Factors Influencing Academic Staff Job Satisfaction in the College of Business and Economics at Addis Ababa University

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

BY
Abebaw Kassa

June 2019
ADDIS ABABA, ETHIOPIA
Factors Influencing Academic Staff Job Satisfaction in the College of Business and Economics at Addis Ababa University

By
Abebaw Kassa

A Thesis Submitted to Department of Educational Planning and Management Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Leadership and Management

June 2019
Addis Ababa, Ethiopia
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Factors Influencing Academic Staff job Satisfaction of Higher Education in the College of Business and Economics in Addis Ababa University

Approved by Board of Examiners

_____________________________          ___________________________          ______________
Department Chairperson          Signature          Date

_____________________________
Advisor          Signature          Date

_____________________________
Internal Examiner          Signature          Date

_____________________________
External Examiner          Signature          Date
# Table of Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of tables</td>
<td>IV</td>
</tr>
<tr>
<td>List of Figures</td>
<td>V</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>VI</td>
</tr>
<tr>
<td>List of Acronyms/Abbreviations</td>
<td>VII</td>
</tr>
<tr>
<td>Abstract</td>
<td>VIII</td>
</tr>
<tr>
<td>CHAPTER ONE</td>
<td>1</td>
</tr>
<tr>
<td>1 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Objectives of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.3.1 General Objective</td>
<td>5</td>
</tr>
<tr>
<td>1.3.2 Specific Objectives</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Significance of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.5 Scope of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.6 Definitions of Key Terms</td>
<td>7</td>
</tr>
<tr>
<td>1.7 Organization of the Thesis</td>
<td>7</td>
</tr>
<tr>
<td>CHAPTER TWO</td>
<td>8</td>
</tr>
<tr>
<td>2. Review of Related Literature</td>
<td>8</td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>8</td>
</tr>
<tr>
<td>2.2 Definition and Concept of Job Satisfaction</td>
<td>8</td>
</tr>
<tr>
<td>2.3 The Significance of Academic Staff Job Satisfaction in Higher Education Institutions</td>
<td>9</td>
</tr>
<tr>
<td>2.4 Theories of Job Satisfaction</td>
<td>10</td>
</tr>
<tr>
<td>2.5 Maslow’s Hierarchy of Needs Theory</td>
<td>11</td>
</tr>
<tr>
<td>2.6 Herzberg’s Two-Factor Theory</td>
<td>14</td>
</tr>
<tr>
<td>2.7 Academic Staff Job Satisfaction in Higher Education</td>
<td>17</td>
</tr>
<tr>
<td>2.8 Importance of Academic Staff Job Satisfaction</td>
<td>17</td>
</tr>
<tr>
<td>2.8.1 Factors related to Remuneration and Development</td>
<td>18</td>
</tr>
<tr>
<td>2.8.2 Factors Related to Students</td>
<td>18</td>
</tr>
</tbody>
</table>
2.8.3 Factors related to Management Support ................................................................. 18
2.8.4 Factors Related to Colleagues .................................................................................. 18
2.8.5 Factors Related to Workload .................................................................................... 19
2.8.6 Factors Related to Status of the Job ......................................................................... 19
2.8.7 Summary .................................................................................................................. 19
2.8.8 Conceptual Framework of the Study .......................................................................... 20

CHAPTER THREE ................................................................................................................ 21

3.1 Introduction .................................................................................................................. 21
3.2 Research Approach ...................................................................................................... 21
3.3 Research Design .......................................................................................................... 21
3.4 Sources of Data .......................................................................................................... 22
3.5 Data Quality Management .......................................................................................... 22
3.6 Sampling Size and Sampling Techniques .................................................................... 22
3.7 Data Collection Procedures and Instruments ............................................................... 23
3.8 Pilot Testing .................................................................................................................. 24
3.9 Methods of Data Analysis ............................................................................................ 24

CHAPTER FOUR ................................................................................................................ 26

4.1 Introduction .................................................................................................................. 26
4.1 Demographic Profile of Respondents ......................................................................... 27
4.2 Major factors Influencing Academic Staff job Satisfaction ........................................ 29
   4.2.1 Respondents Views on Remuneration and Development ...................................... 29
   4.2.2 Management Support at Cobe ............................................................................. 32
   4.2.3 Management Support with Students at Cobe ...................................................... 34
   4.2.4 Management support with Colleagues at Cobe .................................................. 36
   4.2.5 Management Support in Terms of Workload Related at Cobe ............................. 38
   4.2.6 Management Support in Terms of Status of Job at Cobe .................................. 41
4.3 Issues of Job Satisfaction at Cobe .............................................................................. 42
CHAPTER FIVE .........................................................................................................................47
5 Summary, Conclusion and Recommendations.................................................................47
  5.1 Summary .......................................................................................................................47
  5.2 Conclusion....................................................................................................................49
  5.3 Recommendations ......................................................................................................51
References................................................................................................................................53
List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>table 1</td>
<td>Personal Information</td>
<td>27</td>
</tr>
<tr>
<td>table 2</td>
<td>Remuneration and Development</td>
<td>29</td>
</tr>
<tr>
<td>table 3</td>
<td>Respondents Views on Management Support</td>
<td>32</td>
</tr>
<tr>
<td>table 4</td>
<td>Respondents Views on Management Support with Students</td>
<td>34</td>
</tr>
<tr>
<td>Table 5</td>
<td>Respondents Views on Management Support with Colleagues</td>
<td>36</td>
</tr>
<tr>
<td>table 6</td>
<td>Respondents Views on Management Support in Terms of Workload Related</td>
<td>38</td>
</tr>
<tr>
<td>Table 7</td>
<td>Respondents Views on Management Support in Terms of Status of Job</td>
<td>41</td>
</tr>
<tr>
<td>Table 8</td>
<td>Respondents Views on Job Satisfaction</td>
<td>42</td>
</tr>
</tbody>
</table>
List of Figures

Figure 1: Maslow’s Hierarchy of Needs Theory ................................................................. 12
Figure 2: Herzberg’s Two-Factor Theory ........................................................................ 15
Acknowledgements

First of all, I would like to thank and praise God for giving me the strength and ability to complete this thesis successfully. I owe my gratitude to my research supervisor Dr. Yekunoamlak Alemu for his guidance and advice throughout the development of this academic project and boldly thank him for all his expertise and encouragement.

My wife, Mekdes Aseffa, deserves many thanks for her love is my strength and confidence. Besides, she is the biggest single blessing in my life and my marriage to her is the wall on which I lean. My gratitude also goes to my lovely children Betty, Amanuel, Kaleb and Yididiya. You are the inspiration for all I do. I so thank the Lord for each of you.

Furthermore, I would like to thank Dr Mathios Ensermu for his constructive advice and laudable comments regarding my survey instrument. Finally, I would also like to thank each person who contributed directly or indirectly in this research including all the staff members of the office of the vice president for Administration and Student service.

Abebaw Kassa
June 16, 2019
List of Acronyms/Abbreviations

AAU - Addis Ababa University
CoBE - College of Business and Economics
HEI - Higher Education Institution
SPSS - Statistical Package for Social Science
HRM - Human Resource Management
HOD - Head of Department
SSD - Sample Size Determination
ABSTRACT

The purpose of this study was to assess factors that influence academic staff job satisfaction in the College of Business and Economics at Addis Ababa University. Four basic questions were formulated, which emphasized the extent to which all the sample stakeholders understand about the academic job satisfaction and factors influencing in Addis Ababa University in general and College of Business and Economics in particular. To conduct this study, descriptive survey design was employed. Academic staff’s members, (Deans, coordinators, department heads and HRM Representative) were purposely selected and involved in the interview session while other sample academic staffs were also included as respondents using simple random sampling technique and treated through questionnaire. Questionnaire was used as main tool of data collection. Interview and document analysis were also used to substantiate the data gathered through questionnaire. Frequency, percentage, mean value, mean difference and standard deviation were utilized to analyze quantitative data gained through the questionnaire. The qualitative data gathered through interview and document analysis were expressed in a narration form. The result of the study indicated that a significant proportion of the sample respondents/Academic staffs (Which accounts 97.12%) had second and third degree that are the minimum requirement of qualification needed in higher education and required to teach at least the first degree program. On the other hand, most of the CoBE- academic staffs have relatively adequate experiences and able to accomplish the intended institutional goal. Besides, dissatisfaction always associated with less job satisfaction among academic staff of the university and job satisfaction was moderate in the sample college and it is confirmed the response gained from the sample respondents. Significant numbers of the participants were moderately happy and felt comfortable with the support from the management and university for family package and offers. Based on the overall score value, more than half of the study participants were partly happy and moderately pro the existing student monitoring practices at CoBE. Furthermore, it can be said that a reasonable number of the sample respondents were partly satisfied with the number of publications produced over the years. Finally, it is possible to conclude that College of Business and Economics at Addis Ababa university academic staffs were moderately satisfied with the workload given and still some others remain pro the workload and as a recommendation, it is better to identify facets of the academic staff’s job satisfaction and to offer them timely to the staff. Employees that don’t find their work interesting or don’t feel they are contributing to the mission of the university will not be engaged.

**Key Words:** Factors, Job Satisfaction, Academic Staff, University
CHAPTER ONE

1 Introduction

1.1 Background of the Study

Many researchers in the area of defining Job satisfaction is an emotional state that can be easily evaluated by their experiences or job; job satisfaction is a state where an employee feels perfection in his/her work, value and worth of his/her work and also recognition (Badreya AL Jenaibi, 2010). Students are one of the precious assets of any society. Well-being of society depends upon its students because these are the student who will take the responsibility of the success of the society in future and in achieving this goal teacher’s play extremely important role.

They are source of guidance at many crucial steps in academic life. When teachers are satisfied with their job, they can perform their responsibilities with more concentration, devotion and competence. At the same time, education is one of the crucial elements in the life of all the human beings. According to the (Noordin and Jusoff, 2009) societal expectations depends upon the successful running of the education system. The success of the educational system depends upon the involvement, effort and the contribution of the academic staff or their professional expertise. Job satisfaction, retention and commitment to the organization are essential for all the academic institutions. According to them, higher job satisfaction of the college results in the healthy and positive working environment.

Positive environment of the university not only increase job satisfaction of the staff but also to the overall productivity of the institution of higher education. Therefore, in the light of above arguments managers, human resource specialists, supervisors and workforce itself are involved in exploring the ways that how the job satisfaction can be improved. Because job satisfaction has a significant relationship with the performance of the work force, overall productivity and profitability of the organization (Santhapparaj and Alam, 2005; Baloch, 2009).

The productivity of human resources depends upon their satisfaction level and satisfied recruits remain within organization for longer time, while in case of dissatisfaction, productivity will be low and individuals are more leaning to leave. As academic staff performs very momentous role in improvement and grooming of their student, so job satisfaction is highly vital for teachers to
execute their duty well. The responsibility of teacher is not only to provide new understanding of students but also to train students for their future life (Siddique, Malik, Abbas, 2002). When teachers will be satisfied with their job, they can perform better. They can deliver their lectures more effectively and enhance capabilities of students with more devotions.

Sylvia and Hutchinson (1985, 841-856) concluded: “Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. Based upon our findings, schemes such as merit pay were predicted to be counterproductive”. They explain that true job satisfaction is derived from the gratification of higher-order needs, “social relations, esteem, and actualization” rather than “lower-order needs”. The conclusion of Greenwood and Soars (1973) is that less lecturing by teachers and more classroom discussions relates positively to teacher morale and further supports the importance of higher-order needs.

Addis Ababa University (AAU), as one of the oldest and popular governmental institution in the country, is engaged on its activities such as teaching learning, enhancing research, knowledge transfer, and community service in accordance to the country’s demand. Considering this, and as part of the continuing effort to improve its services, the University is seeking information in every academic year about the quality of its service through continuous customer satisfaction study of which academic staff satisfaction assessment is one.

The College of Business and Economics (CoBE) formerly known as Faculty of Business and Economics (reestablished in November 1990) and School of Commerce (established in 1943). CoBE was established in April 2012 because of the revised governance structure of the University. It consists of departments of Accounting and Finance, Economics, Management, Public Administration and Development Management, and the School of Commerce. The former Faculty of Business and Economic has its origin in the creation of the Department of Economics in 1959 under the Faculty of Art of the then University College of Addis Ababa. This first move was followed by the establishment of the College of Business Administration in 1963, which consisted of two departments, namely Department of Management and Department of Accounting. In 1978 the College of Business Administration, Faculty of Art and the School of Social Work were merged to form the College of Social Sciences. In 1990, the University Senate established the Facility of Business and Economics (FBE), consisting of departments of Accounting, Economics and Management and Public Administration. Following the formation of
FBE, the Faculty moved from the main campus to the former residence of the Crown Price in 1992.

Currently the College of Business and Economics (CoBE) has a student population of 8,357 in which 1,322 are postgraduate, 49 PhD and 2,866 undergraduate students. Similarly school of commerce has about 4 departments like Business administration and Information system, Finance and Development Economics, Procurement and supply chain Management and Marketing Management of which 1,479 are postgraduate, 23 PhD and 2,618 undergraduate students have enrolled the year 2011 E.C. Furthermore, the college has 236 academic staffs, from these 100 are found at the school of commerce and 136 staffs are found in the CoBE 6kilo campus, from there, 30 staffs are at Accounting Department, 35 Economics department, 44 Management Department and 27 staffs are working at Public Administration and Development Management

The main purpose of this study was to examine that what factors contribute more in achieving the job satisfaction level and what factors contribute least. The central objective of the study has been to discover the hidden realities related to satisfaction level of the academic staff of the college of Business and Economics in AAU related to their jobs. Hence, the focuses of this study was assessing factors influencing academic staff job satisfaction of Higher Education in the College of Business and Economics in Addis Ababa University.

1.2 Statement of the Problem

Job satisfaction is defined as the effective orientation that an employee has towards his or her work (Saari, and, Judge, 2004). It describes the feelings or preference of individuals regarding work. (Frank and Vecera, 2008). Many researchers and administrators have noticed the importance of job satisfaction on a variety of organizational variables (Kreisman, 2002). Dissatisfied employees are likely to leave their jobs, thus understanding of employee job satisfaction and its contributing variable are important for any organization to exist and prosper (Majidi, 2010). Similarly, Oplatka and Mimon, (2008) noted that the principal reason as to why job satisfaction is to extensively researched is that it relates to significant association with life satisfaction (Buitendach and Dewitte, 2005), organizational commitment (Cullinah, 2005) and job performance (Buitendanch and Dewitte, 2005).
Satisfied employees tend to be committed on the other hand, dissatisfied employees show absenteeism, soldiering, turn over, etc. to ensure proper utilization of human resource available in the organization, researchers continue research to identify factors and their relative importance for task sharing job satisfaction of employees. Many educational institutions or universities including in Ethiopia, begin to track their customers’ satisfaction through measuring their level of service quality perceived by their customers as customer satisfaction is a new approach in an organization which emphasizes customer-oriented management. Evaluating customer satisfaction involves a prompt and objective feedback about clients’ alternatives and expectations.

The factors that influence academic staff job satisfaction in higher educational institution in College of Business and Economics in AAU the study was focus on whether they play a pivotal role and consequently employee satisfaction leads to ensuring that a higher productivity within College of Business and Economics in AAU. Academic staffs in College of Business and Economics in AAU report that they have poor housing facilities, heavy work overload because of shortage of teachers, poor transport systems because of the bad roads almost cutting them off from their loved family members as most of them work away from their home areas.

It is known that academic staffs of higher education institution are the key players in moving the learning institutions to achieve their goals and objectives of molding students to excel in examinations and eventually succeed in life. Academic staffs are therefore, needs motivation to enhance their level of job satisfaction in order to undertake their duty effectively and efficiently. There is only one research directly related to job satisfaction in AAU, though it focuses on the Administrative staff of AAU but does not include academic staff (Yoseph, 2011). Other researchers come across conducted on job satisfaction are done on other organizational which are not educational institute in Ethiopia (Asfaw, 2016).

Evidently, job satisfaction, is been constituted with numerous facts and the major dimensions to this regard are pay, the work itself, promotions, supervision, work group, and working conditions mentioned in a study about the relationship in between job satisfaction and job performance has a controversial history. Soon after the disposals by the Hawthorne studies, the world wide researchers interpreted the happy worker, as a productive worker. In the earlier days of researches, a weak or somewhat inconsistent relationship was presumed in between job satisfaction and performance. An employee stayed back in an organization for a long tenure was
observed as investing mentally and physically in a better manner rather than a younger employee. Extensive researches could thereby prove a positive correlation between professional experience and job satisfaction (Markus Christen, Ganesh Iyer, & David Soberman 2006).

The above problems invited the researcher to carry out a study on identify the factors influencing the job satisfaction of academic staff in higher education in the case of CoBE. To achieve this purpose, the researcher will specifically formulate the following basic research questions:

1. What are the extrinsic factors that influenced jobs satisfaction of academic staff’s members in the college of Business and Economics in AAU?

2. What are the intrinsic factors and academic staff jobs satisfaction in the college of Business and Economics in AAU?

3. What are the challenges affect the job satisfaction of the academic staff in the College of Business and Economics in AAU?

1.3 Objectives of the Study

The general objective of the study was to explore the factors affecting academic staff’s job satisfaction in Higher Education Institutes of the academic sector in the college of Business and Economics in AAU

1.3.1. General Objective

To examine the job satisfaction concept and its significance to academic staff in college of Business and Economics in AAU

1.3.2. Specific Objectives

1. To assess the above identified job satisfaction factors on in college of Business and Economics in AAU.

2. To measure the level of academic staff job satisfaction of the college of Business and Economics in AAU.

3. To propose some recommendations and provide ways of improvement.
1.4 Significance of the Study

It may help AAU top management to consider the issue of job satisfaction of its employee. It may be helpful to the academic staff of CoBE reflect on the situation of CoBE in relation to job satisfaction. These different actors will be able to establish the factors influencing academic staff job satisfaction in the college of Business and Economics in AAU, facilitate the establishment of human resource best practices in relation to issues related to academic staff job satisfaction. It is also helpful to undertake policy reforms in the higher education sector in order to deal with emerging issues in the area.

In addition, this research will help the researcher to have new plans for his future career as a stepping stone and also it may be used as a base for other researchers who are interested in the area to investigate further studies.

1.5 Scope of the Study

Academic staff job satisfaction is a common aspect that can be implemented and studied in any higher education or sector and in any country. However, for the purpose of this research the study was specific to academic staff’s members in higher education institutes in the college of Business and Economics at AAU because it could not be manageable to conduct more colleges at a time. Addis Ababa University is one of the oldest universities in Ethiopia with more than 8000 employees, of which approximately 3000 are academic staffs. This makes the university very complex and difficult to conduct research in all colleges of the university.

Job Satisfaction encompasses vast areas of managerial practices. However, it is difficult and unmanageable to conduct the study in all areas that summarizes job satisfaction in terms of time, finance, and research manageability. Therefore, the scope of this study was delimited to specific context that is factors influencing academic staff job satisfaction in the College of Business and Economics at AAU. The content of this study is also limited to the university’s point of reference in terms of remuneration and development, management support, work load, colleague, status of job and students in relation to the academic job satisfaction. The area of the study is also limited to the case of the College of Business and Economics at AAU and the Academic streams of the University.
1.6 Definitions of Key Terms

The main theme of this research paper is investigating the factors by which academic staff job satisfaction could be affected. Conceptually and operationally, the relevant terms of this study have been defined as follows:

- **Job satisfaction**: perceived as the affective reactions of the individuals towards their work; however, there is no common idea about how individuals from these emotional reactions (Akkaya and Akyol, 2016).
- **Factor**: could be defined as a reason or a cause for something to happen.
- **Influence**: could also be defined as an impact for the action of someone.
- **Academic staff**: could be defined as which conducts the educational program shall consist of the teaching, research, counseling, and extension staffs.

1.7 Organization of the Thesis

The research paper is organized into five chapters. The first chapter deals with the introduction part which includes background of the study, Statement of the problem and research questions, Objective of the study, Significance of the study and Scope of the study. The second chapter presents the review of related literatures which deals with the secondary data that provides different detail information about the topic. The third chapter deals the research methodology which encompasses the Research Design, Target Population, and Sources of Data, Sampling techniques, Method of Data Collection and method of data analysis. Chapter four is about data analysis and interpretation. Finally, chapter five presents about summary, conclusions and recommendations and forwarded on the basis of the findings.
CHAPTER TWO

2. Review of Related Literature

2.1 Introduction

A literature review aims to present, evaluates and summarizes studies of previous researchers that are relevant, significant, meaningful and valid to a particular 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 will be presented and divided into subsections and titles by following the research objectives in order to achieve the overall research aim. As this research focuses on identifying factors that influence academic staff job satisfaction at HEI especially in the college of Business and Economics in AAU, the first section of this chapter will evaluate and review the importance and status of Higher Education Institutes specially in the college of Business and Economics in AAU as the first objective.

2.2 Definition and Concept of Job Satisfaction

It has been found out that many researchers have explored into the subject of job satisfaction and have come out with various kinds of definitions of job satisfaction. A widely accepted definition offered by (Locke, 1976) states that job satisfaction can be defined as “the pleasurable emotional state resulting from the perception of one’s job as fulfilling or allowing the fulfillment of one’s important job values.” Job satisfaction may also be defined as favorable or positive feelings about work or the work environment (Furnham, 1997) and describes how happy one is with the job.

Moreover, job satisfaction is generally recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements. It encompasses specific aspects of satisfaction related to pay, benefits, promotion, work conditions, supervision, organizational practices and relationships with co-workers (Misener et al., 1996). In addition, employee job satisfaction is an attitude that people have about their jobs and the organizations in which they perform these jobs (Jones and George, 2004).

According to (Spector, 1997), job satisfaction can also be considered as a feeling or attitudes about various aspects or facets of the job. (Locke, 1976) defines job satisfaction as a pleasurable
or positive emotional state resulting from the appraisal of one’s job or job experiences. In today’s organization, the effective use of the human factor as a basic resource of the organization is regarded as an important indicator of success or failure. Therefore, the attitudes of the employers and their levels of job satisfaction have become subject to research (Ali et al, 2011 and Tasdan and Tiryaki, 2008). Research suggests that job satisfaction can affect employee morale, turnover, absenteeism, and pro-social behavior, which can be crucial for organizational success. The job satisfaction of academic staff is critical for the success of the college as effective organizations.

Several constructs of group cohesion also emerged as having a strong and significant association with job satisfaction. In order from most to least they are: feeling comfortable talking to senior management about job content, feeling comfortable talking to the Department about job content, having open communication throughout the workplace, having performance evaluations done by the College be fair and based on clear performance standards, and having senior management aware of activities in the college. However they are not the only associations. Career advancement had a strong association with job satisfaction.

Topics such as talking with senior management about problems with and simple open communication throughout the workforce are among some others associated. Feeling motivated at work is just as important as having work assignments delegated fairly. While not all suggestions are feasible due to time and budget constraints it is advisable to be aware of current satisfaction levels of academic staff in order to address problems efficiently. This will result in a smoother operating College system that is more apt to successfully serve its purpose as an organization.

2.3 The Significance of Academic Staff Job Satisfaction in Higher Education Institutions

The importance of academic staff job satisfaction can be observed through different dimensions and various aspects. For example, Machado-Taylor et al(2011) explains the importance of satisfaction and motivation of faculty members in colleges due to its contribution to the HEI and society through their performance which determines the level of student satisfaction and influences student learning process. It has been further confirmed by Wong (2009) research that,
employee’s satisfaction had really influenced the overall operation of an organization as well as hugely agreed in the earlier literature.

The quality of the academic can be improved through the enhanced performance of college members that can be achieved through competitive levels of compensations that colleges and universities can offer to them (Comm and Mathaisel, 2003). When such compensations are not taking into consideration, the faculty members may start to feel stressed and therefore a low level of satisfaction at their working place occurs. This also leads to frustration and causes problems when dealing with peers or customers and not being happy to work in the organization (Ahsan et al, 2009). The job satisfaction is also important for the administrative department because it helps them to review the existing motivational policies and procedures aiming to improve work performance for them and for academic employees (Usop, 2013)

In terms of other dimensions such as organizational budget, Juwaheer and Nunkoo (2010) stated that, the HEI budgets are mainly devoted to personnel. Their effectiveness is largely depending on their employees; therefore, they have further confirmed the importance of employees’ satisfaction in higher education in this regard. Aziri (2011) stated that, the significance of job satisfaction can be also seen through the negative consequences that might result from not being satisfied in the job. The latter mentions some negative consequences to be such as, lack of loyalty, turnover and increased absenteeism.

2.4 Theories of Job Satisfaction

Several theories of job satisfaction have been constructed to explain what makes people satisfy with their works. A review of job satisfaction literature indicates that job satisfaction is a multi-dimensional construct and there is no single general agreement on the definition or determinants of job satisfaction. Therefore, several authors explained various theories related to employees’ job satisfaction in different ways.

Maslow’s and Herberg’s two factor theory forms the theoretical framework on which the study is based. Hence, it is necessary to explore these theories as follows:

i. Maslow’s hierarchy of needs, and

ii. Herzberg’s motivation-hygiene theory
2.5 Maslow’s Hierarchy of Needs Theory

Maslow believes that human get satisfaction only when their needs are fulfilled. His theory has three assumptions i.e.

1. Human needs never end.
2. When one need is fulfilled, the next hierarchy of needs need to be fulfilled so as to be satisfied and lastly
3. Human needs can be divided into various levels depending on the importance. As and when the lowest level of need is fulfilled, the next level needs to be scaled and fulfilled to derive satisfaction.

Maslow has divided human needs into five levels with the lower-order needs to higher-order needs (Lock, 1976). These human needs in sequence are physiological needs, safety needs, belongingness and love needs, esteem needs and self-actualization needs (Draft, 2010). In the context of an educational setting, the basic (physiological) needs of a teacher such as health, food and sleep are situated at the bottom of the pyramid and the higher (sociological, esteem and self-actualization) needs such as achieving individual potential are placed at the top. As can be seen in Figure1, Maslow’s hierarchy of needs theory is based on the image of a pyramid.
Figure 1: Maslow’s Hierarchy of Needs Theory

A. Physiological needs:

The lowest order of human needs consists of the basic basics of life, such as air, water, food, sex and sleep. The lower order needs have to be satisfied in order to pursue higher level motivators along the lines of self-fulfillment. These can be acquired if money and employment are there (Maslow, 1943).

B. Security and safety needs:

Following the achievement of physiological needs, ones attention shifts to safety needs in order to overcome the threat of physical and emotional difficulties stability (including financial security) and freedom from physical threats and dangers, a safe home environment, employment, access to health care, money, a healthy and safe work environment, and other basic necessities. (Miner, 2005) survival is not in jeopardy. Their work should give them this kind of security.
Many teachers have entered the education system because the service can provide a secure and stable job. (Kirmanen, & Salanova, 2010)

C. Belonging needs:
If the first two levels are fairly well gratified, a person becomes eagerly aware of the absence of Friends. This includes, giving and receiving of love, friendship, affection, belonging, association, and acceptance. Feedback from group necessary (Maslow, 1943)

D. Status and self-esteem needs:
These needs refer to the need to feel valued and respected by the self and significant others. The need for such recognition is partly met by medals, promotions, et cetera. Satisfaction of these needs leads to self-confidence and a sense of gratification. (Miner, 2005 & Maslow, 1943)

E. Self-actualization needs:
Self-fulfillment is the highest point of Maslow’s motivation theory. These needs refer to the need to fulfill one’s potential and to develop one’s capacity. He believes at this point individuals have the desire to achieve their full potential and skills. Contrary to the lower needs, this need is never fully satisfied; as people grow psychologically new opportunities to grow tend to emerge. (Maslow, 1970; Lin, 2007 & Flynn, 2013)

In accordance with this theory, once a teacher’s lower needs are satisfied, then that teacher will seek to meet the satisfaction of higher needs. If a teacher fails to satisfy needs at any given level, this may result in the individual striving to satisfy that particular need and thus not fulfilling the higher level needs (Maslow, 1943). When these needs are not met, lower job satisfaction occurs.

Scholars, such as (Locke, 1976) and (Wofford, 1971), argue that Maslow’s theory and the hierarchical order of needs was not based on empirical evidence and, therefore, required further research. Despite this fact, Maslow’s theory still supports the basis of a number of job satisfaction theories, such as Herzberg’s two-factor theory, which are discussed in further depth in the next section.
2.6 Herzberg’s Two-Factor Theory

Herzberg’s Two-Factor Theory represented by ‘two’ main factors as opposed to ‘five’ as represented in Maslow’s theory. This theory is also highly pertinent to the current study as the factors suggested by Herzberg are also strongly associated with those in an educational setting. Herzberg’s motivation-hygiene theory, also called as the two-factor theory. This theory suggests that a teacher’s job satisfaction and job dissatisfaction are driven respectively by ‘two’ different factors known as hygiene factors and motivation factors (Herzberg, 1968).

In relation to a teacher’s job satisfaction in an educational setting, Herzberg’s hygiene (extrinsic) factors, would be placed at the base of the pyramid and include a combination of basic/existence and relatedness needs. These needs are pertinent to a teacher’s working environment such as pay, supervision, policies, supervisor relationship/colleagues and working environment (Herzberg, 1968 and Robbins and Judge, 2007).

If these factors are absent or if these factors are non-existent at workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors which when adequate or reasonable in a job, motivate the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called as dissatisfies or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment/scenario. The hygiene factors symbolized the physiological needs which the individuals wanted and expected to be fulfilled. These factors are considered extrinsic to the job and are related to lower levels of satisfaction or job dissatisfaction.

Herzberg’s motivation (intrinsic) factors on the other hand, would be placed at the top of the pyramid and representative of Maslow’s higher needs.
Herzberg’s Two – Factor Theory

Hygiene Factors (Extrinsic)       Motivators (Intrinsic)

- Salary
- Technical Supervision
- Company Policy/Administration
- Interpersonal relationships
- Working Conditions
- Achievement
- Recognition
- Responsibility
- Advancement
- The work itself

Figure 2: Herzberg’s Two- Factor Theory

As shown in Figure 2, these motivation factors relate to the aspects of a teacher’s job that make them want to perform: for example achievement in work, recognition, promotion and responsibility (Herzberg, 1968). As these factors are said to arise from the work itself, they are considered intrinsic and are associated with higher levels of satisfaction or job satisfaction.

The hygiene factors are, for example, the relationship to the boss, status, organizational climate, management, salary, security of work, cleanliness and safety, and the relationships at work. Herzberg called these things as hygiene factors because they do not increase the job satisfaction. When they are on bad level they decrease the job satisfaction but if they are on good level, they decrease the job dissatisfaction.

According to (Luthans, 2005), Herzberg’s two factors is a set of motivators that drives people to achieve. He asserts that Herzberg’s theory consists of two dimensions know as hygiene factors and motivator factor. The hygiene factors are preventive and environmental and they are parts of the jobs which create dissatisfaction but, if not present, only return the worker to a neutral point of job satisfaction, these job factors include company policy and administration, supervision, interpersonal relations, benefits, job security, salary and working conditions. Herzberg states that hygiene issues cannot motivate employees but can minimize dissatisfaction and serve as a point of departure for motivation. On the other hand, satisfying motivator needs which are related to job tasks, job content, achievement, recognition, responsibility, advancement and other intrinsic aspects of the job can lead to job satisfaction, but the absence there of cannot lead to job dissatisfaction (Luthans, 2005).

Motivator or the motivating factors are those factors associated directly with the job. It is also called as the intrinsic factor or job content. This factors has a strong hold over the personal
emotion towards the job thereby generates the individual efficiency and satisfaction at work. Motivators towards satisfaction are derived from:

- **Achievement**: is referred as the potential of the individual to tackle any sort of problem related to work. This means that has the capacity to do the work effectively.
- **Recognition**: means irrespective of the people around, be it the immediate boss or the colleagues, the individual is always praised for the assistance rendered at work effectively. The individual is appreciated by all and sundry at the work place.
- **The work itself**: means the satisfaction derived from the job through the intrinsic aspects.
- **Responsibility**: means the responsible shouldered by the individual at work and the satisfaction derived through it in terms of decision making and supervision.
- **Advancement**: means getting promoted to the next level of the job in the organization.

The hygiene factor prevents the worker from getting dissatisfied but it need not be at the acceptable level as it can lead to dissatisfaction too.

- **Salary and advancement**: at the end of the day it’s the salary that matters to the worker, if the salary is not satisfactory, it can lead to dissatisfaction. And the opportunity that the worker gets to climb the career ladder can also prove futile if the worker remains stagnant in one position.
- **Supervision the leadership style of the manager**: is accountable to dissatisfaction too
- **Company policy and administration**: are the house of the management and the administration of the company. The climate of the organization and the communication style are accountable.
- **Interpersonal relation**: the relationship among the workers and the tempo of the relationship between the colleagues.
- **Job security**: it’s the permanence of the job and the company.
- **Status**: it means how the society looks at the job and the individual who does the job. It is the place where the individual is regarded.
- **Working conditions**: means the place physical attributes of the work place, including the materials available to make the work easier.
My study focus on the level of academic staff job satisfaction with respect to the Hygiene factor such as, Pay, Working condition, administration and interpersonal relationship and motivation factor such as, achievement, development and recognition.

2.7 Academic Staff Job Satisfaction in Higher Education

In the field of education, job satisfaction is a crucial factor which influences the quality of instruction, educational output and student academic staff relationships. In fact the success of an educational institution can to a considerable extent be assessed by the level of job satisfaction of its teachers. If academic staff is not getting any satisfaction with his job, it could not be possible for him to develop desirable attitudes, habits, values, interests and other qualities either in himself or among his students.

Literature on academic staff job satisfaction indicates that job satisfaction is the result of many interrelated factors. Among these factors, school climate may have an important role (Akalewold, 2004). Since academic staff job satisfaction, as an important index of school efficiency, the education administrators and researcher must try to understand and identify the particular factors affecting job satisfaction and dissatisfaction of academic staff and take measures for increasing job satisfaction of academic staff. Only through research can one identify the particular aspects of their jobs that academic staff is satisfied or dissatisfied with and the factors shaping their feelings of satisfaction or dissatisfaction. Only after gaining an understanding of these factors one can effectively motivate and mobilize academic staff and increase their enthusiasm for their work.

2.8 Importance of Academic Staff Job Satisfaction

Improving academic staff job satisfaction is important because research showed that younger teachers were more likely to leave their jobs because of low job satisfaction, which leads to a shortage of teacher Campbell (1991). Also, teachers with high job satisfaction provided higher quality teaching and their students were more successful Demirtas (2010), which meant high teacher job satisfaction benefits education overall. In order to improve the quality of teaching and ease the difficulty of shortage of teachers, it is very important to maintain teachers’ high job satisfaction.
2.8.1 Factors Related to Remuneration and Development

Remuneration plays a major role in job satisfaction and dissatisfaction of faculty members in higher education (Strydom, 2011). It is considered to be one of the complex and multidimensional factor in regards to the job satisfaction (Ismail, 2012). The latter further explains that, remuneration helps and supports individuals to meet their basic needs through their pay and salary as explained in Maslow’s law. Also, remuneration is considered to be one of the extrinsic factors (hygiene) as per Hezberg theory, in which leads to dissatisfaction if absent and does not achieve the satisfaction of an academic staff when it exist.

2.8.2 Factors Related to Students

Students are considered to be a core stakeholder and a direct HEI’s customer (Alhawary and Aborumman, 2011). Student achievement is directly associated in achieving a higher level of motivation in which therefore, measuring the academic job satisfaction (Malik, 2011). The literature had further confirms with both positive and negative relationship between students and the academic staff job satisfaction.

2.8.3 Factors Related to Management Support

The management support is considered to be one of the main factors that influence academic staff job satisfaction. It strengths the relationship and increases the trust between them. As it has been observed earlier in this research, the result indicates a highly strong relationship between academic staff and job satisfaction. Therefore, if the management supports increases the job satisfaction also increases. The items considered to measure this constructs includes, appreciation and recognition, teamwork activities, facilities provided, non-academic social activities and the relationship with their line managers. It also includes other items related to students, workload, colleagues, and job status.

2.8.4 Factors Related to Colleagues

A friendly and comfortable atmosphere is an important aspect that requires attention in a working environment. Sohail and Delin (2013) stated that, a friendly relationship between academic staff increases the job satisfaction level and the unfriendly relationship increases their dissatisfaction level.
2.8.5 Factors Related to Workload

Workload can be defined as any extra activities that are an additional work to the core assigned duties of an employee in which also affects the performance and job satisfaction (Sohail and Delin, 2013). As it has been stated in the workload definition any extra activities that is given to academics other than their core duties is considered to be as workload. The core duties of academic usually involve teaching, assignments marking, exam preparation and research activities, however loading other activities will directly affect their performance and therefore job satisfaction.

2.8.6 Factors Related to Status of the Job

The job status measured by loadings four items considering two different perspectives; the academic staff status in academic circle and overall status of being an academic in between their families and society. Both items mean score was above the average in which indicates that, most of the academic staff are satisfied with their status in academic circle as well as around their families and society.

2.8.7 Summary

This chapter has explained the different theories that shows the factors influencing academic staff’s job satisfaction and also the factors of job satisfaction itself. Among the theories Maslow Hierarchy of Needs and Herzberg Two Factors Theory are my focus major factors in the study. Literature review was done in both dependent and independent variables. Different research works in relation to job satisfaction were studied in the past. The reviewed empirical studies lead to discovery of the gap that exists on intrinsic and extrinsic factors of job satisfaction. Moreover, the relationship of the variables was done in the conceptual framework of the study, the different factors in the work place of academic staff and their relation with the job satisfaction is illustrated in the detail.
2.8.8 Conceptual Framework of the Study

![Conceptual Framework Image]

**Figure: 3 Conceptual framework of the study**

**Source:** By the researcher
CHAPTER THREE

3 Research Design and Methodology

3.1 Introduction
This chapter explores the research methodology that was used in carrying out the research study by describing the research approach, research design, population and sampling, sources of data and types, and finally data collection procedure. The selection of research methods were depended on the research objectives, nature of the subject and implementing facilities.

3.2 Research Approach
Mixed research approach was used to analyze the data. This approach was considered as an appropriate in answering the research questions.

3.3 Research Design
Descriptive survey design was employed for this study to generate rich data from multiple sources which are both quantitative and qualitative type. Qualitative data rate from slight to highly significant effect based on qualitative judgments, such as perception and attitudes. A descriptive research design was used for this study to describe, explain and interpret the existing situations of factors influencing academic staff job satisfaction. Because descriptive research study type is flexible and it can provide a lot of information which helps in identifying further areas of research and also it is very useful in studying abstract ideas like customer satisfaction etc. where it is not possible to develop models.

It uses both quantitative and qualitative data in order to find the solution to what is being studied. As Kothari (2004) explained that the major purpose of descriptive research is description of the state of affairs as it exists at present and also he added that descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group. The descriptive survey method helps gather data from a relatively large number of cases with in a limited period of time. It is appropriate for analyzing the prevailing conditions and particular trends that are developing.
3.4 Sources of Data

As a source of data both primary and secondary data sources were used to make the study complete and accomplish its stated objective. For primary data, self administered questionnaire and interview method were used respectively whereas, the secondary data sources were obtained from strategic plan office of AAU, different reports, manuals, published and unpublished materials and additional documents from the libraries of the College of Business and Economics in AAU.

3.5 Data Quality Management

There are points at which the quality of data may be affected unless measures are taken at these points. These points were questionnaire designing, data collection, data entry. As this is, one of the points to control the quality of data, due emphasis was also given to questionnaire designing. Data collection and supervision was another area of focus to keep the quality of the data. The data collectors and supervisors were provided training on the objective of the study, contents of the questionnaire and how to maintain confidentiality and privacy of the study subjects. The collected data was checked by researcher on daily basis for any incompleteness and/or consistency and timely correction was made.

3.6 Sampling Size and Sampling Techniques

The researcher was used as simple random sampling method to select the total number of respondents. Each of the study participants were randomly selected and each of them were informed by researcher about the nature, scope and the purpose of the study. Each individual will have equal chance of being selected for the sample. In order to achieve this; a sample frame that consists of the complete list of the whole target population is required. The sample frame for the random sampling process was obtained from the data bases of CoBE. A table of random number then used to randomly generate the sample that required for the study. For qualitative part of the research a purposive sampling techniques was used because respondents were selected based on specific relevance to the study. According to information obtained from College of Business and Economics of Addis Ababa University, the total academic staff in the year 2018/19 was 236. My sample is 148 Out of which 139 (93.91%) of them were involved in the study and as can be seen
from the figure then sample proportion was adequate to make the analysis and the sample was also looks representative as well.

Sample Size Determination (SSD) will be based on the formula of sample size determination formula that was developed by Baridam (2001: 93) and the sample size was computed as follows:

\[ n = \frac{N}{1 + \alpha^2 N} \]

Where, \( n \) = The required number of sample size  
\( N \) = Number of total population  
\( \alpha \) = Level of significance  
\( \alpha = 5\% \)

\[ n = \frac{236}{1 + 0.05^2 \times 236} = 148 \]

3.7 Data Collection Procedures and Instruments

The research instruments are devices which assist researcher in collecting necessary information on data collection. In advance prepare semi-structured interview and structured questionnaire were prepared and ready in English version. Before actual data collection two supervisors of BA levels (one expert in human resource and one senior manager) were recruited from Addis Ababa University human resources. The training was given for one day in the main campus of AAU by researcher. After official permission was secured from concerned officials, interview and questionnaire was administered in order to collect the required data from respondents in a face to face manner.

The questions of the study were answered through two strategies: (a) survey questions: to the members of academic staff and (b) Interviews: with selected academic staffs including dean, coordinator, department head and Human Resource Management Director. Interviews questions are focus more on the job satisfaction while any doubts in the questionnaire was clarified. Interviews with the academic staffs/employees were conducted during working hours. They prove invaluable in providing details about the workplace, motivation, problems, and overall satisfaction at the college.
Open-ended questions, closed questions are included in the questionnaire to determine the context of the research by asking general questions like age, gender, occupation and the like. Moreover, multiple choice questions will be employed with Likert scales so respondents could indicate the ‘intensity’ of their attitude towards each aspect of their job. The Likert scale have a range of options from ‘Highly Satisfied’ to ‘Highly Dissatisfied’. This will give respondents the ability to make fine distinctions between attitudes.

3.8 Pilot Testing

Pretest can lead to detecting error in cross cultural language relevance and word ambiguity. Pretest can provide advance warning about how and why research projects can failed by indicating where research protocols are not followed or not feasible. Pre-testing would improve reliability and validity of data collection tools. The researcher aimed to ask 20 academic staff from College of Business and Economics, who are out of the study sample but staff of Addis Ababa University to evaluate the survey questions design, logic, language, clarity and time to complete the questionnaires. The data obtained from the pretest was not included in the actual as well as final analysis of sample data. Minor modifications, like changing words with more understandable one, ambiguous issues to the participants were modified or changed and the final version questionnaires was prepared for the actual data collection purpose.

Testing the reliability and consistency of the data collection is carried out by using the Cronbach’s alpha and reliability test in which ranges between 0-1 and 0.7 is preferred to be at the minimum. In according to Nunnally (1978), the minimum value Cronbach’s alpha that has been suggested is 0.6. In this research one dependent variable (Job Satisfaction- JS) is tested against six independent variables (Remuneration development, management support, students, colleagues, workload and status of job). The Cronbach’s alpha value for all independent variables are above the threshold value, therefore, the result indicates that, the data is consistent and reliable to be carried out for further analysis as shown in the below table.

3.9 Methods of Data Analysis

The collected primary and other related data regarding factors influencing academic staff job satisfaction in Higher Education was coded into the Statistical Package for the Social Sciences (SPSS 21) and interpretation was made with help of percentage, mean value, mean difference
and standard deviation. Because, the percentage is used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it is serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way. On the other hand, the data obtain from the document analysis, and unstructured interview were analyzed qualitatively. Finally, the findings of the study was summarized; concluded and suggested recommendations also be forwarded.
CHAPTER FOUR

4 Data Presentation, Analysis and Interpretation

4.1 Introduction

This chapter intends to reveal the findings and statistical analysis used to evaluate the research question and hypothesis that have been established in earlier chapters. Subsequent to the data screening process, this chapter reports the results of the screening for errors in the sample and the procedural check on the instruments utilized. With the help of the preliminary and analysis of the results, the relationship between remuneration and development, management support, students, colleagues, workload and status of job against academic staff job satisfaction will be discussed.

Therefore, this chapter has two parts: the first part deals with the characteristics of the respondents and the second part presents the analysis and interpretation of the main data. Objective of this study is to assess the factors influencing academic staff job satisfaction of higher education in the College of Business and Economics in Addis Ababa University. To this end, both quantitative and qualitative data obtained through questionnaire and individual interviews were used to answer the basic research questions. Besides, document analysis also used in order to get insight about the whole picture of the sample academic institutions.

Due to their large size, academic staff faculty members were selected randomly and in order to select key informants purposive sampling techniques were used. Accordingly, 139 (92.66%) academic staffs were selected and participated in the study. The number of participants involved in the study and sampling proportion was statistically representative and adequate to the analysis as well as to make the inference. The respondents were provided with 150 questionnaires (both close and open ended). Accordingly, 139 of the academic staffs properly completed and returned the questionnaire just in time and while 11 (7.33%) of them did not return for various reasons.

The first or the quantitative part of the analysis was treated based on the data obtained from the College of Business and Economics academic staffs in Addis Ababa University. The closed ended questions of the questionnaire were analyzed using statistical tools such as frequency count, percentage, mean value and standard deviation. Whereas, the second section that is the qualitative part of the study was treated based on the data from interviews and open-ended questions of the questionnaires were integrated systematically. Since the objective of this study
was to assess the factors that influencing academic staff job satisfaction of higher education in College of Business and Economics, Addis Ababa University. The qualitative data analysis strategy employed was thematic analysis which according to Creswell (2009) focuses on the coding of qualitative data, producing clusters of texts with similar meanings, often searching for the central themes capturing the essences of the phenomenon under investigation.

4.1 Demographic Profile of Respondents

Table 1: Personal Information

The following table presents respondent sex and age of the sample respondents

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Variables</th>
<th>Type of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic Staff Members</td>
</tr>
<tr>
<td>1</td>
<td>Sex</td>
<td>Male</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>139</td>
</tr>
<tr>
<td>2</td>
<td>Age</td>
<td>&lt;25</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26-35</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36-45</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>46-55</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>56 and above</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>139</td>
</tr>
<tr>
<td>3</td>
<td>Academic Qualification</td>
<td>Diploma</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BA/BSC</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA/MSC</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>139</td>
</tr>
<tr>
<td>4</td>
<td>Years of Experience</td>
<td>Less than 10 years</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-25 years</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Over 25 years</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>139</td>
</tr>
<tr>
<td>5</td>
<td>Academic Rank</td>
<td>Technical Assistant</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Assistant</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Lecturer</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecturer</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistance Professor</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Professor</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>139</td>
</tr>
</tbody>
</table>
As shown in Table 1 of item 1, the majority of respondents 130 (93.5%) of the College of Business and Economics in Addis Ababa University academic staffs were males and 9 (6.5%) of them were females. This figure indicated that participation of females as an academic staff at the College of Business and Economics in AAU was relatively low in this study. Therefore, an effort has to be exerted to promote and encourage the participation of females in academic staff positions and help them to cope with their counterpart.

Item 2 of Table 1 reveals that, 40 (28.78%) of academic staffs were categorized between 36-45 years old whereas 32 (23.02%) of them fall under the age category of 46-55. Besides, insignificant proportion of academic staffs of the university six of them were found below 25 years of age. The above figure shows that most of the study participants (academic staffs) were fall above the age of 26 years. Besides, a significant proportion of the academic staffs have adequate age to take responsibilities and able to manage their daily duties efficiently. As all we noticed and supported with ample of studies, matured age significantly impacts on the efficiency of the employees and ready to take responsibilities when the need arises.

Item 3 of Table 1 depict that the qualification of the respondents. Accordingly, the majority of the sample in the College of Business and Economics academic staffs in AAU 116 (83.45 %) had second Degree (M.A) whereas four of them obtained B.A Degree. Besides, 19 (13.67%) of the sample respondents have got third degree (PhD). From this result one can realize that a significant proportion of the sample respondents/Academic staffs (Which accounts 97.12%) have had second and third degree that are the minimum requirement of qualification needed in higher education and required to teach at least the first degree program.

As it shown in item 4 of Table 1 is about experience on the current position or years of service, here again a significant proportion of the respondents 46 (33.09 %) of the academic staffs had the work experience of below 10 years in the current position they hold. This figure indicated that the individual who assume these positions in the university have relatively less work experiences that demand continuous and frequent supervision for their better performances and effective teaching as well as research undertakings. In the same manner, slightly the majority 54 (38.85 %) of academic staffs were fall between 10-25 and 39 (28.06 %) of them found above 25 years working experience respectively. In sum, the above data illustrate that most of the College
of Business and Economics academic staffs in AAU have relatively have adequate experiences and able to accomplish the intended institutional goal.

As it shown in item 5 of Table 1 is about academic rank of College of Business and Economics academic staffs in AAU on the current position. Accordingly, the majority 109 (78.42%) of the academic staffs in the sample college leveled as lecturer position (qualified with M.A) whereas 17 (12.23%) of them were Assistant professors. Besides, only eight of the academic staffs were ranked as associate professor and professor. This figure indicated that the majority of the academic staffs who assume these positions in the CoBE had second degree (Lecturer) and much of them are not allowed or capable to teach second degree program, which by implication indicating that CoBE-academic staffs still against the future academic plan of the university. As we all noticed, the university is planning to become graduate program university. Thus, attention should be given to support the existing academic staffs that remain as lecturer in order to upgrade their academic status.

4.2. Major Factors Influencing Academic Staff Job Satisfaction

4.2.1 Respondents Views on Remuneration and Development

Table 2: Remuneration and Development

<table>
<thead>
<tr>
<th>N/0</th>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pay, salary and benefit packages</td>
<td>139</td>
<td>3.53</td>
<td>.928</td>
<td>.530</td>
<td>.42 - .64</td>
</tr>
<tr>
<td>2</td>
<td>Promotion Opportunities s</td>
<td>139</td>
<td>2.68</td>
<td>1.004</td>
<td>-.315</td>
<td>-.43 - -.20</td>
</tr>
<tr>
<td>3</td>
<td>Support from the management and university for family package and offers</td>
<td>134</td>
<td>3.35</td>
<td>.988</td>
<td>.350</td>
<td>.23 - .47</td>
</tr>
<tr>
<td>4</td>
<td>Research funds</td>
<td>139</td>
<td>3.31</td>
<td>.951</td>
<td>.308</td>
<td>.20 - .42</td>
</tr>
<tr>
<td>5</td>
<td>Support for conference attendance</td>
<td>139</td>
<td>3.75</td>
<td>.849</td>
<td>.749</td>
<td>.65 - .85</td>
</tr>
<tr>
<td>6</td>
<td>Consulting opportunities for additional income</td>
<td>139</td>
<td>3.35</td>
<td>1.002</td>
<td>.348</td>
<td>.23 - .47</td>
</tr>
<tr>
<td>7</td>
<td>Housing and medication</td>
<td>139</td>
<td>3.46</td>
<td>.908</td>
<td>.459</td>
<td>.35 - .57</td>
</tr>
</tbody>
</table>

Mean range Value: ≤ 1.49 = strongly dissatisfied, 1.5 – 2.49 = Dissatisfied, 2.5 – 3.49 = partially satisfied, 3.5 –4.49 = Satisfied, ≥ 4.5 = strongly satisfied
The academic staffs of the College of Business and Economics in AAU were asked whether they are satisfied with the existing pay, salary and benefit packages or not. Based on the academic staffs responses depicted in Table 2, of item 1, significant proportion of the respondents disagreed that they are yet satisfied with existing pay, salary and benefit packages practicing in the university and (X=3.53, SD=0.93) confirmed their reply with the mean value and standard deviation respectively. Based on the above figure one can possibly conclude that significant proportion of the study participants were satisfied with all the benefit packages that the university is implementing. Besides, dissatisfaction always associated with less job satisfaction among academic staff of the CoBE and job satisfaction is aggressively far away from them. As a result it has a negative impact on the entire teaching – learning programs.

As it is indicated on item 2, Table 2, respondents were also asked whether they are satisfied with the existing promotion opportunities at CoBE or not. According to the mean and standard value result (X=2.68, SD=1.004) respectively. From the above result one can possibly conclude that a significant number of the study participants were found partly satisfied and moderately satisfied with the issue but still promotion opportunities are not enough. As we can easily seen from the academic rank positions, much of the staffs remain as lecturer position because promotion opportunities were moderate. Conversely, a reasonable proportion of the study participants were comfortable about the existing promotion opportunities in their institution. Besides, this indicates that there was slight difference among the opinions of respondents and less variation as well.

As it can be seen from the above Table 2, of item 3, academic staffs were asked their feeling with the support from the management and university for family package and offers. According to the study participants confirmed their replay with the mean value and standard deviation (X=3.35, SD=0.988) respectively. Thus, it is possible to conclude that a significant number of the participants were partly satisfied with the support from the management and university for family package and offers. Conversely, reasonable numbers of respondents were also satisfied with the issue. Besides, this indicates that there was slight significant difference among the opinions of the study participants and less variation as well.

With regard to item 4 of Table 2, respondents were asked to rate their level of satisfaction regarding the availability research funds. Accordingly, academic staffs with (X=3.31, SD=0.951)
confirmed that significant number of respondents were moderately dissatisfied with the existing research funds availability at College of Business and Economics in AAU. This is, therefore, based on the above data one can say that reasonable proportion of the study participants were partly satisfied with the research fund facilitated by the CoBE. Besides, this indicates that there was slight difference and variation among the opinions of respondents.

In Table 2, of item 5, respondents were asked to rate their level of agreements about satisfaction with their current support for conference attendance. Accordingly, the study participants with (X=3.75, SD 0.849) confirmed that significant number of respondents was satisfied with support gained for conference attendance from their institution. And conversely others reasonable numbers of the study participants were moderately dissatisfied with the issue raised and were not happy with the current support that they are gained. Based on the above result one can possibly conclude that the significant number of the study participants looks happy and satisfied with the existing the issue raised as well as the support offered from the university.

With regard to item 6 of Table 2, respondents were asked their level of satisfaction about the consulting opportunities for additional income if they work with other companies. Accordingly, academic staffs with (X=3.35, SD=1.002) confirmed that significant number of respondents were partly satisfied with their present consulting opportunities in order to cope with the existing high living cost This is therefore; it is possible to conclude that a reasonable number of the study participants underlined that, they are less benefited with the current consulting service that they are offered by their institute. The above figure indicates that there was a slight significance difference and variation among the opinion of the study participants.

As it can be seen from the above Tables of item 7, respondents were asked about their feeling and satisfaction with the university housing and medication facilities. Accordingly, academic staffs with (X=3.46, SD=0.908) indicated that a significant number of respondents were exhibited partly satisfied with the existing university housing and medication facilities. As per the result obtained above, it revealed that a reasonable proportion of the respondents were partly satisfied with the present housing and medication facilities in the university. The above figure indicates that there is slight difference among the opinions of the study participants.
4.2.2 Management Support at CoBE

Table 3: Respondents Views on Management Support

<table>
<thead>
<tr>
<th>N/0</th>
<th>Variables</th>
<th>One-Sample Statistics</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>The appreciation and recognition from the management</td>
<td>138</td>
<td>3.67</td>
</tr>
<tr>
<td>2</td>
<td>Teamwork activities with the management</td>
<td>139</td>
<td>3.70</td>
</tr>
<tr>
<td>3</td>
<td>Facilities provided for academic staff in the university (e.g. admin, and</td>
<td>137</td>
<td>3.63</td>
</tr>
<tr>
<td></td>
<td>equipment support, refreshments, sports club etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Non-academic social activities at your department</td>
<td>139</td>
<td>3.62</td>
</tr>
<tr>
<td>5</td>
<td>Your relationship with your line manager / HOD / supervisor</td>
<td>139</td>
<td>3.53</td>
</tr>
</tbody>
</table>

Mean range Value: ≤ 1.49 = strongly dissatisfied, 1.5 – 2.49 = Dissatisfied, 2.5 – 3.49 = partially satisfied, 3.5 – 4.49 = Satisfied, ≥ 4.5 = strongly satisfied agree

As it can be seen from the above Table 3 of item 1, academic staffs were asked their level of satisfaction about the appreciation and recognition from the management. Accordingly, (X=3.67, SD=0.914) the majority of the study participants were satisfied with appreciation and recognition given from the management of the College of Business and Economics in AAU and the remaining proportion of respondents were pro the management activities on appreciation as well as recognition. As to the above result, one can possibly concluded that in the College of Business and Economics in AAU has poorly practicing the appreciation and recognition of academic staffs work from the management. Besides, there was no significance difference as well as great variation among the opinions of the sample respondents regarding the issue raised.

In Table 3 of item 2, respondents were asked whether the teamwork activities with the management satisfied them or no. Accordingly, academic staffs with (X=3.70, SD=1.020) indicated that significant number of the study participant put their level of satisfied with the teamwork activities with the management at CoBE and others remain satisfied. This is therefore, one can possibly conclude that a reasonable proportion of the academic staffs were neither satisfied with the teamwork activities with the management practicing in their work place. There
was no significant difference as well as great variation among the opinions of the sample respondents.

In Table 3 of item 3, respondents were asked to rate level of satisfaction about the facilities provided for academic staff in the university e.g. admin and equipment support, refreshments, sports club etc. Accordingly, academic staffs with (X=3.63, SD=0.913) confirmed that a significant number of the study participants were satisfied with the facilities provided for academic staffs. Based on the views of the study participant for item 3 from the above figure there were no significant difference among the respondents and no great variation among respondent on the issue raised.

From the data in Table 3 of item 4 above, the sample respondents were asked about their satisfaction on non-academic social activities at your department. Accordingly, academic staffs with (X=3.62, SD=0.913) confirmed that the majority of the study participant were satisfied with the current non-academic social activities implemented at College of Business and Economics in AAU. Based on the views of the study participant for item 4 from the above figure there were no significant difference among the respondents opinion and no great variation on the issue raised.

As it is observed in the above Table of item 5, respondents was asked about their satisfaction on the relationship between employees with the line manager / HOD / supervisor. Accordingly, academic staffs with (X=3.53, SD=1.108) confirmed that reasonable proportion of the study participants were satisfied with the relationship exists between the staffs and managers. Hence, reasonable proportion respondents rated their level of their dissatisfaction over the relationship and interpersonal communications looks very weak at College of Business and Economics in AAU. Relationship is very timely and mandatory in any form of academic institution. Based on the views of the study participant for item 5 from the above figure there was no significant difference among the respondents and no great variation as well.
### 4.2.3 Management Support with Students at CoBE

**Table 4: Respondents Views on Management Support with Students**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Interaction with your students</td>
<td>139</td>
<td>3.18</td>
<td>1.007</td>
<td>.183</td>
<td>.06 – .30</td>
</tr>
<tr>
<td>2 Student mentoring</td>
<td>139</td>
<td>3.26</td>
<td>1.007</td>
<td>.262</td>
<td>.14 – .38</td>
</tr>
<tr>
<td>3 Your students achievement and success</td>
<td>139</td>
<td>3.28</td>
<td>.74919</td>
<td>.28793</td>
<td>.1996 – .3762</td>
</tr>
<tr>
<td>4 Acknowledgement and recognition from students</td>
<td>139</td>
<td>3.14</td>
<td>.992</td>
<td>.140</td>
<td>.02 – .26</td>
</tr>
<tr>
<td>5 Students level of knowledge</td>
<td>137</td>
<td>3.20</td>
<td>1.078</td>
<td>.202</td>
<td>.07 – .33</td>
</tr>
<tr>
<td>6 Working in projects with students</td>
<td>137</td>
<td>3.05</td>
<td>.943</td>
<td>.051</td>
<td>-.06 – .16</td>
</tr>
</tbody>
</table>

**Mean range Value**: ≤ 1.49 = strongly dissatisfied, 1.5 – 2.49 = Dissatisfied, 2.5 – 3.49 = partially satisfied, 3.5 – 4.49 = Satisfied, ≥ 4.5 = strongly satisfied agree.

As depicted in item 1 of Table 4 above, respondents were asked to rate the interaction of academic staffs with their students satisfied or not. Accordingly, academic staffs with the mean value and SD (X= 3.18, SD=1.007) confirmed that instructors interaction with students were partially satisfied and still reasonable proportion of the study participants underlined that the interaction is good and they are moderately satisfied. As per the above result and based on the overall score value, significant number of the respondents partially satisfied with the interaction among them. Thus, College of Business and Economics in AAU should work to improve students and instructors interaction by facilitating discussion forums, workshops and the like.

In the above Table of item 2, respondents were requested to rate their level of satisfaction about student mentoring approach at their institute. Accordingly, academic staffs with SD (X= 3.26, SD=1.007) confirmed that significant number of the study participants were partially satisfied with student mentoring practices in the university whereas the remaining reasonable proportion of respondents were moderately satisfied. Thus, based on the overall score value, more than half of the study participants were partially satisfied with the existing student monitoring practices at College of Business and Economics, AAU. Students monitoring is very mandatory and should be undertake responsibly. Besides, there was slight difference and variation among respondent on the issue raised.
Item 3 of the above Table, respondents were requested to rate their satisfaction level about students achievement and success over the course of each academic years. Accordingly, with academic staffs with the mean value and SD (X= 3.28, SD=0.74919) indicated that reasonable proportion of the study participants were partially satisfied with the achievement and success of their students whereas the remaining replied as they are satisfied and dissatisfied respectively. Based on the above figure, one can possibly concluded that, more than half of the respondents were dissatisfied with the issue. Thus, College of Business and Economics, AAU academic members look partially satisfied with achievement and success of their students. Moreover, there was slight difference and variation among respondent on the issue raised.

In the above Table of item 4, respondents were asked to rate their satisfaction about the acknowledgement and recognition from their students. Accordingly, academic staffs with (X= 3.14, SD= 0992) confirmed that reasonable amount of the study participants were partially satisfied, with the acknowledgement and recognition come out of the students while others were pro students acknowledgment and recognition. Based on the above result one can possibly concluded that mutual understanding and experience sharing were moderately observed in the sample bureau. Besides, there was no significant difference and no great variation among respondent on the issue raised.

Respondents were asked to rate their level satisfaction about students level of knowledge. Accordingly, academic staffs with the mean and SD value i.e. (X= 3.20, SD=1.078), confirmed that, significant proportion of the study participants replied that they we partially satisfied re with the current students level of knowledge while other replied that they are satisfied with the student level of knowledge. Thus, based on the above result, College of Business and Economics in AAU. Academic member were divided on their students level of knowledge and special attention should be given to improve students’ level of knowledge. Besides, there was slight difference and variation on the issue raised.

As shown in item 6 of Table 4, respondents were asked to rate their level of satisfaction on working in projects with students. Accordingly, academic staffs with the mean and SD value (X=3.05, SD=0.943) indicated that, reasonable proportion of the study participants were partially satisfied with working projects with students. The first reason was, students of these days have
less motivation to do projects and integrity over certain activities. In fact, there are reasonable numbers of the study participants were moderately satisfied with project work with their students. Besides, there was slight difference and variation on the issue raised.

4.2.4 Management Support with Colleagues at CoBE

Table 5: Respondents Views on Management Support with Colleagues

<table>
<thead>
<tr>
<th>N/0</th>
<th>Variables</th>
<th>One-Sample Statistics</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>1</td>
<td>Your colleagues attitude towards their job</td>
<td>139</td>
<td>3.13</td>
<td>.67774</td>
</tr>
<tr>
<td>2</td>
<td>Support from your colleagues in your activities</td>
<td>139</td>
<td>3.03</td>
<td>1.181</td>
</tr>
<tr>
<td>3</td>
<td>Your colleagues interest in teaching</td>
<td>139</td>
<td>2.84</td>
<td>1.174</td>
</tr>
<tr>
<td>4</td>
<td>Academic communication among colleagues</td>
<td>139</td>
<td>2.68</td>
<td>1.004</td>
</tr>
<tr>
<td>5</td>
<td>Personal relationship with colleagues</td>
<td>139</td>
<td>2.85</td>
<td>.78068</td>
</tr>
<tr>
<td>6</td>
<td>Overall team work activities in your department</td>
<td>139</td>
<td>3.09</td>
<td>.51011</td>
</tr>
</tbody>
</table>

Mean range Value: ≤ 1.49 = strongly dissatisfied, 1.5 – 2.49 = Dissatisfied, 2.5 – 3.49 = partially satisfied, 3.5 –4.49 = Satisfied, ≥ 4.5 = strongly satisfied agree

With regards to item 1 of Table 5, one of the questions raised to respondents was about the colleague’s attitude towards their job. Accordingly, academic staffs with the (X=3.13, SD=0.6777) mean and SD value confirmed that significant proportion of the CoBE academic staffs were partially satisfied with colleague’s attitude towards their job and the rest (a bit less to half) Therefore based on the above figure, it is possible to conclude that reasonable amount of employees of the College of Business and Economics (Academic), AAU have not satisfied and attention should be given to improve it. Besides, there was slight difference and variation on the issue raised.

As the responses to item 2 indicates, respondents were asked to rate the level of their satisfaction about support from colleagues in once activities. Accordingly, academic staffs with (X=3.03, SD=1.181) mean and SD value confirmed that significant number of the study participants were partially satisfied with the support gained from colleagues. From this one can conclude that a
reasonable proportion of academic staffs College of Business and Economics, AAU found dissatisfied, there must be some sort of problem among staffs and need to be resolved. Besides, there was slight difference and variation on the issue raised. Question was forwarded to the sample respondents about the academic staff colleague’s interest in teaching. Accordingly, on Table 5 item 3, academic staffs with the mean and SD value (X=2.84, SD=1.174) indicated that less half of the study participants were partially satisfied with colleague’s interest in teaching while significant proportion of them were satisfied with their colleague’s teaching interest. From the above result one can possibly concluded that College of Business and Economics, Addis Ababa University should design a better strategy to improve academic staff interest in teaching. Besides, as to the above figure there was significance difference among the opinions of the sample respondents the issue raised above and great variation also observed.

Regard to item 4 of Table 5, respondents was asked to rate their level of satisfaction on academic communication among colleagues. Accordingly, academic staffs with the mean value of (X=2.68, SD=1.004) indicated that the average number of the study participants were partially satisfied with the academic communication among colleagues in their institution. Based on the above result one can concluded that the College of Business and Economics, Addis Ababa university has shown the gap that clearly confirm weak academic communication among colleagues. Thus, it has to be solved sometime soon and improve academic communication among colleagues in their institution. Furthermore, there was significance difference among the opinions of the respondents.

As can be seen from Table 5, item 5, respondents were asked about their level of satisfaction on personal relationship with colleagues. Accordingly, academic staffs with the mean value of (X=2.85, SD=0.7806) confirmed that they were partially satisfied with the personal relationship with colleagues within the university. Based on the above result one can conclude that personal relationship with colleagues have certain gap at College of Business and Economics, AAU and it has to be checked and improved as per needed. Besides, there was significant difference among the opinions of respondents and seen great variation on the issue raised as well.
As depicted in Table 5, of items 6, respondents were asked about their satisfaction on the overall team work activities in the department. Accordingly, academic staffs with the mean and SD value (X=3.09, SD=0.51) confirmed that a significant proportion of the study participants were partially satisfied with the overall team work activities in the department while others remain satisfied. It is possible to conclude that academic staffs of the university neutral over the issue and this by implication show that there is some sort of challenges in this regard. Besides, the figure clearly indicates that there was slight variation and significance difference among the opinions of the study participants.

### 4.2.5 Management Support in terms of Workload Related at CoBE

#### Table 6: Respondents Views on Management Support in terms of Workload Related

<table>
<thead>
<tr>
<th>N/0</th>
<th>Variables</th>
<th>One-Sample Statistics</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>Encouragement you get to carry out research activities</td>
<td>139</td>
<td>3.64</td>
</tr>
<tr>
<td>2</td>
<td>Amount of research you have published</td>
<td>139</td>
<td>3.77</td>
</tr>
<tr>
<td>3</td>
<td>Teaching delivery and syllabus</td>
<td>139</td>
<td>3.86</td>
</tr>
<tr>
<td>4</td>
<td>Time spent on assignments marking and grading</td>
<td>135</td>
<td>3.76</td>
</tr>
<tr>
<td>5</td>
<td>The level of workload</td>
<td>139</td>
<td>3.89</td>
</tr>
<tr>
<td>6</td>
<td>The number of meetings to attend during the semesters</td>
<td>137</td>
<td>3.66</td>
</tr>
<tr>
<td>7</td>
<td>Time spent on administration work and activities</td>
<td>137</td>
<td>3.77</td>
</tr>
</tbody>
</table>

**Mean range Value**: ≤ 1.49 = strongly dissatisfied, 1.5 – 2.49 = Dissatisfied, 2.5 – 3.49 = partially satisfied, 3.5 –4.49 = Satisfied, ≥ 4.5 = strongly satisfied agree

As to Table 6 of item 1 indicate that respondents were asked to rate their satisfaction about encouragement get to carry out research activities at College of Business and Economics, AAU. Accordingly, academic staffs with the (X=3.64, SD=1.026) confirmed that a significant number of the sample respondents were satisfied and others reasonable number of them getting dissatisfied. This is therefore; based on the above figure one can be said that academic staffs did not encouraged by the university to carry out research works and this clearly shows that College of Business and Economics, AAU has some imitation on research undertakings. Besides, the
figure clearly indicates that there was slight variation and difference among the opinions of sample respondents.

As indicated on Table 6, item 2, further question also raised for respondents to rate their level of satisfaction about the amount of research that the academic staffs have published. Accordingly, academic staffs with (X=3.77, SD=0.951) confirmed that significant number of the study participants replied that publication the effort made to publish articles were good and they are satisfied with the amount of publications found in the university. Furthermore, it can be said that a reasonable number of the sample respondents were reasonably satisfied with the number of publications produced over the years. Even some of the publications were published in reputable journals. Besides, this indicates that there was slight difference among the opinions of the respondents and great variation as well.

As it can be seen in Table 6, of item 3 respondents were asked to rate their level of satisfaction on the teaching delivery and syllabus at College of Business and Economics, AAU. Accordingly, academic staffs with the mean and SD value (X=3.86, SD=1.012) confirmed that the majority of the sample respondents were satisfied with the delivery of teaching syllabus while the remaining some getting dissatisfied on the issue raised. Thus, based on the above figure and it is possibly concluded that, College of Business and Economics, AAU has some challenges in practicing effective teaching delivery and the syllabus and attention must be given in order to improve it. Besides, there was slight no great variation among respondents and this indicates that there was slight significance difference among the opinions of the sample respondents.

As it is indicated on item 4 of Table 6, respondents were also asked to rate their level of satisfaction time spent on assignments marking and grading. Accordingly, academic staffs with (X=3.76, SD=1.035) the mean and SD value respectively. As to the result of the data interpretation significant number of the study participant satisfied with the time spent on assignments marking and grading. This implies that since a significant number of the study participant filed to be satisfied, it is up to the university to help the staffs in order to improve the assignments marking and grading strategies. Besides, the figure clearly indicates that there was slight variation and difference among the opinions of respondents.
As it is indicated on item 5 of Table 6, respondents were also asked to rate their level of satisfaction on the level of workload they have today. Accordingly, academic staffs with (X=3.89, SD=1.012) mean and SD value respectively indicated that significant number of the sample respondents were satisfied with the workload they have today. This is therefore, it is possible to conclude that College of Business and Economics, Addis Ababa university academic staffs were satisfied with the workload given and still some others remain pro the workload. The, College of Business and Economics, AAU may design a new approach to implement a fair workload to each of its staffs. Besides, the figure clearly indicates that there was slight difference among the sample respondents.

In the above Table of item 6, respondents were asked to rate their level of satisfaction on the number of meetings to attend during the semesters. Accordingly, academic staffs with (X=3.66, SD=1.036) the mean and SD value indicated that as significant number of respondents satisfied with the periodicity of meetings conducted during the semester and others who represented reasonable proportion of respondents got dissatisfied with the existing meeting programs. This implies that since significant number of the study participant were happy with the existing meeting approaches and there must be some change to improve the meeting programs as to satisfy the majority of the academic staffs. Besides, the figure clearly indicates that there was slight variation and difference among the sample respondents.

As presented in Table 6, of item 7, respondents were asked to rate the level of their satisfaction on the time spent on administration work and activities. Accordingly, academic staffs with (X=3.77, SD=0.945) indicated that reasonable proportion of the respondents were satisfied with the time spent on administration work and activities. Thus, it is possible to conclude that reasonable proportion of College of Business and Economics, AAU academic staff member looks happy with the time spent of nonacademic activities. The above figure indicates that there was slight difference among the opinions of the sample respondents.
4.2.6 Management Support in terms of Status of Job at CoBE

Table 7: Respondents Views on Management Support in terms of Status of Job

<table>
<thead>
<tr>
<th>N/0</th>
<th>Variables</th>
<th>One-Sample Statistics</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>Support from the management and university for family package and offers</td>
<td>137</td>
<td>3.63</td>
</tr>
<tr>
<td>2</td>
<td>Your status in academic circle</td>
<td>139</td>
<td>3.87</td>
</tr>
<tr>
<td>3</td>
<td>Pleasantness of work environment</td>
<td>137</td>
<td>3.74</td>
</tr>
<tr>
<td>4</td>
<td>Overall status of being an academic in my family and society</td>
<td>139</td>
<td>3.76</td>
</tr>
</tbody>
</table>

**Mean range Value**: ≤ 1.49 = strongly dissatisfied, 1.5 – 2.49 = Dissatisfied, 2.5 – 3.49 = partially satisfied 3.5 – 4.49 = Satisfied, ≥ 4.5 = strongly satisfied

As depicted in item 1 of Table 7, above, respondents were asked to rate their level of satisfaction on the support from the management and university for family package and offers. Accordingly, academic staffs with mean and SD (X= 3.63, SD=1.121) respectively confirmed that more than half of the sample respondents were satisfied with the support from the management and university for family package. As per the above result and based on the overall score value, since the significant number of the study participant were happy with issue raised, in order to keep the statuesque there need to be some improvement in order to bring the majority of the staffs to be satisfied. Besides, there was slight difference among the respondents and variation as well.

Item 2 of the above table, respondents were requested to rate their level of satisfaction on the academic staffs status in academic circle. Accordingly, academic staffs with (X= 3.87, SD=1.007) the mean and SD value respectively indicated that significant number of the study participants have got satisfied with the status that they have today in the academic circle. Thus, it is possible to conclude that, since reasonable amount of the sample respondents were satisfied with the academic status, it has to be improved and satisfy at least the majority staffs. Besides, there was slight difference among the respondents and variation as well.

In the above Table of item 3, respondents were requested to rate their level of satisfaction on the pleasantness of work environment. Accordingly, academic staffs with mean and SD value (X= 3.74, SD=1.014) respectively confirmed that the significant number of the study participant felt
satisfied with the existing work environment. Thus, based on the overall score value, since significant number of the study participants were happy with the working environment they have today, it is must to improve the environment more comfortable to many of the staff members. Besides, there was slight difference among the respondents and t variation among on the issue raised.

In the above Table of item 4, respondents were asked to rate their level of satisfaction on overall status of being an academic in my family and society. Accordingly, academic staffs with the mean and SD value (X= 3.76, SD=0.939) respectively confirmed that reasonable amount of the study participant were satisfied with the overall status academic member within the family and society. This is therefore; one can possibly conclude that reasonable proportion of the study participants satisfied, it has to be improved and bring all the staff member’s be satisfied. Besides, there was slight difference among the respondents and variation as well.

### 4.3 Issues of Job Satisfaction at CoBE

**Table 8: Respondents Views on Job Satisfaction**

<table>
<thead>
<tr>
<th>N/0</th>
<th>Variables</th>
<th>One-Sample Statistics</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>I don’t feel like changing my job</td>
<td>139</td>
<td>3.96</td>
</tr>
<tr>
<td>2</td>
<td>I like being an academic staff</td>
<td>139</td>
<td>2.20</td>
</tr>
<tr>
<td>3</td>
<td>My job gives me a feeling of personal accomplishment</td>
<td>139</td>
<td>2.73</td>
</tr>
<tr>
<td>4</td>
<td>My job makes good use of my skills and abilities</td>
<td>139</td>
<td>3.95</td>
</tr>
<tr>
<td>5</td>
<td>I have the tools and resources to do my job well</td>
<td>139</td>
<td>3.56</td>
</tr>
<tr>
<td>6</td>
<td>On my job, I have clearly defined quality goals</td>
<td>139</td>
<td>3.77</td>
</tr>
<tr>
<td>7</td>
<td>I love my job</td>
<td>139</td>
<td>2.15</td>
</tr>
</tbody>
</table>

**Mean range value:** ≤ 1.49 = strongly dissatisfied, 1.5 – 2.49 = Dissatisfied, 2.5 – 3.49 = partially satisfied, 3.5 – 4.49 = Satisfied, ≥ 4.5 = strongly satisfied

As it is indicated on item 1, Table 8, respondents were also asked to rate their level of satisfaction about the feeling of changing the job. Accordingly, academic staffs with the (X=3.96, SD=0.893) Mean and SD value respectively indicates that significant number of the
study participants replied that they were feeling happy to change their job and while other feel happy. From the above result one can possibly conclude that College of Business and Economics at Addis Ababa university have need to improve the existing work place in order to bring about employees satisfaction and reduce the feeling of sadness as well. The above figure indicates that there was significance difference among the opinions of the sample respondents.

As it can be seen from the above Table 8 of item 2, respondents were also asked whether they like being an academic staff or not. Accordingly, academic staffs with \((X=2.20, \, SD=0.33)\) confirmed that insignificant number of respondents were dissatisfied for being an academic staffs. This is therefore; one can possibly conclude that since reasonable proportion of the sample respondents become dissatisfied for being an academic staff, it is quiet good to bring the rest to feel comfortable for being an academic staff. There was significance difference as well as great variation among the opinions of the sample respondents.

In Table 8, of item 3, respondents were asked whether their job gives them a feeling of personal accomplishment or not. Accordingly, academic staffs with \((X=2.73, \, SD=0.994)\) indicated that almost half of the sample respondents were partially satisfied with the issue. This is therefore, one can possibly conclude that since respondent’s response were partially satisfied, it seems the university should bring all academic staff to feel that the job they have today must be considered as personnel achievement. There was significance difference as well as great variation among the opinions of the sample respondents.

In Table 8, of item 4, respondents were asked to rate their level of agreement whether their job makes good use of their skills and abilities or not. Accordingly, academic staffs with \((X=3.95, \, SD=0.983)\) respectively confirmed that significant number of the study participants satisfied with the issue raised because their job makes good use of skills and abilities. Here again, it seems the CoBE has still chance to keep its employees and able to reduce the rate of employees dissatisfaction to zero. The above figure there was slight difference among the respondents and slight variation as well.

From the data in Table 8, of item 5 above, sample respondents were asked whether the tools and resources to do their job well or not. Accordingly, academic staffs with \((X=3.56, \, SD=1.067)\) respectively confirmed that significant number of the study participant satisfied that the existing
tools and resources to do their job well. Based on the above data, College of Business and Economics, Addis Ababa University should improve the tools and resources to improve its employee’s performance well. The above figure there was slight difference among the respondents and variation among respondent on the issue raised.

In Table 8, of item 6, respondents were asked to rate their level of agreement whether the academic staffs job clearly defined quality goals or not. Accordingly, academic staffs with (X=3.77, SD=0.982) respectively confirmed that significant number of the study participants satisfied with the issue raised while the rest satisfied with academic staffs job can clearly defined quality goals to meet the intended objectives. Here again, it seems the CoBE may set strategy to that helps the academic jobs able to improve the quality goals within the institution. The above figure there was slight difference among the respondents and great variation as well.

From the data in Table 8, of item 7 above, sample respondents were asked to rate their level of agreement whether academic staffs love their job or not. Accordingly, academic staffs with the mean value and SD (X=2.15, SD=0.470) respectively confirmed that almost half of the study participant were dissatisfied with their current job. This is therefore, the university need to work hard and keeps all the employees to be satisfied with their current job. The above figure indicated that there was significant difference among the respondents and great variation among respondent on the issue raised.

In the following section, the data secured through interview and open ended question of the questionnaire were thematically organized in themes and analyzed in the form of narration. Respondents were asked to answer or give their suggestion for the following interview and open ended question. These questions were:

1. What are the things that make you happy at your current job?
2. What are the things that make you unhappy or least happy at your job?
3. What challenges do you face in your college?
4. What factors drive you to be dissatisfied?
5. Can you explain your feelings about the status of your job? Satisfied/Unsatisfied why? Please least some factors?
With regard to question number one all the answers given by the respondents were organized with the same theme as follows:

... to be honest, most of the academic staffs are happy for being teasing staffs in such oldest and large university of the county, secondly, being university instructor mean lot for us and much respect has been giving by the vast proportion of the community. Thus, we are relatively happy for being teachers at AAU...

INT & OEQ May 2019

Similarly with regard to question number two all the answers given by the respondents were organized with the same theme as follows:

..... Conversely, as an academic staffs of the university-most of staffs were disappointed or unhappy with the existing incentive, low salary, and absence of medical insurance and the like. Besides, the current status of education quality (the poor one) affects our happiness and quality is not the responsibility of one group rather it demands the effort of all the stakeholders....

INT & OEQ May 2019

In a similar fashion respondents asked to react about what factors drive you to be dissatisfied? Accordingly, the following account has been given:

....significant number of the interview discussants/participants were dissatisfied with certain issues like due to the existing poor students learning as well as language capacity of students, in fact it does not mean all instructors are capable of delivering effective teaching and research undertakings, there have been few research works that clearly shows the gaps in instructors. Besides, lack of capable management bodies and with little commitment and the like made academic staffs job satisfaction in a very bad situation.....

INT & OEQ May 2019

In interview session with Deans, Coordinators, Department heads and HRM Representative of the sample college were asked about the major challenges which affect academic staffs in the sample college. Accordingly, the following account has been given:

... lack of adequate beget for research works, lack of instructors commitment, low or insufficient incentive, lack of transparency, responsibility and accountability and the like are among the key challenges that affect academic staffs of the Addis Ababa University.......
In the last section of the interview session Deans, Coordinators, Department heads and HRM Representative of the sample college were asked were asked about the feelings about the status of academic staffs job? Satisfied/Unsatisfied why? Accordingly, the following account has been given:

.....the level of academic staffs job satisfaction in the sample college was moderate and many of the staffs were disappointed due to low salary, poor incentive, inadequate budget allocation for research and capacity building programs, students discipline with low interest to lean etc made the academic staffs dissatisfied .........

INT & OEQ May 2019
CHAPTER FIVE

5 Summery, Conclusion and Recommendations

The previous chapter presented the data analyses of the study. This chapter comprised of the major findings of the study, the conclusion and the recommendation drawn on the basis of the findings.

5.1 Summary

In attempt to answer the basic research questions, a descriptive survey was preferred to serve the purpose. Questionnaire was developed and data also gathered based on the review of related literature. Interview was used to gather additional data from other stakeholders. The questionnaire was distributed to 150 academic staffs. Out of the expected questionnaires distributed exactly 139 (92.66%) were filled out and returned. The collected data were analyzed by descriptive statistics such as frequency count, percentage, mean, and mean difference and standard deviation. The response rate was more than 92% which clearly shows that the researcher has got adequate and representative responses to the intended research undertakings.

In order to address the aim of the research, the following basic research questions were dealt in the study.

1. What are the extrinsic factors that influenced jobs satisfaction of academic staff’s members in the college of Business and Economics in AAU?

2. What are the intrinsic factors that influenced jobs satisfaction of academic staff’s members in the college of Business and Economics in AAU?

3. What are the challenges that affect the job satisfaction of the academic staff in the College of Business and Economics in AAU?

To obtain information about the characteristics of respondents, five basic items in the first set of the questionnaire were provide to the sample respondents. Based on the responses of the participants indicates that the proportion of female academic staffs in Addis Ababa University significantly less to that of male counterparts 9 (6.5%) of the academic staffs were females. As can be observed from the analysis most of the respondents were in the age of 36-45 years, which
accounts 40 (28.7%). Moreover, majority of academic staffs were relatively energetic, matured and fit to take responsibilities. The finding of the study indicated that most of the study participants (academic staffs) were fall above the age of 26 years.

1. The majority of the sample CoBE-academic staffs 116 (83.45 %) had second Degree (M.A) whereas 19 (13.67%) of them obtained PhD Degree. From this result one can realize that a significant proportion of the sample respondents/Academic staffs (Which accounts 97.11%) have had second and third degree that are the minimum requirement of qualification needed in higher education and required to teach at least the first degree.

2. Furthermore, 46 (33.09 %) of the academic staffs had the work experience of below 10 years in the current position they hold. Slightly the majority 54 (38.85 %) of academic staffs were fall between 10-25 and 39 (28.06 %) of them found above 25 years working experience respectively. Having relevant and adequate work experience defiantly attracts and contributes a lot for the delivery of quality education in Addis Ababa University in general and College of Business and Economics in particular.

3. The study indicated that the influential factors is job satisfaction and has a key role in the growth of academic staff abilities and performances. Moreover, academic staff job satisfaction as a vital factor should be determined in each institution and the existence of this positive feeling is very differently among academic staff but providing the accurate way for improving and monitoring it as one of the main higher education policies should be considered by university.

This study was conducted aiming at factors influencing academic staff job satisfaction at Higher Education: in the case of College of Business and Economics, Addis Ababa University. More specifically, the study intended to attain the following objectives:

1. To assess the above identified job satisfaction factors on in college of Business and Economics at AAU.
2. To measure the level of academic staff job satisfaction of the college of Business and Economics at AAU.
3. Based on the findings forwarding recommendation in relation to ways to improve academic staff job satisfaction in higher education at AAU.
This study dealt the academic analysis of academic job satisfaction in higher education/CoBE with the intention to understand the issue from Academic Staff members, Deans, Coordinators, Department heads and HRM Representative Perspectives. The study employed both qualitative and quantitative research design with the assumption that reality is socially constructed by participants and there are many truths. This research approach was appropriate as the researcher was trying to understand the complexity of the issue under investigation through the lived experience, perceptions and perspectives from a holistic standpoint.

For the purpose of this study, a descriptive survey method was employ to disclose the understanding of respondents on the issue under study. This method was’ chosen with the assumption that it helps to conduct data as it exists and to gather several data related to the problem under study. Both primary and secondary sources of data were used. Data were generated via Questionnaire and Interview. Accordingly, questionnaires were distributed and filled out by 139 academic staff. The data secured through questionnaire are analyzed quantitatively and data secured through interview was thematically analyzed and organized in to themes to answer the research questions.

5.2 Conclusion

The following conclusions were made based on the findings of the study together with the review of related literature and the analyzed data of quantitative and qualitative part of the study helped to draw the following reasonable conclusion.

Job satisfaction is one significant issue in the element which if it tends to become job dissatisfaction will affect the performance of the institution. A higher level of job satisfaction will increase motivation of the academic staff in their day to day work of teaching and learning. On the other hand, if factors that affect satisfaction as a result job dissatisfaction will decrease motivation and adversely affects the College of Business and Economics and university.

According to different literatures, it was found that there are many factors that contribute to the academic staff’s job satisfaction. Indeed, the job satisfaction is one of the major academic institutional factors that has the effective role on academic staff attitudes and feeling and also conduct their behaviours and reactions at the college of Business and Economics in AAU (Strydom, 2011).
Indeed, there are different factors that influence on job satisfaction of academic staff at the college of Business and Economics in AAU and controlling them by managers of university that seems to be very noticeable. These factors included internal and external factors that lead to job satisfaction. Regarding to the effectual role of academic staff at university, providing the primary and main needs of staff is purely necessary and the university carries out this great organizational responsibility.

In line with this, Santhapparaj and Alam (2005) explained that the existence of satisfaction among academic staff leads to remaining them within university for long time and they become more productive at work. In fact, the importance of job satisfaction among staff mentions positive and negative staff’s attitudes toward their job and some factors such as efficiency, productivity, relation between staff, absenteeism and burnout derives from different level of job satisfaction. Generally, this inner feeling supports the staff’s health at higher education institutions.

In reality, the Addis Ababa University should have adequate consciousness and knowledge for preparing and developing appropriate atmosphere among academic staff and realize their tendencies and needs from workplace. Therefore, all of AAU needs to provide appropriate facilities and situation for their staff. Generally, the result of this research explained the necessity factors that influence on staff’s job satisfaction and can improve and increase the levels of it and applying effective factors to achieve job satisfaction among academic staff by university. In addition, it was found that factors such as nature of job pay & benefits, attitude towards supervisors, career advancement, evaluation process and work environment affects the level of job satisfaction at the sample college. The study revealed that the respondents were contented with the appropriateness of the skill enhanced through the training programs since they recognize training programs as having little contribution to their promotion and personal development.
5.3 Recommendations

The findings of this study are believed to have some recommendations for practice. The implication might show areas of intervention to improve the most wanted effective academic staff’s job satisfaction. As we think of improving academic staff’s job satisfaction the college of Business and Economics in AAU, we need to look into the recommendations involved. Accordingly, the following recommendations are made on the basis of the research findings and the conclusion.

❖ To provide competitive benefits: fair wages are important, but competitive benefits are also critical to keep academic staff satisfaction. Benefits such as insurance, flex time, paid holidays, housing allowance and other allowances are important factors to employees satisfaction. Thus, it has to be improved as long as academic staff job satisfaction is concerned.

❖ The health of educational institutions especially universities depends on some factors such as job satisfaction of staffs. Truly, each facet of job satisfaction (work, coworker, pay, supervision and promotion) support staff needs and should be improved by the university.

❖ The university need to be aware about the factors that satisfied staff at workplace and increase the level of their job satisfaction and vice versa. Realizing facets of the academic staff’s job satisfaction and offering them timely to the staff. As a result, that can be so effective in increasing of job satisfaction’s level. In line with this, Kellison & James, (2011) have given their say as, the presence of this inner feeling creates institutional happiness for academic staffs and motivates them toward their job.

❖ To engage academic staffs: employees that don’t find their work interesting or don’t feel they are contributing to the mission of the university will not be engaged. For employees/academic staffs to be satisfied, they must feel like they are part of something bigger than just what their individual work tasks are. To increase engagement and satisfaction, including employees in goal setting is also important.

❖ To create positive work environment (positive workplace) is a necessity. If the workspace isn’t positive, the university can’t expect the academic staffs to be positive. Encouraging one another, avoiding negative attitudes, giving positive feedback and ensuring criticism in a constructive way are all ways to keep the environment a place where employees/academic staffs can do more than survive rather they can succeed.
To track job satisfaction: the university management need to offer surveys on how the academic staffs feel about the general benefits, recognition and other aspects that contribute to call for academic staffs satisfaction. This allows the university to improve and monitor the staffs satisfaction levels to reduce turnover and to save the university.

Last but not the least, AAU is advised to create more appropriate working environment for academic staff and realize their tendencies and needs from workplace. Therefore, all of these educational organizations need to provide appropriate facilities and situation for their staff. Generally, this research paper underlined that the necessity factors that influence on academic staff’s job satisfaction and can improve and increase the levels of it and applying effective factors to achieve job satisfaction among academic staff by university.
References


Furnham, 1997. This is due to two major causes: first, a general consensus in the area of personality measurement and second, the need for predictors in high ...


Jones and George (2004) stress that job satisfaction is the collection of feelings and beliefs that employees have about their jobs. Employees' general attitude...


Luthans (2005:212) recommends work, pay, promotion, supervision and coworkers as the major determinants of job satisfaction.


Yoseph, Y , ( 2011), An Assessment on factors that affect job satisfaction of the Administrative staff. Un published MA thesis
A questionnaire to be filled by Academic Staff Faculty Members,

Dear Respondents,

I would like to express my heartfelt appreciation, in advance, for taking time to discuss the following issues. The questionnaire guide is designed for the preparation of a research for the fulfillment of M.A degree in Educational Leadership and Management entitled “Factors Influencing Academic Staff job Satisfaction of Higher Education in the College Of Business and Economics in Addis Ababa University (AAU)”.

The purpose of this questionnaire is just to get information regarding the magnitude of the factors that influences academic staff job Satisfaction in Addis Ababa University (AAU)”. Be confident that the information you provide will be kept and used only for academic research purpose. So you are kindly requested to give your genuine answer. Please respond to each of the information by writing or putting a “✓” mark in the space provided.

Please Note: You don’t need to write name

Section A: General Information

<table>
<thead>
<tr>
<th></th>
<th><strong>Gender:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender:</td>
</tr>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>Age</td>
</tr>
<tr>
<td></td>
<td>(1) Below 25 years</td>
</tr>
<tr>
<td></td>
<td>(2) 26-35 years</td>
</tr>
<tr>
<td></td>
<td>(3) 36-45 years</td>
</tr>
<tr>
<td></td>
<td>(4) 46-55 years</td>
</tr>
<tr>
<td></td>
<td>(5) 56 and above</td>
</tr>
<tr>
<td>3</td>
<td>What is your highest and recent educational status?</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
</tr>
<tr>
<td></td>
<td>First Degree</td>
</tr>
<tr>
<td></td>
<td>Second degree</td>
</tr>
<tr>
<td></td>
<td>Third Degree</td>
</tr>
<tr>
<td></td>
<td>Others, please specify</td>
</tr>
</tbody>
</table>
### Section 2- Remuneration and Development
*(Please tick ONE answer only)*

<table>
<thead>
<tr>
<th></th>
<th>Highly Satisfied (5)</th>
<th>Satisfied (4)</th>
<th>Partially Satisfied (3)</th>
<th>Dissatisfied (2)</th>
<th>Highly Dissatisfied (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay, salary and benefit packages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support from the management and university for family package and offers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for conference attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consulting opportunities for additional income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing and medication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 3- Management Support

*(Please tick ONE answer only)*

<table>
<thead>
<tr>
<th><strong>Category</strong></th>
<th><strong>Highly satisfied (5)</strong></th>
<th><strong>Satisfied (4)</strong></th>
<th><strong>Partially Satisfied (3)</strong></th>
<th><strong>Dissatisfied (2)</strong></th>
<th><strong>Highly Dissatisfied (1)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The appreciation and recognition from the management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork activities with the management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities provided for academic staff in the university (e.g. admin, and equipment support, refreshments, sports club etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-academic social activities at your department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your relationship with your line manager / HOD / supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**With Students**

<table>
<thead>
<tr>
<th><strong>Category</strong></th>
<th><strong>Highly satisfied (5)</strong></th>
<th><strong>Satisfied (4)</strong></th>
<th><strong>Partially Satisfied (3)</strong></th>
<th><strong>Dissatisfied (2)</strong></th>
<th><strong>Highly Dissatisfied (1)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with your students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your students achievement and success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acknowledgement and recognition from students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students level of knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in projects with students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**With Colleagues**

<table>
<thead>
<tr>
<th><strong>Category</strong></th>
<th><strong>Highly satisfied (5)</strong></th>
<th><strong>Satisfied (4)</strong></th>
<th><strong>Partially Satisfied (3)</strong></th>
<th><strong>Dissatisfied (2)</strong></th>
<th><strong>Highly Dissatisfied (1)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your colleagues attitude towards their job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support from your colleagues in your activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your colleagues interest in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic communication among colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal relationship with colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall team work activities in your department</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Highly satisfied (5)</td>
<td>Satisfied (4)</td>
<td>Partially Satisfied (3)</td>
<td>Dissatisfied (2)</td>
<td>Highly Dissatisfied (1)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------</td>
<td>---------------</td>
<td>--------------------------</td>
<td>------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>(Workload Related)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouragement you get to carry out research activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount of research you have published</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching delivery and syllabus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time spent on assignments marking and grading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The level of workload</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of meetings to attend during the semesters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time spent on administration work and activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(Status of job)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support from the management and university for family package and offers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your status in academic circle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasantness of work environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall status of being an academic in my family and society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 4 - Issues related to Job Satisfaction

(Please tick ONE answer only)

<table>
<thead>
<tr>
<th></th>
<th>Highly satisfied (5)</th>
<th>Satisfied (4)</th>
<th>Partially Satisfied (3)</th>
<th>Dissatisfied (2)</th>
<th>Highly Dissatisfied (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t feel like changing my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like being an academic staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My job gives me a feeling of personal accomplishment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My job makes good use of my skills and abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the tools and resources to do my job well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On my job, I have clearly defined quality goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I love my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Open ended questions

1. What factors influence the satisfaction of the academic staff either positive or negative?
   ..................................................................................................................................................
   ..................................................................................................................................................
2. What do you think should be improvement regarding job satisfaction?
   ..................................................................................................................................................
   ..................................................................................................................................................
3. Factors in order of their importance that contribute most to your overall satisfaction in your job?
   ..................................................................................................................................................
   ..................................................................................................................................................
4. Any other issue that you want to add ...........................................................
   ..................................................................................................................................................
   ..................................................................................................................................................
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview guide for selected academic staffs members, (Deans, Coordinators, Department heads and HRM Representative).

Questions

1. What are the things that make you happy at your current job?

2. What are the things that make you unhappy or least happy at your job?

3. What challenges do you face in your college?

4. What factors drive you to be dissatisfied?

5. Can you explain your feelings about the status of your job? Satisfied/Unsatisfied why?
   Please least some factors?

6. Are there any other points you would like to add to support my research?

Thank You Very Much!!
DECLARATION

I, undersigned, declare that the work entitled; Factors Influencing Academic Staff Job Satisfaction in the College of Business and Economics at Addis Ababa University. It is the outcome of my own effort and study and that all sources of materials used for the study have been acknowledged. I have produced it independently except for the guidance and suggestion of my research advisor, Yikunoamlak Alemu (Ph.D). This study has not been submitted for any degree in this University or any other University. It is offered for the partial fulfillment of Master of Arts in Educational Leadership and Management.

Abebaw kassa
Signature____________________ Date________________