research show that friendly and supportive colleagues enhance the rate of job satisfaction in a working environment (Johns,1996). Such satisfaction is measured by how well employees get along with each other and how well they look up to their fellow employees. They conclude that the friendship network among coworkers influence the outcomes of the work place. It increases job satisfaction, job involvement and organizational commitment while reducing turn over. Based on the above result and literatures coworker’s relation in Saint Mary’s University is satisfactory and the university must do more to have a better relationship among the academic staff.

#### 4.4.8. Nature of Work

Table 4.9 Means and Standard Deviation of Nature of Work Satisfaction

Subscale/Statement	N	M	SD	Satisfaction
<b>NATURE OF WORK</b>	<b>85</b>	<b>3.40</b>	<b>1.05</b>	<b>Ambivalent</b>
I sometimes feel my job is meaningless	85	3.32	1.12	Ambivalent
I like doing the things I do at work	85	4.29	.82	Satisfied
I often feel that I do not know what is going on with the organization	85	2.64	1.07	Dissatisfied
My job is enjoyable	85	3.37	1.21	Ambivalent

**NB. Individual item job satisfaction mean scores are interpreted as follows: 6.00-4.00 satisfied, 3.00-3.99 = ambivalent, and 1.00-2.99 = dissatisfied.**

Scores on the work itself subscale could range from 4 – 24. The highest rated item on the nature work subscale was “I like doing the things I do at work” to which the academic staffs indicated Slightly Agree (M = 4.29 and SD = .82). The lowest rated item on the work itself subscale was “I often feel that do not know what is going on within the organization”. to which they indicated Moderately disagree (M = 2.64, and SD = 1.07). The mean for the subscale was 3.40 and SD = 1.05).

Nature of work is one of Herzberg’s hygiene or maintenance factors, to either facilitate or impede job satisfaction. Academic is hard work, and requires coping with a considerable amount of adverse effects of the profession. Teaching is an extremely stressful job (Hurren, 2006). The teaching profession expects the teachers to provide different professional services, including the professional caring of learners, the central task for many teachers (Butt & Lance, 2005). Researchers agreed that there is a significant relationship between nature of work and job satisfaction. According to the above result some academic staff likes their work, some satisfied with their work and some others are not, but the general satisfaction level of their work is average.

#### 4.4.9. Communication Satisfaction

Table 4.10 Means and Standard Deviation of Communication Satisfaction

<b>Subscale/Statement</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>Satisfaction</b>
<b>Communication</b>	<b>85</b>	<b>3.59</b>	<b>1.12</b>	<b>Ambivalent</b>
communications seem good with in this organization	85	3.42	1.03	Ambivalent
the goals of this organization are not clear to me	85	4.15	.91	Satisfied
I feel a sense of pride in doing my job	85	3.15	1.45	Ambivalent
Work assignments are not fully explained	85	3.67	1.12	Ambivalent

**NB. Individual item job satisfaction mean scores are interpreted as follows:6.00-4.00 satisfied, 3.00-3.99 = ambivalent, and 1.00-2.99 = dissatisfied.**

Scores on the communication satisfaction subscale could range from 4 – 24. The highest rated item on the communication satisfaction subscale was “The goal of this organization are not clear to me” to which the academic staffs indicated Slightly Agree (M = 4.15and SD = .91). The lowest rated item on the communication satisfaction subscale was “I feel a sense of pride in doing my job” to which they indicated Disagree moderately (M = 3.15, and SD = 1.45). The mean for the subscale was 3.59 and SD = 1.12.

Communication satisfaction includes feel satisfied from various aspects of communication in an organization (Becker,1993). Some research results show that there are significant and positive relation between communication and job satisfaction. Effective communication is key to organizational accomplishment. When communication is inadequate or low it results in low organizational commitment, more absenteeism, greater employee turnover, and less productivity (Hargie, 2002). The level of communication satisfaction of academic staff in St. Mary’s University is average it means that it is not satisfactory. This may affect the organizations effectiveness in different ways. Then the university must improve its communication with its academic staff.

#### **4.4.10. Overall Job Satisfaction**

Table 4.11. Overall Score and Satisfaction Level of Academic Staffs of SMU.



<b>Sub scale</b>	<b>Summated subscale score</b>	<b>Satisfaction</b>
Pay satisfaction	13.26	Ambivalence
Promotion satisfaction	12.12	Ambivalence
Supervision	14.76	Ambivalence
Benefits	13.52	Ambivalence
Contingent Rewards	11.80	Dissatisfied
Operating conditions	14.60	Ambivalence
Co_ workers	13.52	Ambivalence
Nature of work	13.60	Ambivalence
Communication	14.36	Ambivalence
<b>Overall Job Satisfaction Score</b>	<b>121.54</b>	<b>Ambivalence</b>

**Note: Summated subscale satisfaction scores are interpreted as follows: 4.00-11.99 = dissatisfied, 12-15.99 = ambivalent, and 16-24 = satisfied.**

Overall job satisfaction scores are interpreted as follows: 36-107.99 = dissatisfaction; 108-143.99 = ambivalent; 144-216 = satisfied. For the purpose of interpretation of this study, the researcher has operationally defined a score of 108 as ambivalence and a score of 144 as satisfied.

The overall job satisfaction is the criterionvariable that was measured against the predictors Oshagbemi (1999) which found that a multiple item measure gives a closer result to the reality in terms of measuring the academic staff's job satisfaction in higher education. Accordingly, the summated mean score results of all items were below average with a highest mean of 14.76 (Supervision) and the lowest mean score of 11.80 (Contingent Rewards). The overall job satisfaction mean score is 121.54 indicating "ambivalence". In which it can be translated that over 50% of responders were not satisfied with their jobs.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contains the summary of findings, the conclusion and recommendations which is addressed for the management of the university and for further research based on the collected and analyzed data from the questions of the respondents.

#### 5.1. Summary

Academic staff job satisfaction has a major influence on the overall operation of an organization or Higher Education Institutions (Wong, 2009). Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience but not stating any negative emotional state (Locke, 1976; Armstrong, 1996). Therefore, this research points at studying of academic staff job satisfaction at St. Mary's university. Based on the results and findings the researcher concluded the following.

This research aims to explore the job satisfaction of academic staff in St. Mary's University. Hence, this chapter aims to revisit the research objectives and it further aims to summarize and concludes the results and findings chapter that have been discussed in details earlier in previous chapters. In the descriptive part of the analysis, the result indicated that the majority of the respondents are male 83.5%, aged in the range 31- 40 (43%) and 60 % of them are married, from them 71 % are MA holders and PHD holders are very few in number. In addition, 64.7 % of the academic staffs are working in the Mexico campus and 67.1 % Of them have work experiences and duration up to 10 years. As far as the facet of job satisfaction concerned, the result of the central tendency showed that, the most indicators of job satisfactions of the academic staffs are the relation with their peers, followed by relation with supervisors and work itself. Furthermore, the sample respondents are equivalent felling towards the company benefits, salary and compensation, the relationship with their supervisor's and the management, with the similar mean. However, respondents are least satisfied with salary and compensation benefits of the university. Totally the sample respondents of the university have an average satisfaction level towards their job with the average mean of 3.37 that is equivalent with ambivalent (indecisive).

## **5.2. Conclusion**

The conclusion is drawn from the result analysis and summary of the findings are presented as follows:

- ❖ From the observation the researcher concludes Saint Mary's university provides services and benefit packages to motivate the academic staff. However, it is good start but it needs improvement.
- ❖ Saint Mary's university academic staff have average job satisfaction level and they are most satisfied with the relationship between coworkers, but least satisfied with contingent rewards like compensation, benefit packages and salary.
- ❖ There exists significance relationship demographic characteristics (Age, Gender, Marital status, work experience, work place and salary) and job satisfaction. On the other hand, job satisfaction has a positive relation with salary, working condition, company policy, relation with supervisors, relation with peers and work security.
- ❖ It was founded that job satisfaction depends on sufficient benefit packages, good managerial relationship, equal opportunity and fair treatment.

## **5.3. Recommendation**

Based on the findings and conclusions of the study the researcher forwarded the following recommendations to the management of Saint Mary's university considered in this study.

- ❖ Compensation or pay was considered to be one of the most important factors influencing job satisfaction of the academic staff. However, the academic staffs of Saint Mary's university considered in this study were found less satisfied with pay. To retain talented, competent and efficient academic staff, therefore the management of the university should design a compensation system that satisfies the academic staff.
- ❖ The University has to make effort to strengthen the mechanisms that they have job satisfactions of their academic staff by establishing policies with full participations of the academic staff and they can increase and maintain academic excellences of the university.
- ❖ The management of Saint Mary's university should conduct a survey within the university in order to determine the salary scale, benefit schemes and other benefits of academic staff.

- ❖ Management of Saint Mary's university should design a year plan regarding career development for all categories of academic staff to ensure that all academics are given a fair opportunity to develop.
- ❖ The management of Saint Mary's university should show recognition and appreciation for work well done/achievement and provision of incentives to facilitate job satisfaction announcement at meetings, personal letters and a rotating trophy.
- ❖ The management of the university should involve the academic staff when developing or revising the goals and objectives of the institution through workshops, so that academic suggestions can form part of the development process, thus enabling successful implementation.
- ❖ The Management of the university should design a system that will encourage academic staff to put forward their inputs regarding empowering possibilities by creating suggestion boxes that can be placed in prominent areas.
- ❖ Management of the university should ensure that existing benefits for academic staff are fairly, justly and competitively allocated to them. They should allocate developments to academics according to their skills and preferences.

#### **5.4. Recommendations for Further Researches**

This research provides an over view of factors of job satisfaction. The review of literature including over view of the definition and factors of job satisfaction. This study focused on analyzing relationships that occurred between the factors and job satisfactions of the academic staffs by utilizing different evaluation methods. One of the suggestions for further study would be analyzed the population by using different test instruments and compare the results with this study. In addition, this research is conducted in four campuses of Saint Mary's university which is found in different location. It would be interesting to conduct this study at other institutions that do not have multiple campuses and to compare the results with those derived from this study. This study was conducted at a private higher education or university. The study could be conducted at public universities to see if similar relationships or trends can be identified.

Finally, attitudes in higher education provided the functions of this study. In the future, conducting similar research across service and manufacturing industry may assist in identifying prevalent trends or relationships. the results of this study will help policymakers and practitioners better understand the issues surrounding the academic staffs of higher education and to provide results that may be useful as they seek to improve rates.

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# APPENDICES

## Appendix A: Survey Questionnaire

**St. Mary's University**

**School of Graduate Studies**

**Department of Human Resource**

Dear respondent this questionnaire is prepared to assess the factors affecting job satisfactions of academic staff of St. Mary' University. The research output is mainly to fulfill the partial requirement of Masters of business administration in concentration with human resource management (MBA HRM). The information gathered will be used fully and with due attention for academic purpose only. I therefore, would like to assure you that the data collected will not be misused in any way. Therefore, your genuine, honest and prompt response is valuable input for the quality and successful completion of the paper.

Thank you in advance for your sincere cooperation.

### Genera Instructions

- ❖ It is not necessary to write your name.
- ❖ You are not forced to fill this paper.
- ❖ Don't hesitate to ask questions for clarification.

### Part I: - General Information

**Instruction:** - Please put a ✓ mark for the answer of your choice and writes your idea on the space provided.

1. Gender

Male

Female

2. Age Category

Less than 20

31- 40

21- 30

41 – 50

above 50

3. Educational Background

Degree

Masters

PHD

4. Marital status

Divorced

Married

Single

5. Work experience

Less than 5 years

5 – 10

11 – 16

above 16 years

6. Work place/campus

Mexico

CODL

SGS

Testing center

7. Basic salary

Less than 5000

5000 - 7500

7501 – 10500

more than 10501

**Part II: - opinion survey**

**In this section you will find statements and questions about your present job. Please answer based on the instruction.**

**Instruction**

- If you feel that your job gives you more than you expected, check the box under “agreed very much”
- If you feel that your job gives you what you expected check the box under “Agree moderately”
- If you feel that your job gives you equal or less than what you expected check the box under “Agree slightly”
- If cannot make up your mind whether or not the job gives that you expected check the box under “disagree slightly”
- If you feel that your job gives you less than you expected, check the box under “dis agree moderately”.
- If you feel that your job gives you much less than you expected, check the box under “dissatisfied very much”

We appreciate your contribution and thank you very much in advance!

<b>JOB SATISFACTION SURVEY</b>		
	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2	There is really too little chance for promotion on my job.	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this organization.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of this organization are not clear to me.	1 2 3 4 5 6

	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6
25	I enjoy my coworkers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6
27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6
29	There are benefits we do not have which we should have.	1 2 3 4 5 6
30	I like my supervisor.	1 2 3 4 5 6
31	I have too much paperwork.	1 2 3 4 5 6
32	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6
33	I am satisfied with my chances for promotion.	1 2 3 4 5 6
34	There is too much bickering and fighting at work.	1 2 3 4 5 6
35	My job is enjoyable.	1 2 3 4 5 6
36	Work assignments are not fully explained.	1 2 3 4 5 6

NB. Adopted from Paul E. Spector 1994.

Appendix B: Reliability Test

Cronbach's Alpha	N of Items
.844	36

**DECLARATION**

I under signed declare that this Thesis is my work and has not been presented for a degree in any other University, and that all sources of materials used for the thesis have been duly acknowledge

**Name**

**Andargachewu Worku**

**Sign**\_\_\_\_\_ **Date** \_\_\_\_\_