

**A COMPARATIVE STUDY ON JOB SATISFACTION OF ACADEMIC AND
ADMINISTRATIVE STAFFS OF ADAMA SCIENCE AND TECHNOLOGY
UNIVERSITY**



By

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A COMPARATIVE STUDY ON JOB SATISFACTION OF ACADEMIC AND ADMINISTRATIVE STAFFS OF ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY (ASTU)

BY

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LIST OF ACRONYMS

AASTU	Addis Ababa Science and Technology University
ASTU	Adama Science and Technology University
AU	Adama University
EELPA	Ethiopia Electric Light & Power Authority
HRM	Human Resource Management
MoE	Ministry of Education
MoST	Ministry of Science and Technology
MSQ	Minnesota Satisfaction Questionnaire
TVET	Technical Vocational Education and Training

STATEMENT OF DECLARATION

I Kalkidan Solomon declare that this thesis entitled “A comparative study on Job Satisfaction of Academic and Administrative Staffs of Adama Science And Technology University” is my own work. All sources of materials used for the study have been duly acknowledged. The study has not been submitted for award of any degree or diploma program in this or any other university. It is offered for the partial fulfillment of the degree of Human Resource Management (HRM).

Kalakidan Solomon

Signature _____

Date _____

STATEMENT OF CERTIFICATION

This is to certify that this paper work “A comparative study on Job Satisfaction of Academic and Administrative Staffs of Adama Science And Technology University”, undertaken by Kalkidan Solomon for the partial fulfillment of master’s of Arts in Human Resource Management (HRM) at Addis Ababa University School of Commerce.

Research Advisor

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ABSTRACT

The purpose of this thesis is to compare the levels of job satisfaction between academic and administrative staffs of Adama Science and Technology University by testing the variables including the work itself, compensation, promotion, working condition, and supervision on job satisfaction. It is a cross case study of two groups of employees of ASTU which are academic and administrative employees. The study used a survey data collection method with sample size of (N=1180), 130 respondents from academic staffs and 160 respondents from administrative staffs based on stratified random sampling method. A quantitative methodology of descriptive type was utilized to analyze the data, and Minnesota Satisfaction Questionnaire were used as measuring instrument. The data gathered from the respondents were analyzed by using frequency, percentage, cross tabulation, mean and standard deviation. The result of descriptive statistics shows that both groups of employees are not satisfied in work itself, compensation, and working condition and are recommended to improve this area. But the academic staffs are satisfied with promotion and supervision than the administrative staffs. The chi square test result shows that the p-value of 'the praise they get for doing good job' is 0.061. Hence null hypothesis is accepted and conclude there is no significance difference between levels of satisfaction in administrative staffs on the praise they get for doing good. However the p - values of the way university policies are put into practice is 0.210 which is greater than 0.05. Hence null hypothesis is accepted and conclude there is no significance difference between levels of satisfaction of academic staffs on the way university policies are put into practice. Based on the data gathered during investigation, the researcher recommend that ASTU should provide purposive short term trainings to both groups, allow to participate in decision making process and facilitate employees transfer for academic staffs to other public higher educational institution in collaborating to other public universities. Since the study setting comprised two groups of employees in a single institution, future study could include more similar institution including private institution and other additional variables like work group relationship accordingly the study can be generalized widely.

CHAPTER-ONE

1. INTRODUCTION

1.1 Background of the Study

Human resource is the part of the organization concerned with the people dimension. It is responsible for hiring competent people, training them, helping them perform at high levels and providing mechanisms these employees maintain their productive affiliation with the organization (Decenzo & Robbins, 2005).

Like money, technology, and equipment, people are a resource of an organization. They have the potential to give an organization the benefits of their training, skill, experience, intelligence, judgment and relationships. These human resources are really an organization's only sustainable resources. Successful organizations therefore are good at managing human resources: acquiring them, keeping them, increasing their value, and diverting the benefits of their efforts (Daft and Noe , 2001).

Education is a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity (Fry, Ketteridge & Marshall, 2003).

Every organization is comprised of people. Acquiring their services, developing their skills, motivating them to high levels of performance, and ensuring that they maintain their commitment to the organization are essential to achieving organizational objectives. This is true regardless of the type of organization—government, business, education, health, recreation, or social action. Hiring and keeping good people is critical to the success of every organization (IBID, 2005)

According to Pravin and Kabir (2011), Job satisfaction describes how content an individual is with his or her job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person's parent.

Employees in higher educational institution are the ones who play a central role in the educative process through implementing the purposefully designed curriculum to achieve the desired national economic development goals. They are important actors in directly affecting students achievement.

In every organization, the satisfaction of employees is important in achieving organizational goals. The success of every organization can therefore be attributed to employees job satisfaction. Employees' job satisfaction plays a supreme role in order to maintain high performance and efficient service which will directly increase the productivity of the organization.

Most of the researchers were attempts to find out the relationship between job satisfaction and reward management practices, training, career development, industrial relation and some selected HRM practices. Those researches in service predominantly focused in organizations such as bank and insurance, Ethio telecom and EELPA. Thus, this study would try to fill this gap.

This study would compare the effects of working condition factors like amount of pay received, satisfaction with the work itself, satisfaction with supervision, satisfaction with the working condition, and satisfaction with promotion on job satisfaction level of academic and administrative staffs in the case of Adama Science and Technology University.

ASTU was established in September 1993, and it was the first institute in Ethiopia to offer degree programs for technical teachers. Formerly it was known as Nazareth Technical college and Nazareth college of Technical teachers Education. The university adopted the name Adama University on May, 2006. Its unique practice in technical trainings helped AU to be nominated by Ministry of Education as a model technical university in 2008, to serve as a hub of excellence in technology and fill the gaps of demands TVET. In 2011 Council of Ministers renamed AU as ASTU. Adama University then expanded campuses and schools with branches in Adama city and a branch in Asella and Debre zeyit cities, Oromia Region, Ethiopia also in Addis Ababa (Winget campus).

This year (2014/15) AASTU and AU nominated to centers of Science and Technology. Currently Adama Science and Technology University (ASTU) and Addis Ababa Science

and Technology University (AASTU) have been separated from MoE and have Joined MoST under regulation No. 315/2014 of Federal Negarit Gazeta of the Federal Democratic Republic of Ethiopia.

The two universities, ASTU and AASTU have been selected to be model universities in producing highly qualified engineers and scientists in line with the demand of national economy. The shift of accountability from MoE to MoST will provide special focus on national strategic directions in human capacity building and synergy.

It is considered that for this particular study the Minnesota Satisfaction Questionnaire is most suitable for the purpose. So this study is an attempt to compare the satisfaction level of employees on their job among ASTU staffs.

1.2 Statement of the Problem

There has been a long-running view that workers who are satisfied with their jobs will perform their jobs better (Purcell et.al, 2009). The evidence suggests that the link between an individual's job satisfaction and his or her productivity is very slightly positive. It turns out the productivity can be affected as much by external conditions as it is by job satisfaction.

The problems on job satisfaction of employees in higher educational institutions will be affecting the educational quality, increase absenteeism, increase turnover, low commitment to the profession and increase government's costs. Furthermore, Job satisfaction is a primary requisite for any successful teaching and learning processes.

Most of the researches in employee satisfaction field have been related to profit-making industrial and service organizations, there has been a growing interest in satisfaction of employees in higher education. The reason for this increasing interest is the reality that higher education institutions are labor intensive and their budgets are predominantly devoted to personnel and their effectiveness is largely dependent on their staff. Consequently, satisfaction of the employees in higher education institutions is a very important issue (Toker, 2011).

The researcher have discussed informally with the human resource director of the institution. Based on the information gathered from the director, ASTU through its Human Resource department provides its employees a chance to develop their career, internal promotion, and providing incentives based on their position. But employees so often complains about the optimism for career and promotion advancement declining from time to time. The researcher also observed that mostly administrative employees are taking long lunch and tea breaks. The instructors also complain about the amount of their salary and engaged in par time works in different private colleges found in the Adama town in order to increase their monthly incomes. Because of this and other reasons there is high level of absenteeism on the instructors side. This will affect quality of the education, affect government costs, fail to produce qualified professionals.

1.3 Research Questions

1. What is the job satisfaction level of both Academic and administrative staffs who are employed in the university?
2. What are the causes of employee dissatisfaction in the institution?
3. What is the satisfaction level of academic and administrative respondents with regards to their work and supervision?
4. What is the satisfaction level of academic and administrative respondents with regards to compensation and promotion?
5. What is the satisfaction level of academic and administrative respondents with regards to the working condition?

1.4 Objective of the Study

1.4.1 General objectives

To assess and compare the level of job satisfaction of academic and administrative employees of Adama Science and Technology University.

1.4.2 Specific objectives

- To compare the level of job satisfaction of academic and administrative staffs employed in the university.
- To assess the causes of employees dissatisfaction in the institution.
- To investigate the satisfaction level of academic and administrative respondents with regards to their work and supervision.
- To identify the satisfaction level of academic and administrative respondents with regards to compensation and promotion.
- To determine the satisfaction level of academic and administrative respondents with regards to the working condition.

1.5 Justification for the study

The researcher has three justifications for this particular study. The first is that, job satisfactions refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). This definition of Job satisfaction is important in order to use their human resource effectively. A comparative study on the level of job satisfaction in higher educational institution's employees context is one of the organizational variables which is less studied mainly in our country.

Secondly, the researcher have been discussed informally with different people who are involved in the higher educational institution and the researcher understand and believe that there is problem regarding job satisfaction of employees in ASTU. Finally the researcher tries to read different materials about the job satisfaction of employees and decide to conduct this research on the level of job satisfaction in academic and administrative staffs of ASTU comparatively.

1.6 Scope of the Study

The main focus of this study is to compare the satisfaction level of academic and administrative staffs of ASTU. The measure of general job satisfaction and respondents' response on twenty given dimensions of the job would also delimited by the nature of the MSQ by testing the variables including the work itself, compensation, promotion, working condition, and supervision on job satisfaction.

Currently School of Medicine and Agriculture is separated from ASTU and joined the new Arsi University, which is on establishment stage. Therefore employees under those Schools are excluded from the study. This comparative study is limited to the data obtained using short form Minnesota Satisfaction Questionnaire gathered from full time and permanent workers of ASTU on the level of satisfaction on their job.

1.7 Significance of the Study

This study will give an overall insight concerning on the level of job satisfaction of academic and administrative staff of Adama Science and Technology University. ASTU can use the output of this research to improve their employees' job satisfaction level and learn from it. In addition, it will deliver some information for those researchers who are interested to participate in similar study and they can use the output of this study as one reference for their research endeavors.

1.8 Limitation of the Study

One of the problem experienced by the researcher was the refusal by some respondents to complete the questionnaire. The process of collecting the questionnaire proved to be challenging because some respondents failed to complete the questionnaire on time and the researcher spent a considerable amount of time in visiting the institution to follow up on the collection of the questionnaires. Despite this, an adequate number of questionnaires were returned to make the study valid. Also, lack of rich and recent literature on the area under the study is considered as a limitation to the study.

Hence, this limitation of the study forwards the chance for other future researchers to consider those all aspects while they start on their thesis.

1.9 Organization of the Study

The first chapter of this study would include introduction such as background of the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, and limitation of the study; the second chapter deals with review of related literature which includes definition of job satisfaction and factors that affects job satisfaction, the third chapter would present the research methodology utilized to execute the research; discussion and analysis of the data would be part of chapter four and chapter five would include conclusions of the study and recommendations for future research are forwarded.

1.10 Operational Definition

Job Satisfaction:- The term job satisfactions refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction (Armstrong, 2006).

Academic Staffs:- means members of the institution who are employed as teacher or researcher, and any other professional of the institution who shall be recognized so by senate statutes (Higher Education Proclamation No. 650/2009 of 2009).

Administrative Staffs:- means personnel of the institution who are employed to do different job categories such as administrative, business management, accounting, catering, maintenance, safety, security and such other services (Higher Education Proclamation No. 650/2009 of 2009)

Higher Education:- "higher education" means education in the arts and sciences offered to undergraduates and graduate students who attend degree programs through any of the delivery modes stated under Article 19 of the Proclamation (Higher Education Proclamation No. 650/2009 of 2009)

Institution:- "Institution" means a private and/or public higher education institution (higher education proclamation No. 351/2003).

CHAPTER-TWO

2. LITERATURE REVIEW

This chapter reviews the relevant literature that has been read with particular reference to the subject matter of this thesis. Full understanding of the employees job satisfaction should be develop, more specifically causes of employee dissatisfaction, factors determining job satisfaction, importance of job satisfaction and some theories of motivation are parts of this chapter.

2.1 Definition of Job Satisfaction

Many authors & scholars such as Kondalkar (2007), Armstrong (2006), Vroom (1964). Noe et.al (2011), Oshagbemi, (1999), Pravin and Kabir (2011), and many more have different approaches towards defining job satisfaction. Some of the most commonly cited definitions on job satisfaction are presented as follows.

The term job satisfactions refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006). Vroom defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964). Job Satisfaction is a pleasant feeling resulting from the perception that one's job fulfills or allows for the fulfillment of one's important job values (Noe et.al, 2011). Job satisfaction is a positive emotional state resulting from evaluating one's job experiences. Job *dissatisfaction* occurs when these expectations are not met (Mathis et.al, 2006)

According to Kondalkar (2007), Job satisfaction indicates the positive and affective responses of employees to their job environment. Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Job satisfaction represents the extent to which expectations are and match the real awards. Job satisfaction is closely linked to that individual's behavior in the work place (Davis et.al, 1985).

A person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job (Robbins et.al, 1994). It is seen as one factor that is important for business effectiveness, good company reputation and low turnover (Spector 1997). According to Oshagbemi (1999), Job satisfaction refers to an individual's positive emotional reactions to a particular job. It is an affective reaction to a job that results from the person's comparison of actual outcomes with those that are desired, anticipated, or deserved.

In order to sum up, Job satisfaction is the positive feeling and favorable attitudes that peoples have towards their job.

According to Mathis et.al (2006) for many individuals, continuing to enhance their capabilities and knowing that there are growth opportunities in the organization may lead to greater job satisfaction and longer employment with that organization. Many aspects of people and organizations can cause job dissatisfaction, and managers and HR professionals need to be aware of them because correcting them can increase job satisfaction and prevent job withdrawal (Noe, et.al, 2011). Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts (Management Research and Practice, 2011).

2.2 Importance and Benefits of Job Satisfaction

According to Aziri (2011), the importance of job satisfaction specially emerges to surface if had in mind the many negative consequences of job dissatisfaction such a lack of loyalty, increased absenteeism, increase number of accidents etc. On the other hand, low levels of satisfaction consistently have been found to coexist with a wide range of negative health characteristics of individual employees. Some of these effects such as worker alienation and an underdeveloped sense of ability and accomplishment pertain directly to the job situation (Gryski & DeCotiis).

Although most of the researches in employee satisfaction field have been related to profit-making industrial and service organizations, there has been a growing interest in satisfaction of employees in higher education. The reason for this increasing interest is

the reality that higher education institutions are labor intensive and their budgets are predominantly devoted to personnel and their effectiveness is largely dependent on their staff. Consequently, satisfaction of the employees in higher education institutions is a very important issue (Toker, 2011).

Job satisfaction is an important matter that needs to be researched further in academic work life since it is related to performance, productivity, absenteeism, and turnover. At the same time, academic job satisfaction studies can help the university managements and teachers to develop the quality of education (IBID, 2011).

Academic staff of a higher education institution is a key resource and have a major role to play in achieving the objectives of the institution (Capelleras, 2005). However, the primary tasks of academic staff are in three areas, namely, teaching, research, and administration and management (Oshagbemi, 1999).

According to Clark and Oswald (1996) cited by Heywood (2004), argue that a worker's level of job satisfaction can be used as a measure of a worker's relative utility from the job and, as such, is an important indicator of a worker's attitude and behavior.

Monitoring job satisfaction helps organizations identify which of these actions are likely to be most beneficial (Noe et.al, 2011). Job satisfaction is a potential determinant of productivity, absenteeism, turnover, in-role job performance and extra-role behavior, and also that the primary antecedents of job attitudes are within management's ability to influence (IBID ,1999).

According to Thompson et al, (1997) cited by Roint & Adam (2012), teacher satisfaction is considered influential in its relationship to school effectiveness and school outcomes; therefore, it is conceived of as a key factor in improving school performance

According to Munhurrun et al. (2009) cited by IBID (2011), Employee satisfaction can improve productivity, reduce staff turnover and enhance creativity and commitment. Consequently, job satisfaction should not be ignored, but very few organizations seriously consider job satisfaction

2.3 Theories of Motivation

Approaches to understanding motivation differ because many individual theorists have developed their own views and theories. They approach motivation from different starting points, with different ideas in mind, and from different backgrounds. No one approach is considered to be the “ultimate.” Each approach has contributed to the understanding of human motivation (Robert et.al, 2010).

2.3.1 Content Theory of Motivation

Content theorists assume that fulfillment of needs and attainment of values can lead to job satisfaction (Lock, 1967). Content theories of motivation are concerned with the needs that people are attempting to satisfy (IBID, 2010).

Maslow’s Hierarchy of Needs

According to Maslow’s (1954) view of individual needs, human needs are classified into five categories that ascend in a definite order. Until the more basic needs are adequately fulfilled, a person will not strive to meet higher needs. Maslow’s well-known hierarchy is composed of (1) physiological needs, (2) safety and security needs, (3) belonging and love needs, (4) esteem needs, and (5) self-actualization needs.

Physiological needs provide lunch breaks, rest breaks and wages that are sufficient to purchase the essentials of life. Safety needs provide a safe working environment, retirement benefits and job security. Social needs create a sense of community via team-based projects and social events. Esteem needs recognize achievements to make employers feel appreciated and valued. Offer job titles that convey the importance of the position. Self actualization provides employees a challenge and the opportunity to reach their full career potential.

Herzberg’s Motivation/Hygiene Theory

Frederick Herzberg’s (1966) motivation/hygiene theory assumes that one group of factors, *motivators*, accounts for high levels of motivation. Another group of factors, *hygiene*, or maintenance factors, can cause discontent with work. The implication of Herzberg’s research for management and HR practices is that although managers must carefully consider hygiene factors in order to avoid employee dissatisfaction, even if all these maintenance needs are addressed, people may not be motivated to work harder.

Only motivators cause employees to exert more effort and thereby attain more productivity, and this theory suggests that managers should utilize the motivators as tools to enhance employee performance.

Frederick Herzberg found the factors causing job satisfaction-achievement, recognition, work itself, responsibility, advancement & growth. And the factors which leads to dissatisfaction are company policy, supervision, relationship with Boss, work condition, salary, relationship with coworkers. Removing these dissatisfactions may create a high level of motivation Pinder (1998 in Tanvir & Shahi, 2012).

2.3.2 Process Theories of Motivation

Process theories suggest that a variety of factors may prove to be motivating, depending on the needs of the individual, the situation the individual is in, and the rewards the individual expects for the work done. Theorists who hold to this view do not attempt to fit people into a single category, but rather accept human differences (kondalkar, 2007).

Expectancy Theory-Vroom

Vroom (1982) has propagated Expectancy Theory based on employee expectancy. He believes that employee is motivated to exert high level of efforts when he believes that efforts will lead to good performance and therefore organizational rewards that will satisfy achievement of personal goals.

The focus of the theory has three elements.

- (a) **Efforts - Performance relationship.** It is related to the probability perceived by individual that exerting a given amount of efforts will lead to performance (Expectancy).
- (b) **Performance - Reward Relationship.** The degree to which the individual believes that performing a particular level will lead to attainment of desired outcome (Instrumentality).
- (c) **Reward-personal goal relationship.** The degree to which an organizational reward will satisfy individual needs and its attractiveness for the individual (Valence).

2.4 Factors Determining Job Satisfaction

There is a degree of agreement in the literature about the determinants of job satisfaction. According to Kondalkar (2007), work content, pay and promotion policy, supportive working condition, work group, Supervision and personality job fit are considered as dimensions which effect job satisfaction. Similarly Robbins (1993) mentions the more important factors conducive to job satisfaction are mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. In addition to this he put that good personality- job-fit and an individual's genetic disposition to be considered. According to Lawrence (2005) listed down the following ten representatives for job satisfaction: type of work, job security, company, advancement, coworkers, pay, supervision, hours, benefits & working conditions.

Sempene et.al (2002), described the most common dimensions of job satisfaction as work, pay, promotion, recognition, benefits, working conditions, supervision, co-workers, company & management.

Research by Oshagbemi (1999), used present pay, promotions, supervision/supervisor behavior, co-workers' behavior, and physical conditions/working facilities in order to measure the job satisfaction of university teachers.

For this particular study, the selected factors that determine job satisfaction are discussed as follows.

a. The work Itself

Content of the work itself is a major source of satisfaction. The work must be challenging. It should lend itself opportunities to use employee skills, ability and experience. The content of the work should be encouraging and interesting and have variety inbuilt in it so that it is not boring Kondalkar (2007). Additionally, Armstrong (2009), states that the intrinsic motivator that can arise from the work itself and the working environment may have a deeper and longer-lasting effect to the long term motivation and satisfaction of employees than the extrinsic motivators pay. Though most people work to earn a living, they also work because of the other satisfactions it brings, such as doing something worthwhile, a sense of achievement, prestige, recognition, the opportunity to use and develop abilities, the scope to exercise power and companionship.

A research by SHRM (2012), reported that it can be difficult for employees to remain motivated, satisfied and engaged with their jobs if their work is not stimulating. According to Kim (2005), individuals who score high in the intrinsic aspects of the work related to the work itself, have high possibilities of reporting satisfaction. Intrinsically-motivated individuals give high values to the work itself, to feelings of self-determination, and to competence and personal development. Robbins (1998) stated that mentally challenging jobs are positively related to job satisfaction. Such jobs give the opportunity to employees to use their skills and talents in to a variety of tasks and also provide them with feedback on their performance after they complete each task.

b. Payment

According to Kondalkar (2007), salary and wages play decisive part in the study of job satisfaction. Equitable rewards is multi-dimensional in nature. The benefits are of varied nature namely pay, perks and rewards are associated with motivation of employees. HR professionals can increase job satisfaction by communicating to employees the value of their benefits. Benefits, such as insurance and vacation time, are also important, but employees often have difficulty measuring their worth. Therefore, although benefits influence job satisfaction, employees may not always consider them as much as pay itself. Compensation systems also can help to create the conditions that contribute to high performance, including teamwork, empowerment, and job satisfaction (Noe et.al, 2004). A research by Brink et.al (1999), found that workers who are paid more than their expected market wage are more (or less) satisfied than workers who are underpaid relative to their expected market wage rate. On the other hand Balzer et.al (2000) stated that pay satisfaction addresses attitude toward pay and is the basis for the perceived difference between actual and expected pay. Expected pay is based both on the value of perceived inputs and outputs of the job and possessing similar qualifications. Employee's satisfaction with pay is influenced by the personal financial situation of the employee, the economy, and the amount of pay an employee has received previously.

Herzberg explained (cited by Dugguh, & Dennis, 2014), Salary is a contractual agreement between the employer and the employee. It not a motivator for them but do want to be paid fairly and when due. If an employee perceives that he is not fairly

compensated, he will not be happy and so slow the pace of performance. Comparable salaries and benefits, clear policies relating to salaries, increments, bonuses and benefits must be clearly indicated to avoid dissatisfaction.

c. Promotion and Empowerment

Robbins (1998), indicated that the structure of the company's reward system –the means through which employees earn promotions, salary increases, or other rewards – is important in determining satisfaction. Reward structure that hinder professional development or provide little recognition for employees' contributions to company success lead to lower levels of satisfaction. On the other hand, reward structures that provide reasonable and adequate opportunities for employees' contributions to be recognized and rewarded are associated with more positive attitudes about the job.

A research conducted by Choi and Tang (2009) found that the availability of opportunities for career advancement and recognition of their contribution to schools improved teachers teaching effort. Employees' perception of organizational support mediated through perceived empowerment will produce outcomes likely to be evident in employees' satisfaction Roint (2012). Research conducted by Appelbaum et.al (2013) finds that employee trust in management is an important determinant of their willingness to participate in decision making. Insufficient employee participation in decision making in turn leads to low level of employee job satisfaction and employee commitment. Lack of employee commitment and engagement affects the employee's intention to quit.

When employees believe in and trust their management it motivates and encourages employees' participation in decision making which improves employees' efforts, benefits their job satisfaction and commitment to work. All of these factors, in turn, contribute to a trustworthy manager-employee relationship (Appelbaum, et.al, 2013).

According to Balzer et.al (2000), employee's satisfaction with promotion is thought to be a function of the frequency of promotions, the importance of promotions, and the desirability of promotion.

d. Supportive Working Condition

Working conditions have a modest but lasting effect on job satisfaction. Due to fast development of technology, it is necessary that the organizations are operating on upgraded technology, latest systems and procedures. The layout of work place must be ideally suited from operational point of view (Kondalkar, 2007). According to Frame (2004) work conditions are defined as an employee's work place, work instruments, the work itself, organization policy, and organizational rules. Arnold and Feldman (1996), promoted factors such as temperature, lighting, ventilation, hygiene, noise, working hours, and resources as part of working conditions. According to Luthans (1998), if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks.

According to Robbins (1998) higher levels of status and seniority affect job satisfaction. Employees who have been with a company for longer periods of time typically tend to also have and seniority and are more satisfied than are newer employee's personal interests, job satisfaction tends to increase. Finally, job satisfaction is linked to employees' personal satisfaction with life outside work. People who are happy in their personal lives tend to have more positive attitude towards their work than those who are unhappy.

Herzberg explained that, the environment under which employees work has a tremendous effect on their level of pride for themselves and for the work they do. The provision of modern equipment and facilities, quality furniture, well ventilated offices, well spaced offices, secured, well spaced staff quarters, and so on are some of the conditions that are required to prevent job dissatisfaction in the organization.

e. Work Group

According to Kondalkar, (2007) work group of multi skilled persons with one goal will be able to function effectively if they are friendly and co-operative. The work group serves as a source of support, comfort, advice and assistance to individual worker. A good work group makes the job more enjoyable. Choi and Tang (2009) argue that teachers who work in a positive environment, who work under and with cooperative and supportive leaders and colleagues, carry out their responsibilities effectively. According

to Robbins (1998) supportive colleagues are also another factor that is positively relate to job satisfaction. Due to the considerable amount of time that employees spend in their job, their colleagues are part of their everyday lives. Friendly and supportive co-workers can increase an employee's job satisfaction. Similarly Balzer et.al (2000), argue that the degree of satisfaction with coworkers is thought to be determined by the work-related interaction among coworkers and the mutual linking or admiration of fellow employees. According to Herzberg (cited by Dugguh, & Dennis, 2014), relating well with peers, managers and subordinates encourages job dissatisfaction. Part of the satisfaction in employment contract is the social contact it brings to employees. Reasonable time should be given for socializing. This will help to develop a sense of teamwork and at the same time cracking down on rudeness, difficult behavior and offensive comments. People should be encouraged to live in harmony irrespective of cultural and other diversities.

f. Supervision

Supervision is one of the moderate factors, which affect job satisfaction. Qualified supervisors should be available for advice, guidance and problem solving. Supervisors should be placed close to the place of work and should be available. They should take personal interest in the affairs of employees both on personal and official level (Kondalkar, 2007). Research by Lewis & Tierney (1977) has found that the congruence between behaviors valued in subordinates and the perceived institutional reward structure is an important factor in designing work settings that maximize the job satisfaction of persons in managerial positions. According to Robbins (1998), employee satisfaction is increased when the immediate supervisor is understanding and friendly, offers praise for good performance, listens to employees' opinions, and shows a personal interest in them. Both the actual and perceived quality of the supervision at work also affects job satisfaction. Competent supervisors who treat employees with respect and consider the needs and interests of the employees when they make decisions tend to foster high levels of job satisfaction on the part of the company's employees.

Employees have the greater the levels of satisfaction with supervisors if the supervisor is more considerate and employee-centered. Furthermore, the greater the supervisor's

perceived competence on the job, the greater the levels of satisfaction with supervision (Balzer et.al, 2000).

According to Herzberg (cited by IBID, 2014), Supervision involves technical and general supervision in the organization. Wise decisions should be taken when it comes to appointing someone to the role of supervising. This role is difficult and requires good leadership skills and the ability to treat all employees fairly. There should also be positive feedback and a set means of evaluating or appraising employees.

Research by SHRM (2012) reported that the relationship employees have with their supervisors is directly connected to their success and growth at work. Supervisors who develop a positive relationship with employees may be more likely to learn their employees' strengths and weaknesses, making it easier for supervisors to use their employees' talents for the good of the organization.

2.5 Demographic Variables and Job Satisfaction

Gryski and DeCotiis (1983), conducted a research on the relationship of demographic factors to job satisfaction. The instrument that they used to measure job satisfaction is the Job Descriptive Index (JDI), which breaks down satisfaction in to five components work, supervision, pay, promotions, and coworker. They found that the most educated group was the least satisfied for all components except coworker, and Blacks and females registered higher satisfaction scores than their counterparts on all five component.

Research by Charles N. Weaver (1978), on sex difference in related to 13 determinants of job satisfaction, has found that the same pattern of statistical significance for males and females for 10 of the 13 determinants, and the other three means are anomalous because of opposite signs, in each case, in only one of the three surveys. Schuler (1975), found that the females in the study valued the opportunities to work with pleasant employees more than males, whereas males regarded the opportunities to influence important decisions and direct the work of others as more important. Newby (1999), indicated that both male and female principals were satisfied with their position as middle school principals; however, females were more satisfied than males. Raisani (1988), found that gender of the respondent was negatively related to teacher satisfaction with colleagues,

responsibility and work itself, indicating that female teachers were more satisfied with colleagues, responsibility and work itself than their male counterparts.

Gruneberg (1999), states that the general finding reported by Herzberg et.al (1957) on the relationship between job satisfaction and age, shows that job satisfaction starts high, declines, and then starts to improve again with increasing age. Newby, (1999) found that the youngest group obtained the highest mean, and then general satisfaction began to decline as principals reached the middle age groups. After age 55, satisfaction started to increase again, but not to the level of the youngest principals.

According to Sutherland (2013), there are differences in job satisfaction between managers in smaller establishment and managers in larger establishments, but not for the three process-related job aspects associated with procedural utility. For the self-employed, there is a predominantly positive and sometimes statistically significant correlation between an individual's job satisfaction overall and satisfaction with the ten job aspects. For the waged worker, there is a uniformly positive and predominantly statistically significant correlation between an individual's job satisfaction overall and satisfaction with the ten job aspects.

Newby (1999), found that the respondents' mean scores according to their years of experience indicated that regardless of experience, these principals were satisfied with their positions. It is important to note that satisfaction decline after 4-6 years of experience and then increase after 10 or more years of experience. Sarker et.al (2003), found that a significant relationship between employees tenure and job satisfaction. There is also a significant relationship between tenure and facets o satisfaction, but the effect of tenure on satisfaction is significantly modified by age.

Job satisfaction is the positive feeling and favorable attitudes that peoples have towards their job. It can improve productivity, reduce staff turnover and enhance creativity and commitment. Consequently, job satisfaction should not be ignored, but very few organizations seriously consider job satisfaction. A worker's level of job satisfaction can be used as a measure of a worker's relative utility from the job and, as such, is an important indicator of a worker's attitude and behavior.

Job satisfaction is a potential determinant of productivity, turnover, absenteeism, job performance and extra-role behavior, and also that the primary background of job attitudes are within management's ability to influence. Generally employee satisfaction can improve productivity, reduce staff turnover and enhance creativity and commitment. Consequently, job satisfaction should not be ignored, but very few organizations seriously consider job satisfaction.

Many individual theorists have developed their own views and theories on motivation. Among these content theory and process theory are discussed for this particular study. In the content theory, they assume that fulfillment of needs and attainment of values can lead to job satisfaction. Maslow's hierarchy of needs and Herzberg's motivation/Hygiene theory are categorized under content theory on the other hand Vroom expectancy theory is discussed under process theory. According to Process theories a variety of factors may prove to be motivating, depending on the needs of the individual, the situation the individual is in, and the rewards the individual expects for the work done.

There is a degree of agreement in the literature about the determinants of job satisfaction. The work itself, compensation, promotion, working condition, Supervision are considered as dimensions which effect job satisfaction for this particular study. Each of these variables are discussed in detail.

scores than their counterparts on all five component.

1.1 Theoretical Frame Work

This research relies on some selected theories such as Herzberg's theory and Vroom's Expectancy theory.

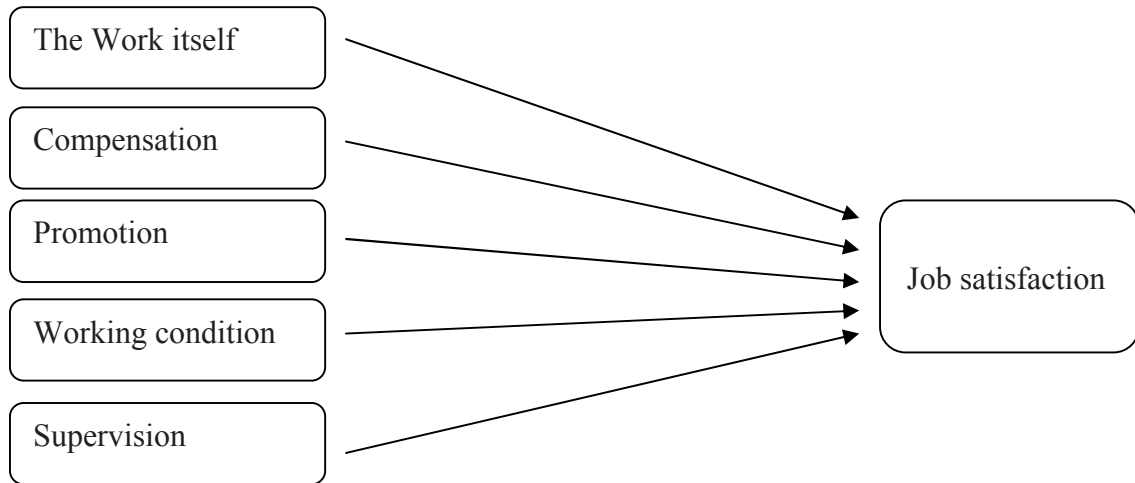


Figure 2.1 Conceptual frame work of the study

CHAPTER-THREE

2. RESEARCH METHODOLOGY

3.8 Research Design

Research design is a comprehensive plan for data collection in an empirical research project. It is a “blueprint” for empirical research aimed at answering specific research questions or testing specific hypothesis, and must specify at least three processes: the data collection process, the instrument development process, and the sampling process (Bhattacharjee, 2012).

The research design for this study would be a quantitative research design. It is a cross case study of two group of employees of ASTU which are Academic and administrative employees. The nature of the survey is cross sectional that the data would be conducted at one point in time. It would be done on administrative and academic staffs of ASTU comparatively. This survey design is preferred type of data collection procedure in order to compare two groups of population under a given study.

The researcher under this study would compare the three areas of job satisfaction on the two groups of employees. First, the study would investigated the general job satisfaction level of both academic and administrative employees of ASTU as measured by the Minnesota Satisfaction Questionnaire (MSQ). Second, the researcher would attempt to compare the twenty dimensions of the job assessed on the MSQ which are primarily identified as contributing to job satisfaction in both group of employees. Last, the study would determine the causes of employee dissatisfaction in the institution.

3.9 Data Source

The major source of data for this research would be both primary and secondary data sources. Primary source of data is very important to collect first hand information from the respondent themselves to know their feelings, attitudes, opinions and perceptions

towards a particular issue. Those data would be obtained through short form Minnesota Satisfaction Questionnaire .

Secondary source of data helps to gather data from different materials that were already done by some researchers in the past. These are books, journals, research studies, websites, and other related documents.

3.10 Population and Sampling Techniques

Sampling is the process or technique of selecting a suitable sample for the purpose of determining parameters or characteristics of the whole population. To carry out a study, one might bear in mind what size the sample should be, and whether the size is statistically justified and lastly, what method of sampling is to be used (Adams et.al, 2007).

Since the purpose of this study is to compare the level of job satisfaction of academic and administrative staffs of ASTU, the target population of this study would include academic employees (instructors, department heads & school deans) and administrative employees (secretaries, directors and employees under finance and audit service working permanently in the university). Accordingly, the total population of the study is estimated to be 1490, from this population 815 of them are academic staffs and the remaining 675 are administrative staffs. But from this population 285 of the instructors on study leave and 25 of the administrative staffs are working on contract bases which make them to be excluded from the study population, so this would reduce the study population to 1180.

The researcher would use stratified random sampling method from the Adama Science and Technology University employees which are administrative and academic staffs. There are 650 administrative employees and 530 instructors in the University. Among those the researcher would use 160 respondents from the administrative staffs and 130 respondents from Academic staffs (a total of 290) as a sample. The method that is used to select samples from each strata would be proportionate random sampling method.

The following table is used as an input for sample size determination of the total population for this particular study.

TABLE 1
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

Source: Small-Sample Techniques. The NEA Research Bulletin, Vol.38 (December,1960), p.99

Table 3.1 Sample Determination

The following table will show the details of sample size from each strata.

Table 3.1.1 Sample distribution of administrative staffs

Strata/ groups	Professional science	Finance & audit service	Typing service	Total
Total No.	125	215	310	650
Sample size	31	53	76	160

Table 3.1.2 Sample distribution of academic staffs

Strata/schools	Engineering	Natural science	Humanity & law	Business & Economics	Pedagogy	Total
Total No.	239	91	65	110	25	530
Sample size	59	22	16	27	6	130

3.11 Procedure and Methods of Data Collection

To undertake the study both primary and secondary data would be collected. Self develop individual data sheet and one of the most popular measures of job satisfaction, Minnesota Satisfaction Questionnaire(MSQ) with few modification would be used as a research instrument. It is standardize Questionnaire.

The 20 MSQ-short version items are rated on a 5-point Likert scale (1 “very dissatisfied”, 2 “dissatisfied”, 3 “can’t decide”, 4 “satisfied” and 5 “very satisfied”). Item responses are summed or averaged to create a total score – the lower the score, the lower the level of job satisfactions.

The questionnaire would be handed out to each respondent personally by the researcher. A covering latter would attached to each questionnaire that is serve to introduce the researcher to the respondents and to explain the purpose of the study, as well as the intentions of the researcher, i.e. to compare the level of job satisfaction between academic and administrative employees of ASTU.

3.12 Method of Data Analysis

The data which are collected from primary and secondary sources, would be treated statistically using SPSS data analyzing software mainly descriptive statistics, frequency, percentage, mean and standard deviation, cross tabulation and chi square test.

Therefore, the survey data would be processed by using SPSS version 20. It was used for the purpose of processing and analyzing of the results. First the relevant data would be coded, summarized and then transferred to SPSS to be analyzed and presented. Frequency count and percentage would be used to analyze demographic variables of the sample population, cross tabulation would be used to compare the level of job satisfaction under the dimension of MSQ and Chi square would execute to test the significance

difference and similarities that may exist between the response of administrative and academic employees' job satisfaction level on the dimensions considered under MSQ.

3.13 **Ethical Consideration**

Research ethics refer to the appropriateness of your behavior in relation to the rights of those who become the subject of your work or are affected by the work (Mark et.al, 2007). According to Adams et.al (2007) In doing any research there is an ethical responsibility to do the work honestly and with integrity.

Every person involved in the study was entitled to the right of privacy, and they were told the nature of the study to be conducted and given the choice of either participating or not participating because any participation should be voluntary. In the time of data collection the researcher make sure to get the consent of the sample participants and would keep the information confidential. The researcher reported the findings in a complete and honest manner and gave appropriate recognition where credit was due and acknowledged any indebtedness to others.

3.14 **Validity and Reliability**

Validity is the strength of our conclusions, inferences or propositions. It involves the degree to which you are measuring what you are supposed to, more simply, the accuracy of your measurement (Adams et.al, 2007). In order to increase the validity of the result the researcher used standard questionnaire (MSQ) with very little modification. Accordingly necessary adjustment were taken in clarifying questions and eliminating ambiguous wording from the questionnaire in order to make it more understandable by the respondents.

Reliability estimates the consistency of the measurement or more simply, the degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects. It is essentially about consistency (Adams et.al 2007). For this particular study, the questionnaires Likert scale items reliability was checked by Cronbach's - alpha coefficient with the help of SPSS software.

Table 3.4 Reliability coefficient (Cronbach's Alpha)

Variables	Cronbach's Alpha (reliability coefficient)	Number of items
The work itself	.978	6
Supervision	.967	5
Promotion	.976	3
Compensation	.918	2
The working condition	.978	4

Source: survey questionnaire

CHAPTER - FOUR

3. DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1.Introduction

In this chapter, findings of the study are presented, analyzed and discussed. The first part of the chapter discusses response rate level and the second part mainly deals with demographic characteristics of respondents. The remaining sections of the chapter are organized based on sequence of the objectives for which the study was conducted. And finally chi square test is presented.

4.2.Response Rate

Out of the total number of 290 questionnaires distributed, 248(85.5%) questionnaires were returned and the rest 42 (14.5%) questionnaires were not returned from the institution during the data collection period. The returned number of questionnaires i.e. 248 which yielded 85.5% of response rate is sufficient enough to make conclusion.

4.3 Demographic Characteristics of the Respondents

Table 4.1 Demographic Information of the Respondents

No	Item	Functional area			
		Academic		Administrative	
1	Sex	Frequency	Percentage	Frequency	Percentage
	Male	78	69.6	64	47.1
	Female	34	30.4	72	52.9
	Total	112	100	136	100
2	Age	Frequency	Percentage	Frequency	Percentage
	21-25	14	12.5	9	6.6
	26-30	16	14.3	34	25
	31-35	33	29.5	17	12.5
	36-40	27	24.1	25	18.4
	41-45	16	14.3	23	16.9
	46-50	4	3.6	27	19.9
	Above 50	2	1.8	1	.7
	Total	112		139	100
3	Length of service	Frequency	Percentage	Frequency	Percentage
	0-3	12	10.7	17	12.5
	4-6	23	20.5	37	27.2
	7-10	32	28.6	32	23.5
	11-15	21	18.8	26	19.1
	16-25	17	15.2	21	15.4
	More than 25	7	6.3	3	2.2
	Total	112	100	136	100
4	Educational attainment	Frequency	Percentage	Frequency	Percentage
	Diploma	6	5.4	34	25.0
	BSC/BA degree	40	35.7	65	47.8
	Masters degree	42	37.5	26	19.1
	PHD	24	21.4	0	0
	Others	0	0	11	8.1
	Total	112	100	136	100

Source: Survey questionnaire

Table 4.1, represents the demographic information of the sample members of academic and administrative staffs. Based on item number 1, among the academic staffs 69.6% of the respondents were male and 30.4% of them were female. On the other hand among the administrative staffs 47.1% of the respondents were male and the remaining 52.9% were female. This implies that there is almost equal proportion of employees (male and

female) in administrative side. Whereas in academic staffs the number of male were more than double of female staffs. So that there was less participation of female staffs from the academic area in this study. It shows the study consists of more male than female respondents.

Item number 2 in the above table illustrates the age distribution of both groups of respondents (academic and administrative). 29.5% of academic respondents' age is between 21-35 and 24.1% of them were rest in the age group of 36-40. This shows a productive age and most of them were young and adult. On the other hand 25% of administrative respondents' age is between 26-30 and the next highest number of administrative respondents (19.9%) are within the age group of 46-50. 12.5% of academic respondents were below 25 years and 19.7% were above 45 years, whereas among the administrative respondents 6.6 % of the below 25 and 45.6% above 45. This shows that most of the academic respondents were younger than administrative respondents.

Item number 3 of table 4.1 represents length of service of the respondents. Based on the data collected through questionnaire, around 28.6% of academic staffs were served for 7-10 years and 20% of them were served for 4-6 years. 27.2% of the administrative respondents have 4-6 years of experience and 23.5% of the respondents have 7-10 years of experience. Moreover, 21.5% of academic staffs and 17.6% of administrative staffs have more than 15 years of experience. This data generally refers that most of the respondents (both group of employees) were well experienced workers.

As shown in the above table. Item number 4 (educational attainment), around 37.5% of academic respondents were masters degree holder and 35.7% of them have BSc/BA degree. There are 21.4% of academic respondents who have PHD in the study. On the administrative side 47.8% of the respondents were BSc/BA degree holder and 25% of them were diploma holder. This shows that around 58.9% of the academic respondents have Masters degree and PHD and 19.1% of administrative respondents have Masters degree. This data in general refers that most almost all of the respondents were highly educated.

4.4 Data Analysis on the Level of Satisfaction With Work Itself

Table 4.2 The Level of satisfaction with the work itself

No	Item	Staff	Item responses					Mean	Standard Deviation
			Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied		
1.	Being able to be engaged in your work all the time.	AC	55(49.1%)	27(24.1%)	9 (8%)	18(16.1)	3(2.7)	4.01	1.212
		AD	29(21.3%)	22(16.2%)	18(13.2%)	42(30.9)	25(18.4)	2.9191	1.435
2.	The chance to do different things from time to time.	AC	42(37.5%)	31(27.7%)	8(7.1%)	22(19.6%)	9(8%)	3.68	1.37
		AD	28(20.6%)	39(28.7%)	16(11.8%)	24(17.6%)	29(21.3%)	3.0956	1.465
3.	The chance to do something that makes use of my abilities.	AC	47(42%)	31(27.7%)	7(6.3%)	23(20.5%)	4(3.6%)	3.84	1.27
		AD	46(33.8%)	33(24.3%)	5(3.7%)	24(17.6%)	28(20.6%)	3.3309	1.583
4.	Being able to do things that don't go against my conscience/ethics	AC	41(36.6%)	30(26.8%)	19(17%)	14(12.5%)	8(7.1%)	3.74	1.272
		AD	61(44.9%)	42(30.9%)	9(6.6%)	13(9.6%)	11(8.1%)	3.9265	1.286
5.	The feeling of accomplishment I get from the job	AC	28(25%)	33(29.5%)	19(17%)	19(17%)	13(11.6%)	3.39	1.338
		AD	27(19.9%)	56(41.2%)	13(9.6%)	24(17.6%)	16(11.8%)	3.4044	1.313
6.	The way my job provides for stable employment.	AC	28(25%)	52(46.4%)	5(4.5%)	16(14.3%)	11(9.8%)	3.63	1.274
		AD	41(30.1%)	58(42.6%)	8(5.9%)	17(12.5%)	12(8.8%)	3.9265	1.269

Source :survey questionnaire

Remark: - AC = Academic AD= Administrative

The above table indicated about the job satisfaction level of both academic and administrative respondents' with their work itself. Frequency, percentage, mean scores and standard deviations of MSQ short form items are shown in the above table for the respondents. Item number 1 of the above table indicates the level of satisfaction of both groups on being able to be engaged in their work all the time. As it is seen in this item academic response (M=4.01), had the highest level of satisfaction mean scores and administrative (M=2.91) had the lowest level of satisfaction mean scores. This indicates that the academic respondents were highly satisfied with being able to be engaged in their work all the time. On the other hand the administrative respondents were not satisfied with this aspect.

As it has been shown in item 2 of table 4.2, it is possible to see that the respondents were asked if they are satisfied or not with the chance given to do different things from time to time. Based on this data 37.5% of academic respondents have very satisfied; 27.7% of them were satisfied; 7.1% of them have remain neutral; 19.6% of them were dissatisfied and the remaining 8% have very dissatisfied. On the administrative side 10.3% of administrative respondents were very satisfied with the chance to do different things from time to time; 9.6% of them were satisfied; 8.8% of the respondents have remain neutral; 41.9 % of them were dissatisfied and 29.9% of the administrative respondents were very dissatisfied. Based on the mean value of the academic response (M=3.68) and the administrative response (M=2.941), it can be said that the academic respondents were satisfied with the chance to do different things from time to time while the administrative respondents weren't satisfied. This shows that most of the administrative respondents were engaged in routine activities. And this will affect their satisfaction level.

The result shows regarding item 3 of table 4.2 i.e. the chance to do something that makes use of their abilities. Around 42% of the academic respondents replied as they are very satisfied, 27.7% of them were satisfied; 6.3% of the respondents were remain neutral; 20.5% of the respondents were dissatisfied and the remaining 3.6% of the respondents were very dissatisfied. From the administrative respondents around 33.8% of the respondents were very satisfied; 24.3% of them were satisfied; 3.7% of the respondents remain neutral; 17.6% of them were dissatisfied; and 20.6% of the respondents were very

dissatisfied with the chance that is given to do something that makes use of their abilities. According to the mean value of the response the academic response ($M=3.84$) and the administrative response ($M=3.33$), both groups of the respondents were satisfied with this the chance to do something that makes use of their abilities.

Table 4.2, item 4, shows the responses for the item being able to do things that don't go against my conscience/ethics. Based on the data on the table 36.6% of the academic respondents were very satisfied; 26.8% of them responded that they were satisfied; 17% of the academic respondents remain neutral; 12.5% of them were dissatisfied whereas 7.1% of the respondents were very dissatisfied. From the administrative side 44.9% of the respondents have satisfied; 30.9% of the respondents were satisfied; 6.6% of them were remain neutral 9.6% of the respondents were satisfied and 8.1% of them were very dissatisfied. As to the mean value of the response, the academic mean value was ($M=3.74$) and the administrative respondent's response mean ($M=3.93$). this indicates that both the administrative and academic staffs were satisfied with being able to do things that do not go against their ethics.

With regard to the feeling of accomplishment the respondents get from their job, as indicated in the above table item number 5, 25% of academic respondents were very satisfied; 29.5% of them were satisfied. The rest 17%, 17%, 11.6% of the academic respondents were neutral, dissatisfied and very dissatisfied respectively with the feeling of accomplishment they get from their job. On the other side 19.9% of the administrative respondents were very satisfied; 41.2% of the respondents were satisfied and the rest 9.6%, 17.6% and 11.8% of the administrative respondents were neutral, dissatisfied and very dissatisfied respectively with the feeling of accomplishment they get from their job. Both academic and administrative response with the mean value of ($M=3.39$) and ($M=3.404$) respectively were satisfied with regard to the felling of accomplishment they get from their job.

As the above table item number 6 shows that, 28% of the academic respondents were very satisfied with the way their job provides for stable employment. 52% of the academic respondents and 5% of them were remaining neutral. From the administrative respondents 30.1% of them were very satisfied; 42.6% of the administrative respondents

were satisfied and 5.9% of them remain neutral. The mean score of the two groups shows that they were satisfied with the way their job provides for stable employment since their mean value was (M=3.63) for the academic response and (M=3.93) for the administrative.

4.5 Data Analysis on the Level of Satisfaction with Supervision

Table 4.3 the level of satisfaction with supervision

No	Item	Staff	Item response					Mean	Standard Deviation
			Very satisfied	Satisfied	Neutral	dissatisfied	Very Dissatisfied		
1.	The competence of my supervisor in making decision.	AC	23(20.5%)	42(37.5%)	25(22.3%)	9(8%)	13(11.6%)	3.47	1.237
		AD	35(25.7%)	42(30.9%)	11(8.1%)	29(21.3%)	19(14%)	3.33	1.4197
2.	The way my boss handles his/her workers.	AC	27(24.1%)	36(32.1%)	9(8%)	8(5.9%)	34(25%)	3.29	1.436
		AD	49(36%)	34(25%)	11(8.1%)	8(5.9%)	34(25%)	3.412	1.61232
3.	The chance to work alone on the job.	AC	34(30.4%)	39(34.8%)	8(7.1%)	22(19.6%)	9(8%)	3.59	1.312
		AD	22(16.2%)	17(12.5%)	11(8.1%)	42(30.9%)	44(32.4%)	2.493	1.460
4.	The chance to do things for other people.	AC	49(43.8%)	27(24.1%)	14(12.5%)	12(10.7%)	10(8.9%)	3.83	1.335
		AD	8(5.9%)	20(14.7%)	17(12.5%)	41(30.1%)	50(36.8%)	2.228	1.253
5.	The chance to try my own methods of doing the job.	AC	23(20.5%)	46(41.1%)	14(12.5%)	18(16.1%)	11(9.8%)	3.46	1.259
		AD	8(5.9%)	82(60.3%)	30(22.1%)	11(8.1%)	5(3.7%)	3.566	.86669

Source: survey questionnaire

Table 4.3 clearly illustrates about the satisfaction level of the respondents (both academic and administrative) with the supervision of their managers. Frequency, percentage, mean scores and standard deviations of MSQ short form items are shown in the above table for the respondents. Item number 1 of the above table indicates the level of satisfaction of both groups on the competence of their supervisor in making decision. As to this item academic response (M=3.47), and administrative (M=3.33) had the high level of satisfaction mean scores. This indicates that most of the respondents from both group were satisfied with the competence of their supervisor in making decision.

In item number 2 of the above table, 24.1% of the academic respondents were very satisfied with the way their boss handles his/ her workers and 32.1% of them were satisfied. The rest 8%, 19.6%, and 16.1% of the academic respondents were neutral, dissatisfied and very dissatisfied with the way their boss handles his/ her workers. 36% of administrative respondents were very satisfied with the way their boss handles his/her workers; 25% of them were satisfied; 8.1% are neutral; 5.9% of them were dissatisfied and 25% of them were very dissatisfied with this aspect. The mean score of the two groups shows that they were satisfied with the way their job provides for stable employment since their mean score was (M=3.29) for the academic response and (M=3.412) for the administrative.

Table 4.3, item number 3 indicates the satisfaction level of the respondents with regard to the chance to work alone on the job. From the academic respondents 30.4% of them were very satisfied; 34.8% of them were satisfied; 7.1% of the respondents remain neutral; 19.6% of them were dissatisfied and 8% of them were very dissatisfied. 28.7% of administrative respondents were satisfied and 63.3% of them were dissatisfied with to the chance to work alone on the job. The rest 8.1% of the respondents were neutral. As it is seen in this item academic response with the mean score of (M=3.59) had the high level of satisfaction, whereas administrative (M=2.49) had the low level of satisfaction mean scores. This indicates that most of the academic respondents were satisfied in relation to the chance to work alone but the administrative respondents weren't satisfied.

As shown in item number 4 of the above table, in general most of the academic respondents (67.9%) were satisfied with the chance to do things for other people.

However, 19.6% of the academic respondents were not satisfied with this case. The remaining 12.5% of them were neutral to the case. Around 20.6% of administrative respondents were satisfied with the chance to do things for other people. The rest 12.5% and 66.9% of them were neutral and dissatisfied respectively. According to the mean score of academic response (M=3.83) the academic respondents had the high level of satisfaction whereas administrative response (M=2.228) had the low level of satisfaction mean scores. This implies that most of the academic respondents were satisfied in relation to the chance to do things for other people but the administrative respondents weren't satisfied.

As illustrated on table 4.3 ,item number 5, majority of academic respondents (61.6%) with the mean score of (M=3.46) were satisfied with chance to try their own methods of doing the job. Similarly majority of the administrative respondents (66.2%) with the mean value of (M=3.566, SD= 0.86669) were satisfied with this aspect. And the standard deviation result were noticed to be small (<1), which represents that the data are tightly concentrated to the mean. This indicated that most of the respondents from both sides were satisfied in getting a chance to try their own methods of doing the job.

4.6 Data Analysis on the Level of Satisfaction with Promotion

Table 4.4 The level of satisfaction with promotion

No	Item	Staff	Item responses					mean	Standard deviation
			Very satisfied	Satisfied	Neutral	dissatisfied	Very Dissatisfied		
1.	The chance to tell people what to do.	AC	18(16.1%)	13(11.6%)	18(16.1%)	24(21.4%)	39(34.8%)	2.53	1.470
		AD	15(11%)	28(20.6%)	9(6.6%)	43(31.6%)	41(30.1%)		
2.	The chances for advancement on this job.	AC	26(23.2%)	40(35.7%)	15(13.4%)	18(16.1%)	13(11.6%)	3.43	1.320
		AD	8(5.9%)	16(11.8%)	34(25%)	31(22.8%)	47(34.6%)		

3.	The freedom to use my own judgment.	AC	31(27.7%)	37(33%)	11(9.8%)	12(10.7%)	21(18.8%)	3.40	1.467
		AD	9(6.6%)	25(18.4%)	17(12.5%)	34(25%)	51(37.5%)	2.3162	1.3205

Source: survey questionnaire

Table 4.4 illustrated the satisfaction level of the respondents (both academic and administrative) in relation to promotion. Frequency, percentage, mean scores and standard deviations of MSQ short form items are shown in the table for the respondents. Item number 1 of the above table indicates the level of satisfaction of both groups of the respondents with the chance to tell people what to do. As it is seen in this item academic response (M=2.53), and administrative (M=2.507) had the lowest level of satisfaction mean scores. This indicates that most of the respondents from both group were not satisfied with the chance to tell people what to do.

As shown from the above table item number 2, respondents were asked if they were satisfied or not with the chance for advancement/development on their job. Majority of academic respondents 57.4% with the mean score of (M=3.43) were satisfied with the chance for advancement/development on their job whereas 55.9% of administrative respondents with mean value of (M=2.316) were dissatisfied with this case. This implies that academic respondents were more satisfied than administrative respondents in relation to having a chance for advancement/development on their job.

In relation with the freedom to use their own judgment (under item number 3 of the above table) academic response (M=3.40), had the highest level of satisfaction mean scores and administrative (M=2.316) had the lowest level of satisfaction mean scores. This indicates that the academic respondents were highly satisfied with the freedom to use their own judgment. On the other hand the administrative respondents were not satisfied with this aspect. This implies that academic respondents have the freedom to use their own judgment than the administrative respondents.

4.7 Data Analysis on the Level of Satisfaction with Compensation

Table 4.5 the level of satisfaction with compensation

No	Item	Staff	Item responses					Mean	Standard deviation
			Very satisfied	Satisfied	Neutral	dissatisfied	Very Dissatisfied		
1.	My pay and the amount of work I do.	AC	6(5.4%)	14(12.5%)	3(2.7%)	28(25%)	61(54.5%)	1.89	1.247
		AD	23(16.9%)	36(26.5%)	10(7.4%)	4936%	18(13.2%)	2.9779	1.358
2.	The praise I get for doing a good job.	AC	9(8%)	12(10.7%)	13(11.6%)	35(31.3%)	43(38.4%)	2.19	1.277
		AD	18(13.2%)	25(18.4%)	9(6.6%)	33(24.3%)	51(37.5%)	2.4559	1.475

Source: survey questionnaire

Table 4.5 illustrates about the satisfaction level of respondents regarding to compensation. Frequency, percentage, mean scores and standard deviations of MSQ short form items are shown in the table for the respondents. Item number 1 of the above table indicates the respondents' responses in relation to their satisfaction with their pay and the amount of work they do. On this item academic response (M=1.89) had the lowest level of satisfaction mean scores and administrative response (M=2.977) had the low level of satisfaction mean scores. This implies that both academic and administrative respondents were dissatisfied in relation to their pay and the amount of work they do. But relatively academic respondents are highly dissatisfied than the administrative respondents.

Item number 2 of the above table shows the respondent level of satisfaction with the praise they get for doing good job. 69.7% of academic respondents and 61.8% of administrative respondents were dissatisfied with the praise they get for doing good job. The academic response (M=2.19) and administrative (M=2.4559) had the lowest level of satisfaction mean scores. This implies that most of the respondents from both groups of respondents were not satisfied in getting the praise for doing good job.

4.8 Data Analysis on the Level of Satisfaction with the working condition

Table 4.6 the level of satisfaction the working condition

N o.	Item	Staff	Item responses					Mean	Standard deviation
			Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied		
1.	The way university policies are put into practice	AC	18(16.1%)	30(26.8%)	16(14.3%)	22(19.6%)	26(23.2%)	2.93	1.431
		AD	56(41.2%)	35(25.7%)	8(5.9%)	22(16.2%)	15(11%)	3.6985	1.426
2.	The working conditions.	AC	9(8%)	24(21.4%)	16(14.3%)	29(25.9%)	34(30.4%)	2.51	1.336
		AD	21(15.4%)	63(46.3%)	26(19.1%)	20(14.7%)	6(4.4%)	3.5368	1.0605
3.	The way my co-workers get along with each other.	AC	33(24.3%)	48(35.3%)	16(11%)	15(11%)	24(17.6%)	3.3750	1.4191
		AD	43(31.6%)	38(2.9%)	23(16.9%)	18(13.2%)	14(10.3%)	3.5735	1.3312
4.	The feeling of being an important person in the institution.	AC	39(34.8%)	33(29.5%)	6(5.4%)	13(11.6%)	21(18.8%)	3.50	1.525
		AD	18(13.2%)	17(12.5%)	15(11%)	47(34.6%)	39(28.7%)	2.4706	1.3713

Source: survey questionnaire

As it can be seen in item 1 of the above table, 16.1% of the academic respondents were very satisfied; 26.8% of them were satisfied; 14.3% of the academic respondents were remain neutral; 19.6% of them were dissatisfied and 23.2% of them were very dissatisfied with the way university policies are put into practice. Among the administrative respondents around 66.9% of them are satisfied with the way university policies are put into practice. 27.2% of them are dissatisfied in this case and the remaining 5.9% of them are neutral. The mean value of academic response regarding this issue indicates that (M=2.93) the academic respondents were not satisfied whereas the administrative staffs with the mean value of (M=3.6985) are highly satisfied. This finding indicated that most of the administrative respondents were satisfied in the way university

policies are put into practices. Whereas the academic respondents were not satisfied with the way university policies are put into practices.

Item number 2 of the above table states that the satisfaction level of the respondents with the general working condition. Based on this, majority of the academic respondents (56.3%) were dissatisfied with the working conditions and most of the respondents from administrative staffs (61.7%) were satisfied. As it is seen in this item academic response (M=2.51) had the lowest level of satisfaction mean score. Whereas administrative response (M=3.536) had the highest level of satisfaction mean scores. This indicates that the administrative respondents were highly satisfied than academic respondents with regard to the working condition.

With regard to the feeling of the way their co-workers get along with each other, as indicated in the above table item number 3, 59.6% of academic respondents were satisfied and among the administrative respondents 59.5% of them were satisfied. Both academic and administrative respondents were satisfied with a mean score of (M=3.3750) and (M=3.5735) respectively. This indicates that most of the respondents of both groups were satisfied with the relationship that they have with their co-workers.

Item number 4 of the above table shows that the satisfaction level of the respondents in relation to the feeling of being an important person in the institution. The academic respondents mean score was (M= 3.50) which shows that they are highly satisfied with regard to the feeling of being an important person in the institution. On the other side the administrative respondents with the low mean score (M=2.4706) are not satisfied with this aspect. This indicates that majority of the academic respondents were satisfied than administrative respondents which means they feel that they are important for the institution.

Furthermore, as per responses of open ended questionnaire, respondents were listed some of the causes of job dissatisfaction in their institution. Both groups of respondents (academic and administrative) were responded the causes of job dissatisfaction in common. These are less amount of monthly salary, lack of recognition and incentives, bad management system, and lack of cooperativeness among colleagues of the institution.

The following are causes of dissatisfaction listed by the **administrative respondents**.

- Less opportunity of educational development
- Seniority based promotion
- Inefficient utilization of time
- Unclear promotion and employment criteria
- Lack of knowledge of the administrative staffs

Academic respondents were responded that there are some causes of employee dissatisfaction. These are

- shortage of teaching materials
- Lack of functional machines (from engineering department)
- Little opportunity of transfer to other institution
- The difference between the expectation and the reality
- Shortage of basic infrastructure like furniture , desktop, office
- Late supply of goods and tools

4.4 Chi square test

Chi square test is statistical test to determine the probability (likelihood) that two categorical data variables are associated. A common use is to discover whether there are statistically significant differences between the observed frequencies and the expected frequencies of two variables presented in a cross-tabulation (Saunders et.al, 2009).

It is any statistical hypothesis test in which the sampling distribution if the test statistics is chi squared distribution when the null hypothesis is true.

P-value: is the function of the observed sample results that is used for testing a statistical hypothesis.

The hypothesis to be test is that if there is significance difference between the five categories of responses of the satisfaction of both academic and administrative staffs.

Ho: there is no significance difference

H1: there is significance difference

Decision criteria

Statistically the researcher can use the p-value whether to accept or reject the null hypothesis

If p-value is less than or equal to significance level (0.05) null hypothesis should be rejected where as if p-value greater than 0.05 null hypothesis should be accepted.

The chi square analysis result for each level of satisfaction of both administrative and academic staffs is presented as follows.

Table 4.7 Chi-square test

No	Item	Academic staffs			Administrative staffs		
		Chi-square	Df	P-value	Chi-square	Df	P-value
1	Being able to be engaged in your work in all the time	74.071 ^a	4	.000	12.456 ^a	4	.014
2	The chance to work alone on the job	35.589 ^a	4	.000	10.250 ^a	4	.036
3	The chance to do different from time to time	37.732 ^a	4	.000	21.868 ^a	4	.000
4	The feeling of being an important person in the institution	33.357 ^a	4	.000	31.574 ^a	4	.000
5	The way my boss handles his her workers	29.429 ^a	4	.000	14.809 ^a	4	.005
6	The competence of my supervisor in making decisions	18.089 ^a	4	.001	22.824 ^a	4	.000
7	Being able to do things that do not go against my consciences	30.946 ^a	4	.000	79.294 ^a	4	.000
8	The way my job provides for stable employment	61.661 ^a	4	.000	67.750 ^a	4	.000
9	The chance to do things for other people	47.375 ^a	4	.000	18.632 ^a	4	.001
10	The chance to tell people what to do	18.089 ^a	4	.001	25.691 ^a	4	.000
11	The chance to do something that makes use of my abilities	56.036 ^a	4	.000	32.750 ^a	4	.000
12	The way university policies are put into practice	5.857 ^a	4	.210	52.750 ^a	4	.000

13	My pay and the amount of work i do	99.875 ^a	4	.000	34.956 ^a	4	.000
14	The chance for advancement on this job	21.661 ^a	4	.000	34.809 ^a	4	.000
15	The freedom to use my own judgment	23.536 ^a	4	.000	38.706 ^a		.000
16	The chance to try my own methods of doing the job	34.696 ^a	4	.000	152.015 ^a	4	.000
17	The working conditions	17.911 ^a	4	.001	67.015 ^a	4	.000
18	The way my coworkers get along with each other	12.554 ^a	4	.014	23.632 ^a	4	.000
19	The praise I get for doing good job	42.821 ^a	4	.000	9.000 ^a	4	.000
20	The feeling of accomplishment I get from the job	11.393 ^a	4	.022	42.897 ^a	4	.061

Df= degree of freedom

Asymp. Sig.= P-value

According to the above SPSS chi square analysis result for each level of satisfaction of administrative staffs, most of the p-values are less than 0.05 and null hypothesis should be rejected and conclude that there is significance difference between the satisfaction level of administrative staffs . The p-value of ‘the praise I get for doing good job’ above shows 0.061. Hence null hypothesis is accepted and conclude there is no significance difference between levels of satisfaction in administrative staffs on the praise they get for doing good.

On the other side, chi square analysis of level of satisfaction of academic staffs’ p-value of most of the satisfaction levels are less than 0.05 hence the researcher can conclude that there is significance difference between level of significance of academic staffs. However the p values of the way university policies are put into practice is 0.210 which is greater than 0.05.hence null hypothesis is accepted and conclude there is no significance difference between levels of satisfaction of academic staffs on the way university policies are put into practice.

CHAPTER - FIVE

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

In chapter four, the result of this study were presented, analyzed and discussed. In the following section the researcher will summarize major findings, draw the conclusions based on the finding and provide the necessary recommendations regarding the job satisfaction.

5.1 Summary of Major Findings

- It was found that most of the academic respondents are young, between the working age of 21-40 and whereas majority of the administrative respondents are aged (above 40).
- The researcher found that there is almost equal proportion of employees (male and female) in administrative side where as majority of the academic respondents are male.
- This data generally refers that most of the respondents (both group of employees) have served for more than 7 years which means they are well experienced.
- It was found that all of the respondents of the study have achieved college and university education.
- The researcher found out that the academic respondents were more satisfied with being able to be engaged in their work in all the time than the administrative respondents.
- It was found that most of the academic respondents were satisfied with the chance to do different things from time to time than the administrative respondents.
- The researcher found out that most of the respondents from both sides were satisfied with the chance to do something that makes use of their abilities.
- It was found that the academic respondents were less satisfied with having the ability to do things that don't go against their conscience/ethics than administrative respondents.

- As can be seen from the study, it was found that most of the academic and administrative respondents were satisfied and get the feeling of accomplishment from their job.
- The researcher found that most of both the academic and administrative respondents were satisfied and have stable employment in the institution.
- It was found that most of the academic and administrative respondents were satisfied with the competence of their supervisor in making decision.
- The researcher found out that most of the academic respondents were highly satisfied than administrative respondents in relation to the chance to work alone on the job.
- The researcher found out that most of the academic respondents were satisfied than administrative respondents in relation to the chance to do things for other people.
- It was found that most of the academic and administrative respondents were satisfied in getting a chance to try their own methods of doing the job.
- This indicated that most of the respondents (both academic and administrative) were dissatisfied with the chance to tell people what to do.
- It was found that most of the academic respondents were more satisfied than administrative respondents in relation to having a chance for advancement/development on their job.
- The researcher found that most of the academic respondents have the freedom to use their own judgment than the administrative respondents.
- The researcher found that most of the respondents of both groups were dissatisfied with the balance between the amount of work they do and their payment. But relatively administrative respondents are satisfied than academic respondents.
- It was found that most of the administrative respondents were satisfied in the way university policies are put into practices. Whereas the academic respondents were not satisfied with the way university policies are put into practices.

- It was found that majority of the administrative respondents were satisfied with the working conditions. Whereas most of the academic respondents were not satisfied in this case.
- The researcher found that most of the respondents of both groups were satisfied with the relationship that they have with their co-workers.
- It was found that most of the academic respondents were satisfied than administrative respondents in having the feeling of being an important person for the institution.
- The researcher found out less amount of monthly salary, lack of recognition and incentives, bad management system, and lack of cooperativeness among colleagues of the institution are causes of dissatisfaction responded by both groups in common.

5.2 Conclusion

Based on the above research finding and summary, the study have finally forwarded the following conclusion. The primary objective of this study was to compare the level of job satisfaction of academic and administrative employees against different variables i.e. the work itself, working condition, supervision, promotion, and compensation.

Lack of satisfaction mainly emanated from less amount of monthly salary, lack of recognition and incentives, bad management system, and lack of cooperativeness among colleagues.

The key finding of this study indicated that the amount of work they do is not balanced with the amount of payment they receive from their institution. Because of this both academic and administrative staffs are not satisfied with the compensation policy of the institution.

Academic staffs are satisfied with the promotion policy of the institution whereas administrative staffs are not satisfied with this aspect because they have a little chance for advancement/ development on their job.

It can be concluded that academic staffs faces many challenges from student and colleagues to do things that are against their ethics. On the other hand it was concluded that administrative staffs are unable to do different things from time to time and most of them are engaged in routine jobs. Based on this most of the staffs from both groups are not satisfied with their work.

The academic staffs are not comfortable with the way university policies are put into practices. The institution have given little or no attention to the administrative staffs in order to have the feeling of being an important person for the institution. based on this reasons both groups of employees are less satisfied with the working condition of the institution.

Administrative staffs has less freedom to use their own judgment because of this they are not satisfied with their supervisors. Whereas the academic staffs are satisfied with regard to their supervisors.

Shortage of teaching materials, lack of functional machines (from engineering department), Little opportunity of transfer to other institution, the difference between the expectation and the reality, late supply of goods and tools, shortage of basic infrastructure like furniture , desktop, office are some of the causes of dissatisfaction for the academic staffs. Whereas on the administrative side; less opportunity of educational development, seniority based promotion, inefficient utilization of time, unclear promotion and employment criteria, lack of knowledge of the administrative staffs are some of the causes for their dissatisfaction.

Generally, based on the above table the researcher can concluded that most of the academic respondents were satisfied in relation to the above mentioned variables than administrative staffs of ASTU.

5.3 Recommendation

Based on the finding of the present study the following specific recommendation are offered to increase the satisfaction level of academic and administrative staff of ASTU.

- The concerned bodies (MoE or MoST) should provide standard facilities with enough resources to the universities. By doing so the satisfaction level of both academic and administrative staffs will be move up.
- Individual must perceive salary administration and promotion policy as being fair. (Kondalkar, 2007). Salary and benefit must be in line with the living standard of employees and there should be transparency of promotion's criteria in the institution. This will enable the institution to keep knowledgeable and fully experienced potential employees.
- Purposive short term training & staff development programs should be regularly organized for the academic staffs and administrative staffs respectively and this will have a positive impact on the employees' satisfaction.

- The staffs in the institution should be allowed to participate in decision making process and should have the freedom to use their own judgment.
- In collaboration with other public higher educational institutions, the university should allow employees transfer for those who have justified reason.
- The institution is recommended to create conducive working condition and follow up the administrative employees to be engaged in their work in all the time. Such measures will increase their employees' satisfaction level.

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Post Graduate Program (MA-HRM)
Questionnaires to filled by employees

This questionnaire is prepared to gather information for the study to be conducted on “a comparative study on job satisfaction of academic and administrative staffs of Adama Science and Technology University”. The study has a purpose of comparing the level of job satisfaction among academic and administrative staffs of the university. Therefore, based on your response the study expects to get better understanding of the difference on the level of job satisfaction among academic and administrative employees of the university.

Hence, being very grateful for your time and cooperation, I kindly request you to give response for the following questions.

I would like to assure that **the information you give will be kept confidential.**

If you have any question don't hesitate to forward through kalisolo@gmail.com.

Thank you in advance for your cooperation

Part I. Demographic Information

Please indicate your choice by putting a tick mark (√) among the given alternatives.

1. Which functional area of the institution are you working in?

Academics

Administrative

2. Sex

Male

female

3. Age

21-25

26-30

31-35

36-40

41-45

46-50

above 50

4. Length of service in the university

0-3

4-6

7-10

11-15

16-25

More than 25

5. Educational attainment

Diploma

BSC/BA degree

Master's degree

PHD

Other please specify _____

Part II. Rate your level of satisfaction to the following aspect of your job.

Please note the following statements:

Ask yourself: How **satisfied** am I with this aspect of my job?

- **Very Sat.** means I am very satisfied with this aspect of my job.
- **Sat.** means I am satisfied with this aspect of my job.

- **N** means I can't decide whether I am satisfied or not with this aspect of my job.
- **Dissat.** Means I am dissatisfied with this aspect of my job.
- **Very Dissat.** Means I am very dissatisfied with this aspect of my job.

NO	On my present job, this is how I feel about ...	Scores				
		Very Sat.	Sat.	N	Dissat.	Very Dissat.
1	Being able to be engaged in your work all the time.					
2	The chance to work alone on the job.					
3	The chance to do different things from time to time.					
4	The feeling of being an important person in the institution.					
5	The way my boss handles his/her workers.					
6	The competence of my supervisor in making decision.					
7	Being able to do things that don't go against my conscience/ethics.					
8	The way my job provides for stable employment.					

9	The chance to do things for other people.					
10	The chance to tell people what to do.					
11	The chance to do something that makes use of my abilities.					
12	The way university policies are put into practice.					
13	My pay and the amount of work I do.					
14	The chances for advancement/ development on this job.					
15	The freedom to use my own judgment.					
16	The chance to try my own methods of doing the job.					
17	The working conditions.					
18	The way my co-workers get along with each other.					
19	The praise I get for doing a good job.					
20	The feeling of accomplishment I get from the job.					