



**FACTORS AFFECTING MOTIVATION FOR RETENTION AMONG
ACADEMIC STAFF AT THE COLLEGE OF HEALTH SCIENCES,
ADDIS ABABA UNIVERSITY.**

A Qualitative Study using Herzberg's two factor theory

By: Ermias Belestie

A thesis Submitted to College of Health Sciences, Addis Ababa University in
Partial Fulfilment of a Master's Degree in Health Science Education.

Advisor: Professor Ameha Mekasha

November, 2024

DECLARATION

I, Ermias Belestie, declare that this thesis is the result of my own work and all sources or materials used for this thesis have been appropriately acknowledged. This thesis is submitted in partial fulfillment of the requirements for the award of Master's Degree in Health Science Education.

I confidently declare that this thesis has not been submitted to any other institutions anywhere for the award of any academic degree, diploma, or certificate.

Addis Ababa University

Name: Ermias Belestie

Date of Submission, November, 2024

Signature: _____

Addis Ababa University

School of graduate studies

This is to certify that this thesis prepared by Dr. Ermias Belestie Mihret entitled ‘Factors Affecting Motivation for Retention’ and submitted in Partial Fulfillment of the Requirements of the Award of Degree of Master’s Degree in Health Science Education complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Advisor Name: Professor Ameha Mekasha

Signature_____

Date: November, 2024

Signed by examining committee

_____	_____	_____
External examiner:	Signature	Date
_____	_____	_____
Internal examiner	Signature	Date
_____	_____	_____
Advisor	Signature	Date

Acknowledgment

I would like to express my sincere gratitude to Professor Ameha Mekasha, my advisor, for his invaluable guidance, support, and mentorship.

I extend my heartfelt appreciation to the instructors of health science education for their valuable insights, input, and dedication to excellence in teaching and research. It has inspired and motivated me throughout this academic journey.

I also wish to acknowledge All Academic staff of Addis Ababa University, College of Health Sciences who took part in the study and a special gratitude to my colleagues from Department of Dentistry for their collaboration, assistance, and camaraderie.

Finally, I would like to express my profound gratitude to my fiancée Nina, Natu, family and friends for their support, understanding, and encouragement.

Thank you to everyone who has contributed to this research in any capacity. Your support and encouragement are deeply appreciated.

Table of Contents

Acknowledgment	I
List of Figures	III
Abstract	IV
Acronyms and abbreviations	V
CHAPTER ONE: INTRODUCTION	1
1.1. Background.....	1
1.2. Statement of the problem.....	2
1.3. Significance of the Study.....	5
CHAPTER TWO: LITERATURE REVIEW	6
2.1. Concepts and Variables.....	9
2.2. Conceptual Framework.....	11
CHAPTER THREE: RESEARCH QUESTIONS AND OBJECTIVES	12
3.1. Research questions.....	12
3.2. Objective.....	12
3.2.1. General Objective.....	12
3.2.2. Specific objectives:.....	12
CHAPTER FOUR: METHODOLOGY	13
4.1. Research Design.....	13
4.2. Study Area.....	13
4.3. Source Population.....	14
4.4. Study Population.....	14
4.5. Sampling.....	14
4.6. Data Collection Methods.....	14
4.6.1. Semi-Structured Interviews.....	14
4.6.2. Document Analysis.....	14
4.7. Data Analysis.....	15
4.8. Ethical considerations.....	15
CHAPTER FIVE: RESULTS	16
5.1. Demographic Information.....	17
5.2. Theme 1: Primary Motivating Factors.....	17
5.3. Theme 2: Hygienic factors.....	26
5.4. Theme 3: Key Priorities for Job retention.....	41
CHAPTER SIX: DISCUSSION	45
Strengths.....	52
Limitations.....	52
CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS	53
Conclusion.....	53
Recommendations.....	53
Dissemination of Results.....	55
References	56
Appendix	59

List of Figures

Figure 1: Conceptual Framework	11
Figure 2: Themes and Sub Themes	16
Figure 3: Demographic Data	17
Figure 4: Prioritization of Crucial Factors.....	42

Abstract

Background. *The motivation of academic staff is essential for retention and plays a key role in ensuring the quality of education and research within higher institutions. However, the specific factors influencing motivation and retention at Addis Ababa University's College of Health Sciences (CHS) remain under explored and require further investigation to enhance institutional performance and staff satisfaction.*

Purpose: *This study aims to explore primary motivators and hygiene factors influencing academic staff retention at CHS, using Herzberg's Two-Factor Theory as a framework.*

Method: *A qualitative approach was utilized, involving semi-structured in-depth interviews with staff at the College of Health Sciences (CHS). Thematic analysis was conducted to identify key factors that influence motivation, which in turn impact the retention of academic staff.*

Results: *The findings revealed that factors affecting motivation included opportunities for advancement, fair compensation and benefits, the nature of the work itself, positive interpersonal relationships, and job security. These elements were identified as crucial in maintaining staff motivation and ensuring long-term retention within the institution.*

Conclusion and Recommendations: *career advancement opportunities, with clear promotion criteria and mentorship programs; competitive compensation and benefits, improving the work environment through resource provision and research funding; fostering positive interpersonal relationships with team-building and conflict resolution mechanisms; and ensuring job security through clear, transparent policies is recommended.*

Key words: *Motivation, Retention, Job satisfaction, CHS*

Acronyms and abbreviations

Acronyms

AAU - Addis Ababa University

ANN - Artificial Neural Network

BLH- Black Lion Hospital

CED- Chief Executive Director

CHS - College of Health Sciences

SPSS - Statistical Package for the Social Sciences

Abbreviations

PA- Participant

PLS-SEM - Partial Least Squares Structural Equation Modeling

SD - Standard Deviation

CHAPTER ONE: INTRODUCTION

1.1. Background

Motivation and retention of academic staff in higher education institutions are important factors that influence organizational effectiveness and its sustainability. An institution's ability for retaining Academicians is very crucial for the institution's reputation and has a profound impact in teaching, research & service. Understanding the factors affecting Academicians' continued employment at AAU, CHS is of prior importance for addressing the challenges so that the solutions can be implemented for bettering the work environment and this in turn can promote productivity.

The interconnectedness between motivation and retention among academic staff across various institutional settings was explored by different researchers. One such study by Allen and Meyer (1), put forward the decisive role of organizational commitment in having an impact on employee motivation and retention. Their findings suggest that employees who are strongly committed to their organizations will have a better retention and contribute its goals. This notion of commitment as a key factor has been supported by subsequent research.(1)(2)

According to Herzberg in his dual factor theory, what he termed primary motivating factors are necessary in promoting satisfaction and intrinsic motivation whereas factors he regarded as hygienic are necessary for preventing employee dissatisfaction.(3)

In the higher education spectrum, key factors affecting motivation and retention have been uncovered by various studies. Kyndt.et.al 2011, for example explained the critical role of job-related elements like autonomy, diverse tasks and constructive feedback in shaping motivation and job satisfaction academicians. (4)

In Africa, there is a high medical migration towards countries that have more doctors than the countries from which the doctors migrate from. Doctors move for the sake of finding better paying jobs, career advancement, conducive work environment and generally better quality of life. (5)

High-quality care depends on addressing staff motivation issues through financial incentives, career development, and improved management (5). While recognition and infrastructure improvements significantly boost morale, financial incentives alone are insufficient. Motivational factors vary by context and may differ among healthcare workers, requiring further research. (6)

Employees in the health care sector are faced with a lot of challenges such as heavy workloads, workplace hazards, and occupational stress which will determine the quality of patient care and their organizational performance. Making sure that staffs' wellbeing is prioritized is crucial for overall health outcomes. (7)

Although these studies can provide valuable insights into the factors influencing motivation and retention among academic staff, there is a need for context specific studies that can address the unique challenges within college of health sciences, Addis Ababa University.

1.2. Statement of the problem

It is generally known that educators in almost all parts of the world face numerous problems and face many challenges in delivering quality education. This is particularly true in the African context in general and Ethiopia in particular where resources are scant. (8)

A life in Academia or a job as an academician is not a career path for those whose ambition is to live a comfortable life, especially in underdeveloped countries like Ethiopia.

However, it is relevant to demand that an Academician be granted a conducive work environment to be able to provide education of a higher caliber.

Academic medicine is based on three pillars which are research, teaching and clinical practice and the interrelationship between the three. (9)

Ethiopian higher education faces chronic underfunding and understaffing which affects the quality of education delivery and the curriculum being outdated and unable to meet current academic and professional demands. (8)

Because of the insufficient salaries, academicians tend to engage in additional jobs which will undermine their commitment to their primary institutions. This will result in less time for

research, scholarly activities and being less available to their students and colleagues which will have negative consequences to the overall academic environment. (10)

The College of Health Sciences (CHS) at Addis Ababa University (AAU) stands as a premier institution in the realm of professional health sciences education. Established in 2009/10 through the amalgamation of previously disparate health institutions, It represents a unified hub of excellence. Comprising four distinguished schools (The School of Medicine (SoM), The School of Pharmacy (SoP), The School of Public Health (SPH), and the School of Allied Health Sciences (SAHS), and a prominent teaching hospital, CHS embodies a commitment to comprehensive healthcare education.

With student population exceeding 5000, CHS has a vibrant learning environment responsible for producing future healthcare professionals. The college is supported by a team of more than 600 full time faculty members with the duties of nurturing the next generation of healthcare providers.

Medical academicians at AAU-CHS may encounter various challenges, which could have an impact on their teaching, research, and overall academic pursuits. Some of these challenges include:

Limited funding: There may not be adequate funding for research projects and new academic programs which will create difficulties to conduct high quality research and providing students with the required quality education. (11)

Infrastructure and Resources: inadequate laboratories, libraries, and teaching facilities, can be an obstacle in the delivery of quality education and research activities. The scope of research and teaching can also be limited by lack of access to up-to-date equipment and technology. (12)

Faculty Shortages: Shortages of qualified faculty members, particularly those with specialized expertise or advanced degrees, can strain academic programs and research initiatives This will exert work burdens on existing faculty and limit available perspectives to students. (13)

Retention and brain drain: Brain drain caused by Academicians' plight looking for better paying jobs can increase faculty shortages and reduce institutional expertise. (14)

Bureaucratic hurdles: Unnecessary administrative bureaucracy can have a determinantal effect on innovation and can hinder Academicians' academic pursuits. (15)

Teaching load and research expectations: Teaching load and research expectations: It could be demanding to balance teaching responsibilities with research expectations specially when academicians are burdened with heavy workloads. This can result in research publications lacking the required quality. (10)

Infrastructure challenges: The lack of reliable infrastructure can disrupt the teaching learning process and administrative activities. (16)

Publishing and recognition: Having limited access to international journals and the challenges involving the publication process can make it difficult to disseminate research findings and will undermine the recognition of faculty members in the global academic community. (17)

In a retrospective study conducted From September 1991 to August 2011 to assess the turnover rate of academic faculty at the CHS, it was reported that 120 faculty members t left, resulting in a 92.8% turnover rate. In the most recent five years, the turnover rate was 172%, 8.5 times higher than the first five years' rate (20%). The retention period was an average of 4.9 years. The high turnover rate indicates the need for urgent retention strategies. (14)

Data the researcher gathered from the Academic affairs records of the CHS reveal that in 2015 Ethiopian calendar, 34 Academic staff that is 12 lecturers (35.3%) ,16 Assistant professors (47.1%), 3 Associate professors (8.8%) and 3 professors (8.8%) terminated their employments with the reasons for termination being retirement (6 people or 17.6%), death (1 person or 2.9%), transfer (1 person or 2.9%), Self-willed (7 people or 20.6%) and undisclosed reasons (19 people or 55.9%).

Similarly, in 2016 Ethiopian calendar, the data shows that 36 Academic staff terminated their employments that is 8 lecturers (22.2%), 22 Assistant professors (61.1%), 4 Associate professors (11.1%) and 2 professors (5.6%) with the reasons being retirement (3 people or 8.3%), death (1 person or 2.8%), self- willed (23 people or 63.9%), undisclosed reasons (7 people or 19.4%) and not returning from their sabbatical leave (3 people or 8.3%).

The data shows a significant turnover of academic staff at CHS in both 2015 and 2016, with the assistant professors being the largest group leaving the college. The primary reasons for departure were self-willed resignations and undisclosed factors, while retirement and other reasons such as sabbatical non-return played a smaller role.

Understanding the different factors that influence motivation of academicians at CHS will enable targeted intervention measures at enhancing staff retention.

1.3. Significance of the Study

Significance of conducting a study on factors affecting motivation for retention at AAU, CHS helps discover the critical gaps between the existing research and for coming up with retention strategies that are context specific to the unique challenges of the college.

The significances of the study can be summarized as

Contextual relevance: The lack of studies on Ethiopian medical schools like AAU, CHS signifies the need for research to address the specific institutional challenges to capture the unique dynamics.

Targeted Interventions: Focused research at AAU, CHS helps develop retention strategies applicable to Ethiopian medical Academic setting.

Content specific strategies: developing retention strategies should put into consideration the academic, professional and personal factors affecting faculty.

Academic Improvement: A study on motivation and retention of Academic staff can help better the academic environment and contribute the institutions long term sustainability.

To summarize in short, conducting a study on factors affecting motivation for retention at AAU, CHS is relevant for developing context and content specific retention strategies and achieve sustainable academic environment.

CHAPTER TWO: LITERATURE REVIEW

There has been ambiguity in defining motivation, with key thinkers not able to agree due to lack of clarity. Littman (1958) suggests that there is no consensus on what motivation is. This sentiment was also agreed by Brown (1961) stating the contradictions surrounding the concept of motivation. According to him, there is a no common agreement on the origin, nature and its role in behavior which demonstrates the continuing exploration of motivation. (18)

Ryan &Deci in their study analyzed intrinsic and extrinsic motivations and they provided definitions and theoretical framework. By doing so, they described how these concepts are able to explain human behavior specially in educational context.(19)

Intrinsic motivation – refers to pursuing an activity for its intrinsic satisfaction and individuals that are inherently motivated find personal fulfilment and pleasure from the task itself and not attributed to external rewards. (19)

Extrinsic Motivation- refers to engaging in an activity with the purpose of receiving an external reward such as money, or grades. External motivators are external to the activity and are usually associated with incentives or consequences that are imposed by others.(19)

According to Arora, an academicians happiness is influenced by more than just job satisfaction and student feedback; external factors such as government policies, pay systems, and organizational hierarchies also play crucial roles. (20)

The theory of triadic reciprocity explains that human behavior is influenced by the ongoing interaction of three main factors namely behavior, the environment, and personal traits like thoughts and emotions. (21)

The interconnectedness between these factors constantly affects how people act and function. Both internal motivations (like personal satisfaction) and external motivations (like rewards) are seen as powerful drivers of behavior. When motivation is well-matched to individual needs, it strengthens confidence in one's abilities, improves job satisfaction, and helps organizations work more effectively. (21)

Due to the poor salaries and the competitive job markets in the Economics department of The University of Ghana, many staff members have left their academic positions to pursue better paying jobs and because of that, there is shortage of senior staff and junior staff will also most likely leave. However, most academicians remain committed to their professions unless the conditions get more intolerable. Even successful institutions like The University of Botswana face recruitment challenges. (12)

Designating decision making authority to academic units boosts innovation. Academicians although dissatisfied with their salaries, prioritize benefits such as healthcare, housing loans and pensions over a higher pay. Class rooms that are overcrowded increase workloads and negatively impact health. Facility issues are being addressed by institutions to improve resources. (12)

A study done on Malaysian private higher educational institutions to examine the influence of intrinsic and extrinsic motivational factors on job satisfaction and performance disclosed that academicians face excessive workloads and stress. The research collected cross-sectional data from 343 randomly selected academicians and analyzed it using partial least square structural equation modeling (PLS-SEM) and artificial neural network (ANN) techniques. (22)

The major findings of the study revealed that financial rewards, promotion, performance appraisal, classroom environment, and code of conduct significantly contribute to job satisfaction. Whereas, autonomy, self-efficacy, and the code of conduct strongly impact job performance. It was also perceived that self-efficacy has a moderating role in the relationship between job satisfaction and performance. The ANN analysis points out that the three primary factors having an influence on job satisfaction are financial rewards, performance appraisal and code of contact while factors driving job performance were identified as self-efficacy, performance appraisal and code of conduct. A balanced motivational strategy to enhance both satisfaction and performance among academicians was emphasized by the study. (22)

A study conducted in public hospitals in Poland, revealed that medical doctors' job satisfaction is predominantly influenced by the nature of their work, the professional esteem they receive from peers and society, and the level of autonomy they experience. On the contrary, concerns about income stability, job security and not being adequately recognized caused dissatisfaction. These findings demonstrate the complex interplay between factors contributing to intrinsic fulfilment and extrinsic factors that prevent dissatisfaction. (23)

In a cross sectional, descriptive study examining the effects of workplace environments on retention in southern Nigeria, researchers found that unfavorable working conditions significantly affected job satisfaction among academicians. The research participants were frustrated over inadequate resources, such as poorly maintained classrooms, insufficient ventilation, and shared workspaces. (11)

In addition to that, staff motivation and retention were undermined by an unhealthy organizational climate, an unfair allocation of research grants, and a lack of morale boosting rewards or constructive feedback. The study highlighted the very important role of a supportive work environment in enhancing job satisfaction and retention.(11)

In 2016 research conducted at Africa University in Zimbabwe, it was found that academic staff had poor motivation mostly owing to insufficient remuneration, limited prospects for professional growth, not being included in decision-making processes, and a lack of academic freedom. Because of these factors and due to lack of cooperation and limited autonomy which suppressed individual development, it was reported that the overall job performance and retention of academic staff was negatively affected. (24)

A descriptive survey using a quantitative research approach involving 319 academic staff from both public and private universities in Addis Ababa, found differing levels of job satisfaction among academic employees. While the nature of their work was viewed positively by academicians in both settings, dissatisfaction was reported in other areas. Academic staff at private universities were satisfied with their salaries and supervision, whereas their counterparts at public universities expressed greater satisfaction with job security. The study revealed the different challenges faced by academic employees based on their employment sector. (25)

A total of 380 active academic staff members were selected from three prominent Ethiopian public universities for a study to identify determinants of academic staff retention by employing a mix of descriptive statistics, factor analysis and multiple regression techniques. Additionally, unstructured interviews were conducted with 15 lecturers who had left their positions. The findings reveal that faculty members' willingness to remain at their institutions largely depends on the leadership's ability to create an inclusive environment, competitive and equitable reward systems, diverse benefit packages, fair human resource policies, and the appeal of the cities or towns where these institutions are situated. (15)

2.1. Concepts and Variables

There are a few concepts that are discussed throughout this study. The definition and conceptualization of these concepts and variables is core to the nature and essence of research to be done. Hence, it is important to provide a working definition of each of these concepts and variables in how they will be used in the research.

Motivation

There are several theories of motivation. They differ on whether one emphasizes natural processes (i.e., drives, needs, desires) or some kind of rationality (instrumentality, meaningfulness, or self-identity). Other theories differ on whether one emphasizes the contents i.e., “what” motivates or the process i.e., “how” to motivate.

Systematically, motivation theories have been classified following on their basis on needs, cognitive processes, behavioral patterns and job characteristics. (24)

According to Maslow’s hierarchy of needs, employees have five levels of needs. These are physiological, safety/security, social, esteem, and self-actualization. Maslow proposes that individuals attempt to meet these needs in a hierarchical manner. (26)

Maslow's theory, however, has been critiqued for its shortcomings, particularly by Gilligan, who argues that it is centered on men and emphasizes individualism. According to Gilligan, developmental theories should include a "care perspective" and emphasize ethical decision-making while taking into account the needs of others. This approach incorporates a more inclusive, communal vision of morality and human development, shifting the emphasis away from self-fulfillment and toward relational dynamics, filling gaps in Maslow's theory. (27)

However, Maslow’s theory is relevant for teachers especially those in conflict-prone regions where attaining basic needs like food, shelter and security is a reality. Without addressing these fundamental necessities, achieving optimal teacher performance becomes impossible, as highlighted by Bennell & Akyeampong. (13)

Another cognitive theory of motivation is the social cognitive theory, which was proposed by Bandura. This theory states that individuals observe a model performing a behavior and the resulting consequences. They then imitate the model they are influenced by and that will influence their future behavior. (21)

The fundamental premise of this theory is that individuals learn through imitation. Whether a behavior is imitated depends on whether the model receives positive or negative consequences for their actions. People are more likely inclined to try to imitate behaviors of individuals they held in high regards. This theory signifies the importance of role models in shaping human behavior across different social and educational settings.(21)

Herzberg came up with the two-factor theory, also known as the "motivation-hygiene" or the "dual-factor" theory. According to this theory, certain elements in the workplace would influence motivation, while other elements would have an effect on dissatisfaction. He argued that what he regards as "hygiene factors" such as pay, job security, status, working conditions, fringe benefits, job policies, and relations with co-workers, can prevent employee dissatisfaction but are not sufficient to create satisfaction on their own. (3)

On the other hand, elements he identified as "primary motivation factors" such as challenge, the nature of the work itself, responsibility, recognition, advancement, intrinsic interest, autonomy, and opportunities for creativity, have the potential to enhance motivation and satisfaction among employees, provided that minimum levels of hygiene factors are met. (3)

Herzberg's two factor theory will be used as a theoretical model for this research.

2.2. Conceptual Framework

Herzberg identifies key motivating factors, including opportunities for advancement, the intrinsic nature of the work, potential for personal growth, responsibility, recognition, autonomy, and achievement. In contrast, hygiene factors encompass salary, administrative policies, supervision, and interpersonal relationships. The researcher has categorized these elements into four primary motivating factors and four hygiene factors, believing that their interconnectedness will facilitate effective data collection.

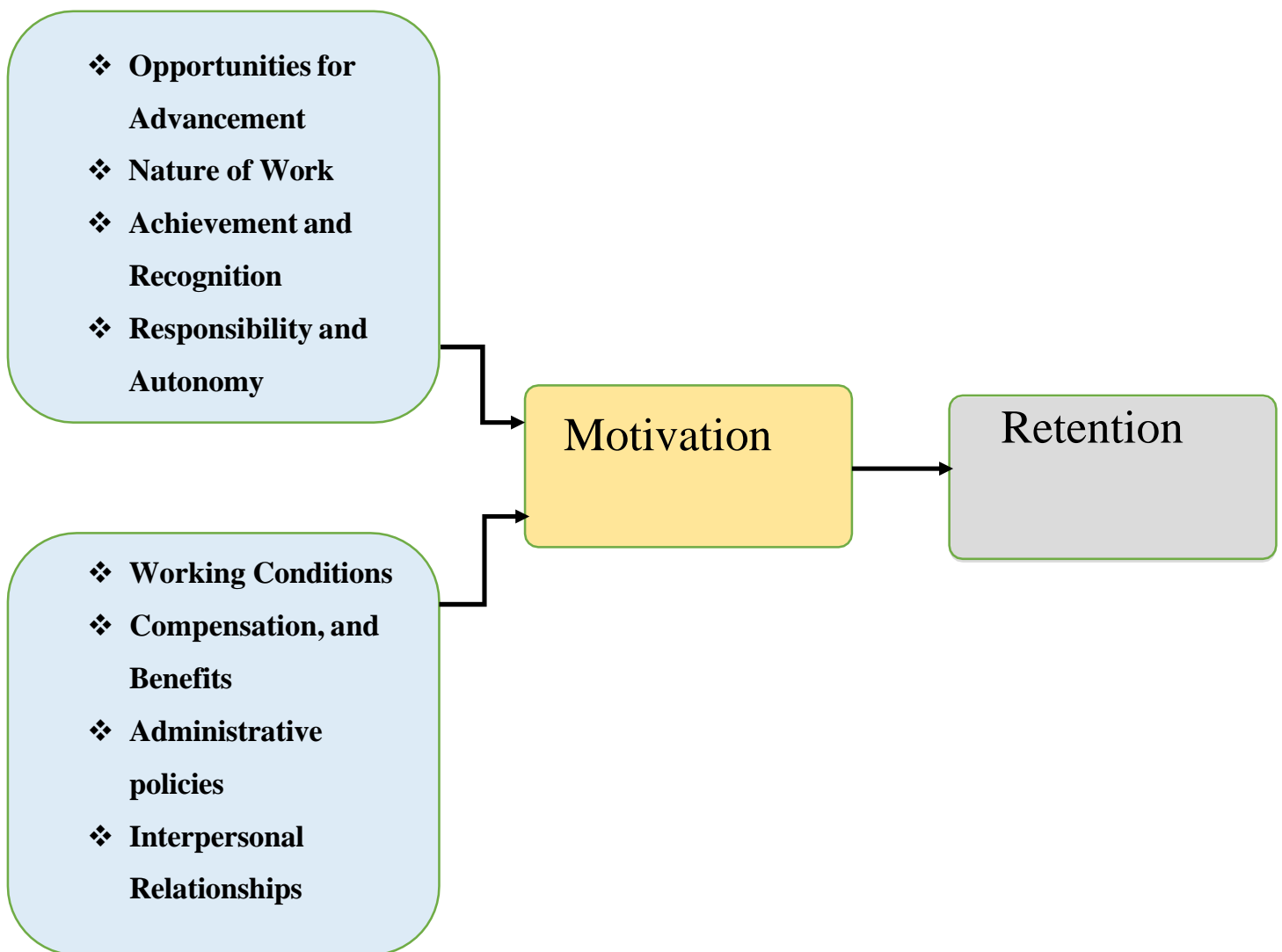


Figure 1: *Conceptual Framework*

CHAPTER THREE: RESEARCH QUESTIONS AND OBJECTIVES

3.1. Research questions

1. Using Herzberg's theory, what are the primary motivator factors influencing academic staffs' retention at Addis Ababa University's College of Health Sciences (CHS)?
2. What hygiene factors are impacting the motivation and retention of Academicians at CHS?
3. What are the key motivational factors influencing retention in the context of CHS?

3.2. Objective

3.2.1. General Objective

- ◆ To investigate in depth the factors influencing the academic staff motivation for retention at Addis Ababa University, College of Health Sciences.

3.2.2. Specific objectives:

- ❖ To identify the primary motivator factors influencing academic staff members' decision to continue their employment at Addis Ababa University's College of Health Sciences (CHS).
- ❖ Evaluate the influence of hygiene factors on academic staff members' motivation to remain employed at CHS.
- ❖ Prioritize the relative influence of hygienic factors on staff retention compared to intrinsic motivator factors.

CHAPTER FOUR: METHODOLOGY

Using Herzberg's Two-Factor Theory as a framework, motivation and factors affecting it can be defined as follows:

1. Motivation; is the internal drive that enables a person to achieve personal or organizational goals. According to Herzberg, it signifies the elements that promote performance and job satisfaction. Examples of these include intrinsic features of the job, such as the nature of the work, recognition, possibilities for progress, accountability, and personal development. Motivation is attributed to a sense of accomplishment, excitement, and dedication to work or goals.

2. Factors influencing motivation: Herzberg classifies factors affecting motivation as primary motivating factors and hygienic factors. Hygienic factors are workplace circumstances that can prevent employee dissatisfaction or be a cause of it in their absence. These include compensation, job security, physical working conditions, and relationships with coworkers, and administrative policies.

Motivation factors are intrinsic to the job itself and enhancing them is believed to increase job satisfaction and performance on the other hand, improving hygienic factors alone is not sufficient to motivate employees although dissatisfaction can be avoided.

4.1. Research Design

To critically explore the specified research questions and objectives, a qualitative methodology using semi structured interview was applied for this study. Qualitative methods were preferred because it allows the researcher to deeply analyze the experiences, perceptions and thoughts of academicians at AAU, CHS, which aligns with the research objective of understanding motivator and hygienic factors impacting motivation and retention.

4.2. Study Area

The study area of the research encompasses AAU, CHS situated within the administrative region of Addis Ababa, Ethiopia. It was established during the academic year 2009/10 through the amalgamation of various health-focused institutions. It consists of five distinct schools along with a teaching hospital. These schools comprise the School of Medicine (SoM) with 23 departments, the School of Pharmacy (SoP) with 3 departments, the School of Public Health

(SPH) with 5 departments, the school of Nursing and Midwifery with 4 departments and the School of Allied Health Sciences (SAHS) with 1 department.

4.3. Source Population

The source population includes 738 academic staff members employed across the five schools within the College of Health Sciences (CHS).

4.4. Study Population

All the participants consisted of academic staff members currently employed in a permanent position at CHS.

4.5. Sampling

A purposive sampling technique was used to select participants able to provide rich insights into the research questions. The sample included both sexes and academic staff across different ranks for diverse perspectives. The sample size was determined based on data saturation, where new insights ceased to emerge from additional interviews.

4.6. Data Collection Methods

4.6.1. Semi-Structured Interviews

In-depth, semi-structured interviews were conducted with academic staff members. The interviews were designed to explore their experiences, perceptions, and motivations related to motivator factors (e.g., achievement, recognition), and hygiene factors (e.g., working condition Salary, job security) based on Herzberg's dual factor theory (Herzberg, 1959). The interview guide was developed based on the theory, research questions and objectives. Each interview lasted an average of 45 minutes.

4.6.2. Document Analysis

Relevant documents such as staff surveys and reports were also analyzed to provide additional context and insights into the factors influencing motivation and staff retention.

4.7. Data Analysis

The interview guide was initially written in English, but it was converted into Amharic to enable participants to express themselves freely without worrying about language limitations. The interviews were recorded, transcribed, and translated into English by the lead investigator. In doing so, care was taken to make sure the English transcripts accurately represented the original Amharic material. Following transcription, the data was systematically coded, categorized, and analyzed using deductive thematic analysis, which was based on predefined themes derived from Herzberg's theory and the framework established by the principal investigator while preserving the integrity of the original responses throughout the process.

4.8. Ethical considerations

Ethical clearance for the study was obtained from the Health Sciences Education Center by the mandate given by Institutional Review Board of The College of Health Sciences Research Ethics Committee at the College of Health Sciences, Addis Ababa University. Before each interview, explicit consent was acquired from all academic staff members. Participants were told that their information would be kept confidential and used solely for research purposes, and that any recorded voice data would be permanently deleted once the study was over.

CHAPTER FIVE: RESULTS

The themes observed were arranged into three major groups namely primary motivating factors, hygienic factors and key priorities for job retention. Using deductive thematic Analysis from Herzberg's theory and the conceptual framework set for the study. Four sub-themes each were developed for the first two themes, and two sub-themes for the third. From the themes and sub themes, codes and subcodes were developed. The detailed discussion of these themes, sub themes and categories follow.

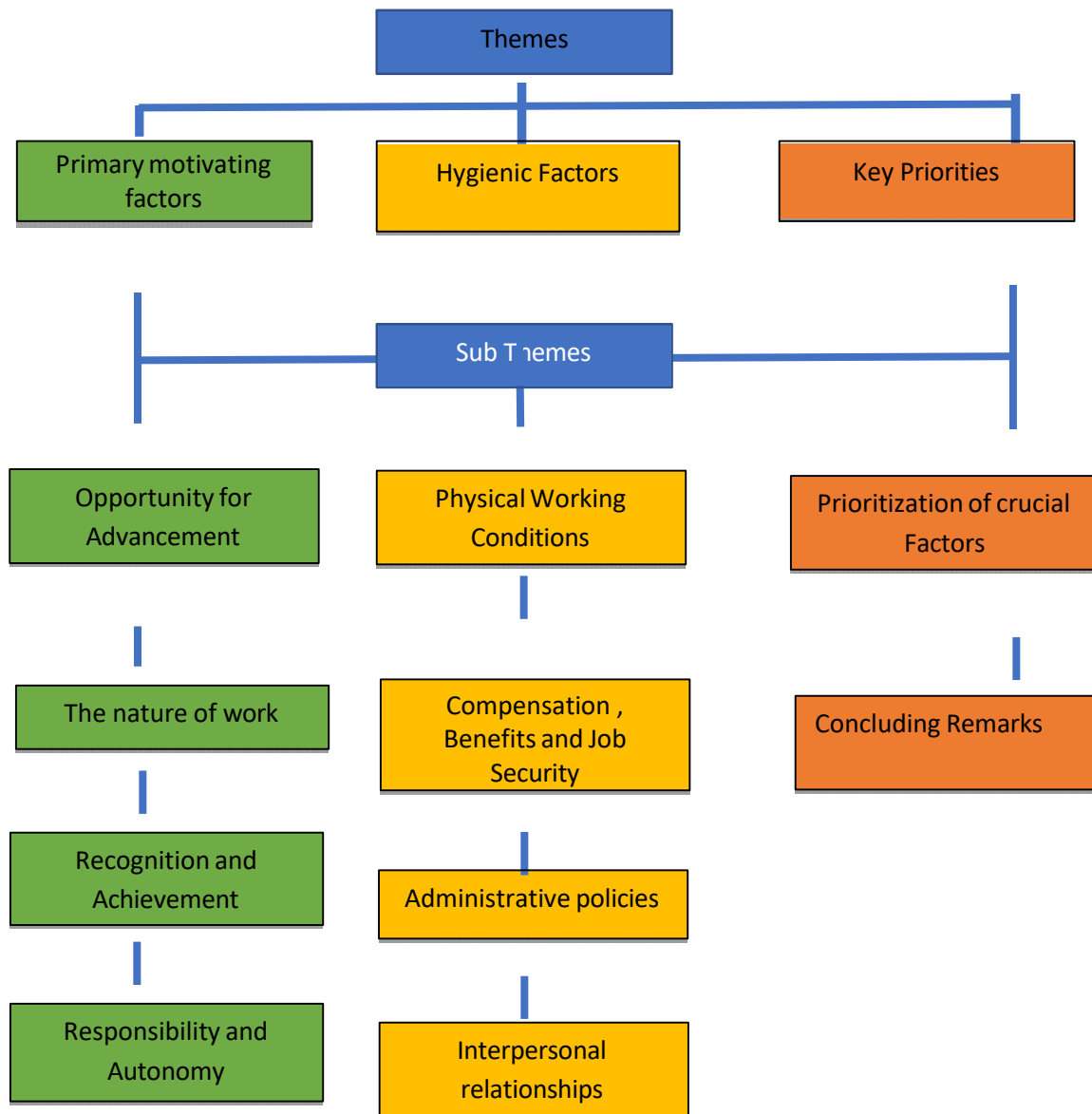


Figure 2: Themes and Sub Themes

5.1. Demographic Information

The study involved 14 permanent academic staff members from nine departments, including Dentistry, Radiology, Physiology, Internal Medicine, Surgery, Nursing, Microbiology, Neurology and Pharmacy. The participants consisted of 8 males and 6 females, with academic ranks of 8 Lecturers, 5 Assistant Professors, and 1 Associate Professor. Their ages ranged from 29 to 55 years, and their experience in academic roles varied between 5 to 25 years.

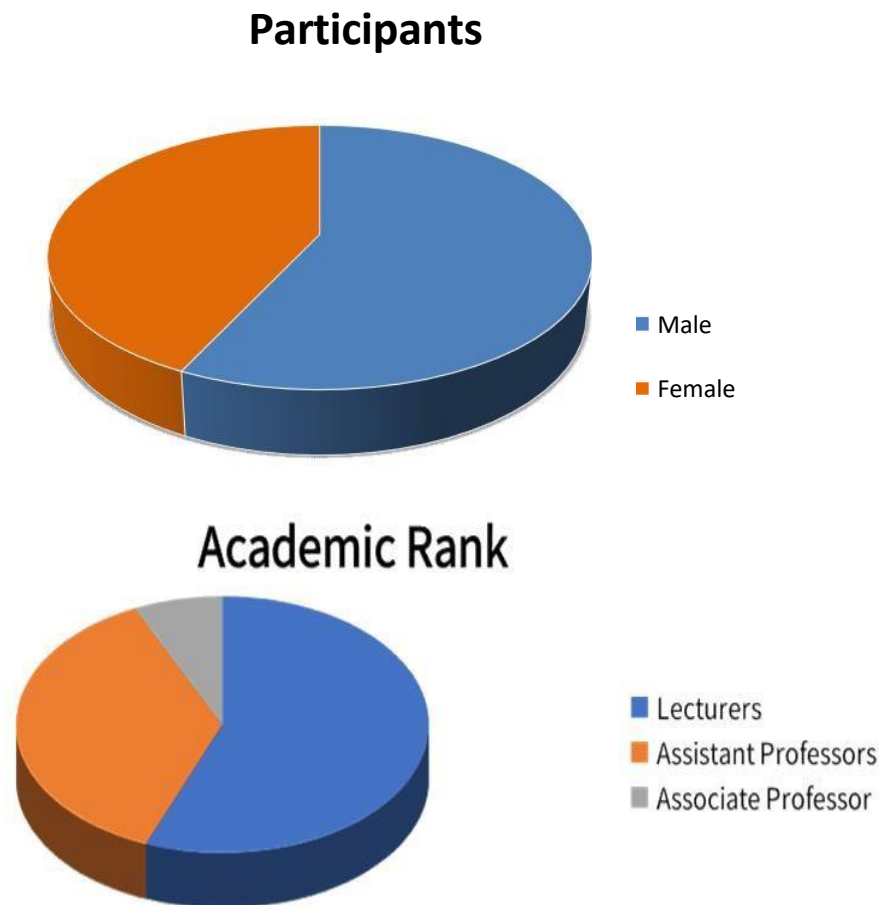


Figure 3: Demographic Data

5.2. Theme 1: Primary Motivating Factors

This theme discusses the elements of a job that can enhance motivation and job satisfaction. These factors boost the intrinsic drives of an employee to find meaning in their work, to have a sense of fulfilment and by doing so, they contribute to long term organizational commitment and retention.

Under this theme, four subthemes were developed, namely career advancement opportunities, the nature of work, recognition and achievement and Autonomy and responsibility.

Subtheme 1.1 Career advancement opportunities

In Herzberg's view, opportunities for advancement encompass the potential for employees to enhance their professional careers within an organization.

When asked about career advancement at CHS, most participants expressed that such opportunities are limited and usually dependent on a person's maximum efforts and varies between departments.

"I believe career development opportunities are the most important motivator factor for an Academic staff to remain on the job. My department is among the few departments of AAU that do not have a master's degree program. It has been this way for many years. It was first a diploma program but about 15 years ago, the degree program was adopted and I have heard how big of a fight it took to even start the degree program. We try diligently to advance our career but there is no hope to this day." (PA 11)

"There really aren't many learning opportunities in our department. If you want to advance your career, you really have to push hard and your opportunities depend on how hard you try to achieve it personally. So, there I no system set in place for career advancement." (PA 10)

"We can say that there is almost no opportunity for advancement in our department. There is only one postgraduate program available. We did try to open new programs but no success so far."(PA 1)

One of the participants differed in opinion and stated that there are opportunities for advancement.

"I personally passed through different levels of education to get to where I am today. I first graduated in nursing, then I studied to be a dental therapist for two years, followed by my bachelor's degree in dental sciences for three years, my doctor of dental surgery degree and

finally, I did my masters in health science education. Therefore, I had the opportunities to advance my career in the different stages of my life.” (PA 4)

Another participant stressed that opportunities for advancement are dependent on personal efforts.

"I believe personal efforts play a big role in advancing career within the system. If you take me as an example, I started my education from a diploma level and I have advanced through the years and now have done my PhD "(PA 3)

When participants were questioned how important career advancement is on overall job satisfaction and commitment to work, the majority emphasized its importance, considering it a crucial factor influencing their decision to remain in or leave their current positions.

“It is a major factor for motivation. Even the lack of prospects after advancement is worrying. There are no clear systems for promotion following the professional ladder. I fear that most of Academic staff of the college are frustrated with this and most will leave if they are presented with better alternative jobs. “(PA 9)

“Career advancement directly affects my overall job satisfaction and commitment to work. Without the ability to specialize the chances of obtaining different opportunities decrease and knowledge retention also suffers. This in turn affects the enthusiasm for acquiring new knowledge.” (PA 2)

“It is directly related to job satisfaction. Academicians stay on their jobs with the hopes of advancing their education and their careers.”(PA 3)

When asked if the lack of career advancement opportunities had personally affected them or their colleagues, nearly all participants confirmed knowing coworkers who left academia due to this issue. Many admitted that they too have considered leaving if conditions don't improve, highlighting the significant impact this factor has on retention.

“Because of lack of future prospects, many have quit their jobs. For example, I have friends who have left the country and pursuing different disciplines just for the sake of finding a better life.

Imagine how hard it is to start a new career from the scratch but they are doing it because they lost hope here.” (PA 9)

“At least two of my colleagues have left work and after taking the USMLE exam, they have gone to the US. When career advancement is halted, what it does is it makes you give your very bare minimum to your job because motivation would be lacking. “(PA 5)

“I know about seven fellow faculty members who have terminated their work at CHS due to lack of career advancement opportunities. Even myself, although I haven’t decided yet is contemplating to quit my job. Not only me but other friends of mine are also undecided about staying in the job. “(PA 7)

Sub theme 1.2 Nature of Work

According to Herzberg, the "nature of work" refers to the inherent tasks and responsibilities within an employee's role. When employees find their work meaningful and satisfying, it becomes a significant factor in their motivation, as they derive fulfillment from accomplishing their tasks and making contributions that align with their skills and values.

The participants were asked what they enjoyed most about their roles, and they highlighted their passion for teaching, conducting research, and delivering patient care. They expressed that these core aspects of their work as clinical academicians are what drew them to the profession and continue to be sources of personal satisfaction in their daily responsibilities.

“For me, it’s the service delivery that really gives me overall job satisfaction. Relieving patients of their pain and seeing them filled with gratitude is very gratifying for me. That’s why I love the field of dentistry. As an Academician, treating patients and empowering others (my students) to be well-rounded professionals is the aspect of my job I truly love.”(PA 1)

“For me, it’s the relationship I have with my students. For example, I teach how to operate the MRI and when I see my students grasping what I teach and see them practicing it gives me a sense of joy. The notion that I am actually shaping a generation has a profound satisfaction.”(PA 8)

“For me it’s my students and my students only. ...when I see my students with similar passions as I once had, it compels me to stay and to do my best to help them. ... The reflection of my old self in my students empowers me to go on for their sake.” (PA 11)

“As an Academician, I spend most of my time teaching and engaging in researches. This is what has kept me here. I could have gone to other better paying jobs but I chose to stay because I see how my efforts benefit my students and seeing how the research, we do have a profound effect on the society.” (PA 9)

When inquired about the factors that either motivate or discourage them in their work, the academicians identified the lack of essential equipment and resources as their most significant challenge. This deficiency hinders their job satisfaction and makes it difficult for them to be fully motivated in their roles, as they are unable to perform their tasks effectively without proper support.

"It demotivates us that we couldn't find the materials that we need and also we are accepting patients not based with consideration of the materials supplied which usually creates conflict between the staff and patients. The shortage of materials demotivates me every single day” (PA 2)

“There are challenges with work that could be demotivating. One such problem is having inadequate budget for resources we need in the lab. Our labs aren't equipped with the equipment and consumable materials we need to be productive in our work.”(PA 3)

“...The main challenge is the lack of essential resources. Compared to private institutions, the time it will take you to diagnose and treat one patient which you can do in two to three days will take you at least three weeks in our set up here because we don't have the needed resources for diagnosis and results aren't forwarded in a short time.” (PA 5)

Sub Theme 1.3: Recognition and Achievement

According to Herzberg, recognition is the acknowledgment or appreciation of accomplishments such as effectively performing duties or contributing to corporate goals. It meets an employee's desire for praise and affirmation, making them feel valuable.

Achievement emphasizes the sense of accomplishment that comes from accomplishing or exceeding goals. It includes the personal fulfillment employees experience when they successfully complete challenging tasks or projects.

The participants were asked whether College of Health Sciences recognize and celebrate the achievements of its academic staff and they had mixed responses. Many felt that there are encouraging measures on a college level to recognize hard working staff but felt that such measures were deficient on a department level whereas some stated that no such culture of recognizing staff's achievement exists whether on a college or a department level.

“The College of Health Sciences doesn't regularly celebrate or recognize academic achievements. Recognition is mostly informal, which can feel demotivating.” (PA 12)

“Forget about awards, there is not even a system to give recognition verbally when you do a good job. I personally haven't encountered myself or any of my colleagues being celebrated for their good work.” (PA 7)

“I have seen some measures by the college to honor very long-serving Academicians. I don't know if it's new but they are currently giving recognition to well-deserved staff members and they are using media like Facebook as a tool to publicly acknowledge these great individuals which I think is a very good initiative. However, in a department level, such culture is lacking and that is very demotivating. I have actually been raising this issue with my department for the last 4 months.”(PA 8)

“The College of Health Sciences makes some effort to recognize achievements, but this is inconsistent, particularly in the Department of Surgery” (PA 13)

Some of the participants also noted that although there are encouraging signs from the college to give recognition to dedicated Academicians, it usually comes late when they are close to retirement or had already retired.

“On a college level, I have seen new initiatives to recognize hard working and dedicated Academicians after their long years of service. Sadly though, most of these acknowledgments are being given when they are close to retirement or have already retired.” (PA 5)

“In terms of recognition on a college level, about 3 to 4 years ago, the college started acknowledging long serving remarkable Academic staff that have retired or almost retired.” (PA 9)

The respondents were questioned to recall instances where recognition, or the lack thereof, affected their motivation. Some participants reflected on moments when they felt encouraged by recognition given to them or their colleagues, which boosted their motivation. In contrast, others recalled times when they felt demotivated due to the absence of any acknowledgment for their efforts.

“For example, I myself was given a certificate for serving 15 years when BLH celebrated its 50th Anniversary. I was delighted and motivated to have been given that recognition. I also remember when a few colleagues of mine received recognition for their good work and their pictures were posted, and they were very happy because of it.”(PA 1)

“I have colleagues of mine who have felt demotivated because they were not getting the recognition for their efforts and because of that, they have developed an indifferent spirit. Lack of recognition surely negatively affects those that are determined to work hard.” (PA 6)

Yes, I have a personal experience to state as an example. When our students start their clinical attachment, I recommended that we should follow them intently and give immediate feedback. So, I created a telegram group and instructed my students to submit their assignments and logbooks everyday... However, no one from my department knowing what I was doing acknowledged my efforts... eventually, I said to myself why should I bother and stopped. (PA 11)

We asked participants how they prefer to be recognized for their achievements, and their responses varied widely. Some expressed a preference for public acknowledgments, while others favored tangible incentives. A few participants suggested a combination of awards and public recognition, while others proposed it should be given in stages starting from simpler forms, such as certificates or awards and as high as public acknowledgment. These diverse perspectives highlight the importance of personalized approaches to recognition.

“I would appreciate recognition through formal channels, such as research awards or public acknowledgment at university events. These forms of recognition provide validation and encourage continued excellence.” (PA 14)

“As a department, I think giving out certificates and acknowledgment from the administration would be sufficient” (PA 5)

"I prefer public acknowledgment because valuing what you did and saying thank you, we already know what you are doing is good and makes a difference." (PA 2)

“I personally believe that the recognition should be financial considering how life has become difficult these days.” (PA 11)

“For those Academicians whose contribution is huge, I think the acknowledgment should be on a public scale. On a department level, simpler recognitions may suffice” (PA 9)

Sub theme 1.4 Responsibility and Autonomy

According to Herzberg, Responsibility refers to the degree of ownership and accountability an employee has over their work. When individuals are entrusted with important tasks and given more responsibility, they often feel a greater sense of purpose and fulfillment.

Autonomy is the level of freedom and independence employees have in making decisions related to their work. The more autonomy they are given, the more motivated they become, as it allows them to use their skills, creativity, and judgment.

All participants strongly agreed that academic staff should be granted both responsibility and the autonomy to execute their tasks without undue interference. They emphasized that this sense of ownership fosters greater engagement and significantly enhances work motivation, as individuals feel more accountable and empowered in their roles.

Having a high level of responsibility and autonomy is a strong motivator for me. In surgery, decision-making is critical, and I value the trust placed in me to manage complex cases independently. (PA 13)

Being able to make decisions regarding patient care and academic matters without excessive oversight empowers me and enhances my sense of ownership. (PA 12)

"It absolutely does weigh on motivation when there is responsibility afforded to staff."(PA 4)

"I believe Autonomy is very crucial for motivation. When Autonomy is not respected, it makes us do only the bare minimum. When Autonomy is respected, you will use all the resources you need to meet your responsibilities."(PA 8)

We inquired whether there had been any instances where the lack of responsibility or limited autonomy in their roles had adversely affected the academicians' motivation or performance and most participants share a similar stance that at CHS, responsibility is usually given without or with limited autonomy.

"They give you the responsibility but they don't give you the autonomy that comes with it. You feel like you are just a symbol and don't get to exercise authority. ... If you don't get to exercise the authority bestowed on you, it affects your decision making and make you indifferent. It even affects your confidence."(PA 6)

"There was a time I felt demotivated because I was given a clinical responsibility, but when we were unable to treat our patients, the administration insisted we get it done. ...Such incidents without giving the Autonomy and the resources needed to meet the responsibilities is frustrating."(PA 1)

"Limited autonomy hinders departments from being effective because of delayed decision making."(PA 3)

When asked about potential changes to enhance responsibility and autonomy at CHS, all participants agreed that responsibilities should be coupled with the appropriate level of autonomy, free from unnecessary interference. However, they unanimously stressed the importance of establishing a robust monitoring and evaluation system before granting autonomy. They emphasized that this balance between freedom and accountability is essential for ensuring optimal performance and effective results.

“Personally, I wish we get full Autonomy to be able to provide better services both academically and clinically. ... I recommend giving Autonomy to departments without interference but a system should be established for monitoring and evaluation first. A flexible management would create a smooth work environment.” (PA 5)

“I believe in a system of check and balance but intervention is not the same. When there is a system of monitoring and evaluation, it encourages and motivates the Academician to do better.” (PA 7)

“When responsibilities are micromanaged, it can reduce my motivation. I would prefer a system that allows more autonomy for academic staff, especially in research and curriculum development.” (PA 12)

One participant highlighted that before the college expects academic staff to meet their responsibilities, it is essential that their rights are respected first.

“My recommendation is that the college should honor the rights of its Academic staff first. Then it should demand responsibilities to be met by placing rules and regulations but with no interference...” (PA 11)

Another participant suggested financial independence as a solution.

“I believe that the department should be allowed to be financially independent to be able to exercise its responsibilities with Autonomy.” (PA 4)

5.3. Theme 2: Hygienic factors

In Herzberg's Two-Factor Theory, **hygienic factors** refer to external conditions or aspects of a job that prevent dissatisfaction but do not necessarily lead to job satisfaction. While hygienic factors do not inherently motivate employees, their absence can cause dissatisfaction.

Sub Theme 2.1: Physical Working Conditions

Physical working conditions refer to the tangible aspects of the work environment that affect employees' comfort and ability to perform their tasks. If the physical work environment is poor, it can lead to frustration and reduced productivity.

The interviewees were prompted to identify any specific elements of their working conditions that significantly influence their motivation at work. They expressed various concerns regarding their physical work environments, highlighting issues such as insufficient office space for staff, unclean office conditions, a lack of basic office supplies, and inadequate access to technological tools like personal laptops. Additionally, they mentioned recurring electricity problems that further hindered their productivity.

“Our office is in such a poor state that even entering it to take stuff out is depressing let alone to sit there to study. It’s an office that was locked for decades and was given to us due to lack of available space.” (PA 11)

“Our office has gotten old and even lets rain water inside because the ceiling is worn out. How can one be comfortable to work in such an office?”(PA 10)

“We have shortages of basic office materials like printing paper, necessary teaching tools like laptops to instructors are scarce and so on.” (PA 3)

Some participants, particularly from the dentistry department, highlighted the issue of poorly maintained dental chairs and units, while others from the pharmacy and microbiology departments pointed to the lack of modern, well-equipped laboratories as significant concerns affecting their work environment.

“Dentistry requires the right set up. When there is no well-equipped clinical setup, shortage of assistants, and work overload ... it will affect motivation negatively. ...The uncomfortable positioning of the dental units for a physician to work has personally resulted in a severe back condition for me which has impaired me from pursuing my postgraduate residency in maxillofacial surgery” (PA 6)

“We need working dental units that we can operate our handpieces we use for drilling but only one chair (unit) out of the four we have is functional which means we can only operate on about two patients a day.” (PA 2)

“We lack access to modern laboratory equipment, which is critical for advancing pharmacological research.” (PA 14)

“Our laboratory is not well equipped; we have problems of disposing waste materials specially in our line of work where there is exposure to blood and other contaminants.” (PA 3)

The hospital being overcrowded and uncomfortable for both the physicians and the patients was also mentioned as a challenge.

“When you assess the hospital, it is very congested, the seating areas are very crowded and it is so uncomfortable for the patients due to the fact that they have to wait long hours to see us.” (PA 5)

Logistical issues such as inadequate classrooms and transportation was also raised as an issue that needs solving.

“...to give classes at the Seferes selam campus, there is not adequate transportation to and from campus.” (PA 9)

“One problem we have is logistics. For example, we give classes at Seferes selam campus but my home is around Ayat 49 which is very far. The transportation to the campus leaves early morning from Black Lion and I can't make it in time to use it.” (PA 8)

“...there might be three classes to three different batches scheduled at the same time but we only have two classes. That compels you to reschedule your session which affects your daily work routine.” (PA 7)

The participants were requested to share their views on the necessary corrective measures to address the issues they face, as well as who should be responsible for implementing these solutions. All participants unanimously agreed that the administration should take responsibility for resolving these physical challenges in the workplace.

“To address these issues, the university needs to invest in upgrading surgical equipment and improving the overall infrastructure of the department. These changes should be a priority for the administration.” (PA 13)

"I think these physical challenges are the responsibilities of the administration to correct. For example, The CED and the dean should pay attention to the needs of the staff and work towards meeting those needs."(PA 10)

As much as possible, consideration should be given to address the physical work environment and that is the duty of the Administration. Partnering with affiliated institutions who are willing to help with such causes could be an alternative. (PA 5)

Some participants also suggested that measures should be started at a departmental level and should be enforced by the college administration.

“The immediate responsibility to these corrective measures lies in the department and then on a college level.”(PA 6)

“There should also be initiatives by departments to come up with other alternatives like finding partners and stakeholders to address such related issues like we have done in our department.” (PA 9)

Allocating sufficient budgets to departments, allowing them to address and resolve their own issues as an effective solution was also forwarded.

“Departments need to be allocated with adequate budget to be able to fulfil their duties.” (PA 3)

Sub Theme 2.2: Compensation, Benefits and job security

In Herzberg's Two-Factor Theory, **Compensation** refers to the salary or wages an employee receives.

Benefits include non-monetary perks such as health insurance, housing, extra salary incentives, retirement plans, and paid leave.

Job Security: The assurance of stable employment is crucial in preventing anxiety and dissatisfaction. Employees who feel secure in their positions are less likely to feel demotivated.

The participants were asked whether they had ever felt that their compensation was insufficient given their workload and responsibilities. In response, most of them laughed, indicating that it was an obvious issue. They unanimously expressed deep frustration and a sense of embarrassment over the inadequate wages provided by the college to academic staff.

“Since our duties involve teaching and also treating patients, I feel like the compensation we get monthly could only cover 15 days of our expenses or even less than that I am afraid. ...I always feel like it’s useless staying in this institution.” (PA 2)

“Compared to the responsibilities that I am tasked with as an Academician and with the notion that I was teaching, researching and giving clinical services, the salary is so insignificant I will end up not providing the needs of my family and probably end up living in the office because I will not afford to rent a house to live in.” (PA 11)

“I was in Rwanda recently, and I was so ashamed to declare how much I earn when I found out how much my counterparts from different countries were earning. It’s shocking how poor and insignificant our salary is.” (PA 1)

Some participants expressed disappointment over the fact that, despite their already low wages, additional deductions are made for various causes without their consent, adding to their frustration.

“They also deduct a lot of money for various reasons from our salary without our consent which is disappointing.” (PA 2)

“They deduct from the salary for different causes the staff is unaware of.” (PA 7)

The participants unanimously felt that, in comparison to other academic institutions in the country, both public and private, the benefits provided by the college to academicians are significantly lower and fall short of what would be expected given the institution’s reputation.

“Addis Ababa University has a very big name but there are no benefits to its staff fitting to its name. Other governmental institutions not as reputable as AAU take care of their Academicians much better with better benefits, housing accommodations and so on. Even Bank clerks get better benefits than we do.”(PA 8)

“Other institutions give other incentives and benefits besides from the regular salary to supplement their staffs’ income. We give clinical services and are Academicians but the compensation we receive is so demotivating even in comparison to our colleagues from 6 kilo and other departments within the college.” (PA 4)

“Other institutions provide better benefits and extra salary compensations for their staff. They provide housing or devise ways to find ways where Academicians could be house owners such as condominiums or build houses together as groups. Such benefits are very rare in our institution.” (PA 3)

The academicians were asked to assess the importance of compensation and benefits in their work motivation and job satisfaction. All participants emphasized that it is a critical factor in determining their retention. They pointed out that an academician who struggles to provide for themselves and their family cannot fully focus on their work. Consequently, they are often forced to seek additional income sources, which negatively impacts both the quality of their work and their responsibilities at the college.

“There is no question how negatively it affects motivation and job satisfaction of its Academic staff and forces them to look elsewhere for better paying jobs even if they love their jobs and would have loved to stay.” (PA 10)

“It is very important for overall job satisfaction. It could even be the most important factor. It will be a lie if one says I am only here just because I love my job. You can’t work unless you live first.” (PA 6)

“When Academicians are not happy with their compensations for their work, that affects their overall job satisfaction and that would affect their students. It compels Academicians to not exert their full attention and energy on their work because they have to earn their livelihood by other means so that they will be able to provide for themselves and their family.” (PA 8)

“It is absolutely significant and it stops me from exerting my full energy on my work. Since my salary is insufficient, I work two other jobs because I have to support myself and my family with extra income.” (PA 5)

Regarding job security, participants were invited to share whether they had concerns about the stability of their current roles. Most expressed feelings of insecurity, particularly those without postgraduate degrees, fearing that the university’s autonomy might put them at risk of being let go.

“I have felt concerned about job security when discussions about budget cuts arise, though this has not yet affected me personally.” (PA 13)

“The fact that there are no postgraduate programs in our department and when we hear that the university will not have undergraduate staff after becoming Autonomous creates in me a sense of not being secure in my job.” (PA 8)

“For example, I am a general practitioner with an undergraduate degree and the university is autonomous now and I feel I maybe dispensable and maybe among those that will be let go without a postgraduate education.” (PA 7)

However, a few participants felt confident in their positions, believing that as long as they fulfilled their responsibilities, they had no reason to fear for their job security.

“I love what I do and I try to do all I can in my role as an Academician. So, I had never felt dispensable or felt job security issues.” (PA 9)

“I don’t think I have ever had a job security issue. I am a professional and as long as I am good in my job, I feel my job is secure.” (PA 4)

“I generally feel secure in my position, concerns about budget cuts and policy changes occasionally arise.” (PA 12)

Some participants displayed a sense of indifference toward job security, expressing that even if they were to lose their positions, they wouldn’t feel particularly affected, as they had little to lose in such a scenario.

“Personally, I am very indifferent whether I feel secured or not to work in this environment. In fact, I actually feel I will do better if I quit.” (PA 6)

“I really don’t have security issues and I don’t feel I will lose anything if my job here is not secured.” (PA 14)

“I haven’t particularly felt job security issues from external factors but I did consider quitting my job due to unconducive work environment.”(PA 1)

Respondents who expressed concerns about job security stated that it was highly demotivating. They felt undervalued and unneeded at the college, which in turn drained their energy and negatively impacted their work performance.

“Well, the feeling of being unvalued and that my contribution and my efforts are not being appreciated is making me feel unsatisfied with my work. That definitely affects my productivity.” (PA 5)

“It affects me negatively to the point that I even hate entering the department premises or my office because I always feel like I am on an edge.” (PA 11)

“We have sacrificed many years here and when they create a feeling that they can discard us like trash one day it is very dissatisfying and we know that someday this will happen to us.”(PA 2)

Sub Theme 2.3: Administrative Policies

According to Herzberg’s Two-Factor Theory, administrative policies include the organizational rules, regulations, and procedures that govern the work environment. Poorly designed or overly rigid policies can cause frustration and dissatisfaction, limiting job satisfaction.

The clinical academic staff were asked if there were any administrative policies or procedures that had positively influenced their job satisfaction or sense of security. Many expressed appreciations for the administration's policies that support and encourage research, which they found particularly motivating and beneficial.

“What I consider as positive policy is what I heard recently about the chance for promotion and title elevation for active researchers that have published important papers whether or not they do their post graduate education. I believe this is encouraging.” (PA 7)

“What I consider a good policy that is expected to be implemented is that there is now more emphasis given to research activities and that is something I am looking forward to.” (PA 9)

Other participants shared positive perspectives regarding the university’s move towards autonomy, expressing enthusiasm and welcoming the transition as a progressive step for the institution.

“When it comes to Autonomy, its effects remain to be seen. I think it could be beneficial because it will give the institution the Authority and the mandate to implement its ambitions. ...I hope it will shed a bright prospect for staff in terms of creating a conducive work environment where their needs are met and where they have job satisfaction.” (PA 3)

“I consider the fact that the university is becoming autonomous is an encouraging policy forward ... Since the university will generate its own funds and income, it could mean better compensation. It’s encouraging that new postgraduate programs need to be started and that it dictates that an undergraduate staff can’t educate undergraduate students which will force the college to offer postgraduate education to its undergraduate staff. This gives me hope.” (PA 6)

The university administration’s willingness letting departments establish external partnerships with affiliated institutions was also praised.

“I appreciate the fact that the college didn’t hinder us from establishing partnerships with affiliated institutions that lend a big support to the department and as long as we maintain these relationships and establish new ones, we have the full support of the administration.” (PA 4)

The administration was also commended for significantly improving the availability of material supplies compared to previous years, which has positively impacted the working environment.

“I don’t think it can be called a policy but I can testify that the material supply trend has improved from the past.” (PA 2)

In contrast to the positive policies, we inquired whether any negative administrative policies had impacted their experience. Their responses varied widely. Among the negative policies identified were salary discrepancies among staff, limitations on leave, the absence of sabbatical leave for lecturers, and a general lack of policy implementation.

“I found out just recently that two Academicians with the same rank are paid different wages. For example, my salary was lower than the salary of my counterparts with similar rank. We have an administration that is not able to fix even such shocking errors. This is very demotivating and affects your job satisfaction.” (PA 1)

“They considered that weekends are also leave days, and they can only take a leave for less than a month and even then, only if they have no responsibilities and don’t have students during that time. ...when a staff member who worked for seven years used to have the right to ask for a sabbatical leave, now that is not possible anymore for lecturers.” (PA 2)

“What I consider to be a demotivator when it comes to administrative policies is the lack of implementation on the college level towards the issues we bring to them.” (PA 4)

Some participants expressed that the bureaucratic obstacles encountered when trying to get things accomplished were quite discouraging.

“...certain bureaucratic hurdles, such as delays in resource procurement and rigid hierarchical structures, have caused frustration and dissatisfaction.” (PA 12)

“What I consider negative is the fact that there is a hectic bureaucratic hurdle to do anything. For example, it took me 9 months to get my promotion from Assistant Lecturer to a Lecturer. There should be a system that helps things get done easily and fast.” (PA 8)

“...the rigid and often slow-moving policies around procurement of surgical supplies and approval of procedures has caused frustration.” (PA 13)

Some participants voiced their frustration regarding the inability to initiate new postgraduate programs. They pointed out that there are no policies in place to compel departments to develop new programs, which hinders academic staff from advancing their careers.

“...My other frustration specially in our department is that there are no laws that pushes seniors to come up with curriculums to start new post graduate programs.” (PA 7)

“An example of what I consider as negative policies is the unwillingness to start new postgraduate programs whether in a department or college level.” (PA 6)

It was observed that the administration does not engage its staff in the decision-making process, resulting in a top-down approach to governance. This lack of involvement can lead to feelings of disconnection among staff and may impact overall morale and motivation.

“There is a big misconception of the discipline among the authorities in the college and minimal understanding of our needs and making uneducated decisions without consulting us, the primary stakeholders.” (PA 4)

“They don’t seem to have the enthusiasm to want to talk to the staff. ...They mostly make decisions without involving us.”(PA 10)

Sub theme 2.4 Interpersonal Relationships

Interpersonal relationships refer to the interactions employees have with their colleagues, supervisors, and subordinates in the workplace. Healthy and supportive relationships foster a collaborative environment, reduce stress, and create a sense of belonging. However, poor interpersonal dynamics, such as conflicts or lack of communication, can lead to dissatisfaction and negatively affect an employee's performance.

Participants were asked to describe the level of mutual support and encouragement they have experienced both at the college and department levels within CHS, and how this impacts their day-to-day work environment. The participants expressed varying opinions on this matter. Some felt that there were strong relationships and support systems at the college level, while others believed that the sense of camaraderie and collaboration was more prominent within their respective departments.

“When I was the head of the department, I had a very strong support from the dean of school of medicine and his staff. Whatever issues I faced; they were there to support me including the president of the university.” (PA 4)

“I believe that most of our interpersonal relationships are professional in nature. Everyone is okay to cooperate with each other.” (PA 5)

“On a college level, I have witnessed examples of good interpersonal relationship. On a department level however, I haven’t seen much.”(PA 6)

“I haven’t seen much cooperation on a college level but as a department about two years ago, we started a social events committee whom I am a member of and what we do is we go to

weddings, funerals, birth visits... and other social events of our fellow colleagues. ...This has led to a smooth working environment” (PA 8)

“... I haven’t seen official measures on a college level to boost interdepartmental relationships. In our department however, we have a good interaction. We have a formal social committee where we have an event to meet twice annually. “(PA 9)

Other participants emphasized that there were poor interpersonal relationships both at the departmental and college levels, and indicating a lack of meaningful collaboration and support among faculty members.

"I don’t feel like there is a good interpersonal relationship whether on a department or a college level. There hasn’t been any means in place for staff to get together and for mutual cooperation between departments." (PA 10)

“I think we lack in this regard across the university and within departments. We don’t have a notion of working together. There seem to be a superiority and inferiority complex. Some departments feel they are more important than others where as others feel inferior. There is a noticeable lobbying seen. It also has resulted in unfair resource allocation.” (PA 3)

Others held a differing opinion, expressing strong mutual relationships exist at both the departmental and college levels, highlighting a positive sense of collaboration and support across the board.

“I have seen some encouraging signs from the current CED to have the ears to listen to our problems. This is quite better compared to the past. What I value most is that we have a very good interpersonal relationship with my colleagues from my department. We are very supportive of each other.” (PA 11)

“We have a commendable support from the college and the faculty support in the Department of Surgery is generally strong. Colleagues are willing to collaborate on complex surgeries, and this teamwork is highly motivating.” (PA 13)

One participant expressed disappointment over the college leadership's lack of understanding regarding the specific needs of the dental department, resulting in an inability to adequately address those requirements.

“There is a lack of understanding of dentistry and thus resulting in the department not getting what it needs. Another factor is that the people in authority give so little priority and emphasis to dentistry. They don’t have a clear image of the clinical services and this seems to be evident in every administration that has administered the college.” (PA 7)

We then inquired how the respondents felt positive interpersonal relationships contribute to motivation in the workplace. In response, all of the academicians emphasized the importance of positive interpersonal relationships, noting that such connections significantly boost their motivation and foster a strong sense of belonging within the workplace.

“Positive relationships among colleagues are essential to fostering a collaborative and innovative environment.” (PA 14)

“It would be beneficial to have a culture of support and cooperation for the common good of all involved. Positive interpersonal relationships create a very conducive work environment where one feels a sense of belongingness and that very much affects motivation positively and increases job satisfaction.” (PA 1)

“If there is a conducive work environment based on trust, understanding and mutual cooperation, work productivity increases because motivation to work will be enhanced.” (PA 5)

Participants provided various examples of positive workplace relationships that contribute to a supportive environment. They highlighted instances where colleagues collaborated effectively on projects, shared resources, and offered assistance during challenging times.

“I remember the spirit of mutual support and collaboration during COVID and how we were able to come out of it together.” (PA 4)

“When the clinical coordinator came back from his postgraduate studies, he started an initiative to start new dental procedures and I was helping him seeing his positive energy and passion.” (PA 1)

“I also have a friend who is the department head of the nursing department and he encourages his staff/colleagues by having them supervise interns that come from private institutions so that they could earn extra income, having them participate in trainings that the ministry of health organizes.” (PA 6)

We followed up by asking the respondents whether negative interactions or conflicts with colleagues or supervisors had ever impacted their motivation in a negative way. Many participants reported having experienced negative work environments that adversely affected them. Contributing factors included a toxic atmosphere, instances of colleagues leaving due to these conditions, interdepartmental conflicts, personal disputes, and uncooperative behavior from senior staff. These elements collectively created a challenging workplace that diminished motivation and morale among the academic staff.

“I know two colleagues who left their job due to the negative work environment. One questioned the institution about starting postgraduate programs, and the other was impacted by the negative work environment.” (PA 2)

“What I consider the worst interpersonal relationship lies between us and the radiology department. We have a very toxic work relationship and we really don’t get along. This relationship has affected us and hindered us from fulfilling our duties.” (PA 11)

“There was a moment when I had a disagreement with a staff member that is no longer here but he had conflict with other colleagues too and he created such a negative vibe in our department. Finally, he was disciplined for what he did and the conflict subsided but I remember how the negativity then affected all of us.” (PA 8)

“However, we have colleagues amongst us especially those that are seniors whom we expect much from but rather oppose the career development of the young staff by blocking positive initiatives and we feel very ashamed of those that bring about negative working environment.” (PA 7)

The interviewees were asked to share their insights on what measures could be implemented to improve interpersonal relationships among academic staff at the College of Health Sciences, drawing from their own experiences. All participants advocated for the establishment of a

platform that would foster interdepartmental connections, enabling staff members to become better acquainted with one another. They argued that such an initiative would significantly enhance interconnectedness and collaboration within the college.

“Creating a platform for the staff to communicate and spend time together since it will improve our relationships and positively impact our work environment.” (PA 2)

“I think the college should organize different venues that help with interdepartmental cooperation and for staff in different departments to get to know each other.” (PA 8)

“It will be beneficial if the college takes initiatives to encourage interpersonal and interdepartmental relationships by organizing different venues for it. A conducive environment filled with positive energy is beneficial to all.” (PA 9)

Participants emphasized the need for open communication and mutual understanding to flow from management at all levels. They believe that fostering this dialogue would enhance collaboration and trust within the organization.

“On a department level, I think opening communication between different units is beneficial. Unit heads aren’t there to just report on absenteeism or just report on the work done but rather should be there to encourage intradepartmental collaboration.” (PA 6)

“Improving communication between departments and fostering more cross-disciplinary collaboration would strengthen interpersonal relationships and enhance overall motivation.” (PA 12)

It was also suggested to organize short-term training sessions for representatives from various departments, allowing them to interact and build interdepartmental connections. This initiative aims to facilitate collaboration and enhance relationships among staff members.

“Whenever valuable short-term training opportunities are presented, representatives from different units of the department should be sent to train. When they get to spend time in the training together, it will establish a good working relationship between the different individuals and enable them to know each other better.” (PA 6)

Others recommended the creation of social clubs and additional extracurricular activities to foster a sense of community and encourage interaction among staff members.

“On a college level, we should set up committees where staff can interact informally and engage in different activities together like football teams for example.” (PA 5)

“My colleagues from my department and I did discuss about starting a social club where we could attend basic life events among our staff but we didn’t get to establish as of yet.” (PA 10)

Establishing guidelines for effectively managing role conflicts was also recommended. This approach aims to provide clarity and support for staff navigating their responsibilities.

“...there should be clearly defined guidelines that help solve the role conflicts between us and there should be a government assigned body to implement the guidelines set. The college should make sure such ambiguous role conflicts are avoided.” (PA 11)

“I would recommend regular team-building activities and open forums where staff can discuss and resolve conflicts constructively.” (PA 14)

It was also revealed that fostering institutional thinking and cultivating a sense of belonging are essential and should be actively encouraged.

“Encouraging institutional thinking and creating a sense of belongingness should be enforced.”(PA 7)

5.4. Theme 3: Key Priorities for Job retention

This theme focuses on the critical factors that influence academic staff’s decisions to stay in their roles. It helps identify which of the factors discussed are of primary importance to the academicians.

Sub theme 3.1 Prioritization of Crucial Factors

The academicians were asked to identify three key factors influencing their decision to stay in or leave their current positions, ranking them in order of importance. The results revealed that **opportunities for advancement** was the top priority for 50% of participants, followed by **better compensation and benefits** and **the nature of the work itself**, each at 21.43%, while **job security** was mentioned by 7.14%. For the second most important factors, **better compensation**

and benefits led with the nature of the work itself at 35.71%, followed by opportunities for advancement at 21.43% and positive interpersonal relationships at 7.14%. Mentioned as the third most important factors were better compensation and benefits (42.85%), Positive interpersonal relationships (28.57%), better physical work environment (14.28%), opportunities for advancement (7.14%) and recognition and achievement (7.14%).

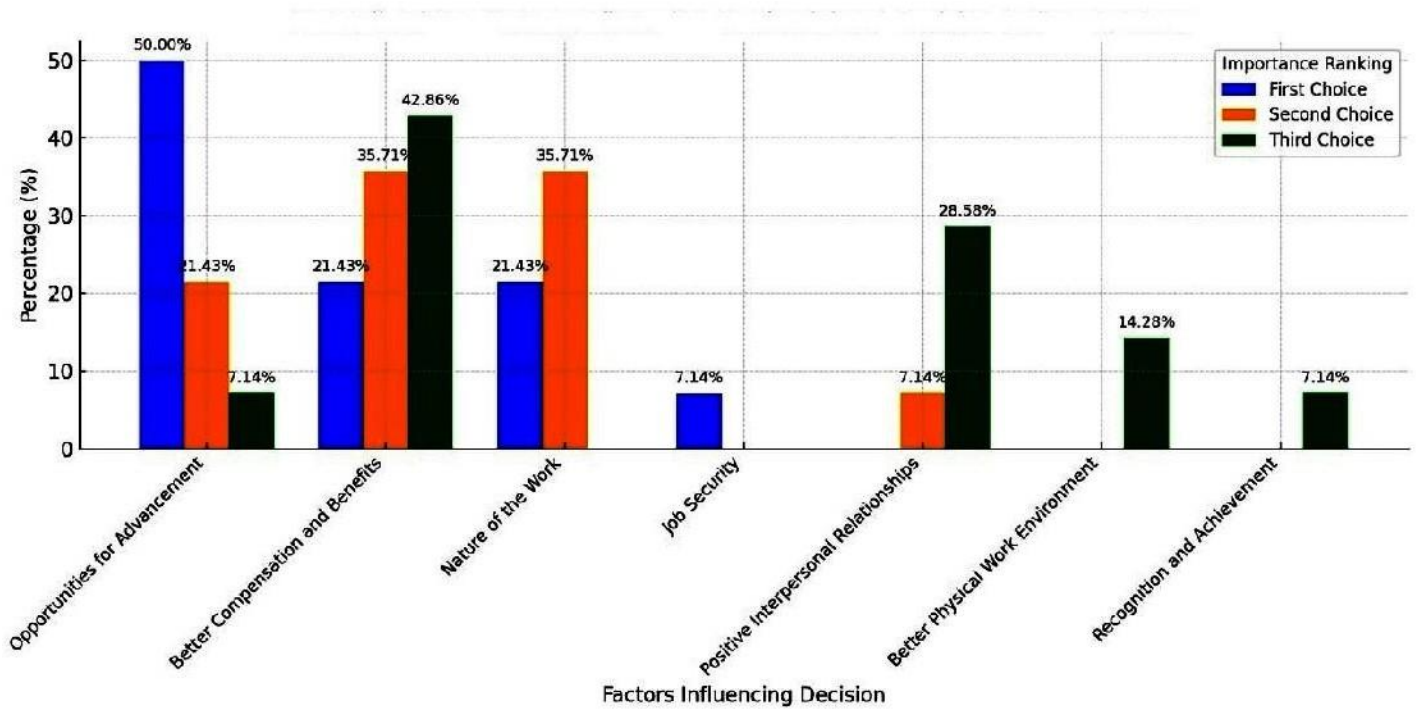


Figure 4: Prioritization of Crucial Factors

These results show that **opportunities for advancement** and **better pay and benefits** are consistently rated as the most critical factors influencing job retention.

“The first important factor should be career advancement opportunities. For the institution to be a center of excellence, new postgraduate programs need to be opened. Young Academicians need to have better prospects for their future. They will not stay on the job if that is not the case.” (PA 1)

“The first and foremost priority for me is career advancement opportunity which is very limited currently, the second is lack of adequate compensation and benefits. The third is an ideal physical working environment. If these factors are met, I will have no reason to leave or quit my job.” (PA 7)

“The main major factor for me is better compensation and benefits. I am only able to work when I am able to provide for my immediate needs. ...The quality of my work and that of my colleagues is directly affected by this.” (PA 9)

“The most important factor is better compensation and benefits. How can someone think about bettering the teaching/learning, clinical services and researches when his/her basic physiological needs are not met? This is a major priority.” (PA 3)

Sub theme 3.2 Concluding remarks

The participants were invited to share any additional thoughts or address any issues they felt had not been covered, as well as to mention any other factors they believed were important to highlight. They have all provided valuable insights and raised important points.

It was suggested that coming up with different strategies to supplement staffs’ income would be necessary.

“To supplement the staff’s income, I recommend opening a private wing where staff can generate more income by working off government hours.” (PA 4)

“Most departments under the School of Medicine have different projects associated with more income and education. However, we don’t have such projects in our department. We need that” (PA7)

Participants also recommended that the university focus on enhancing its reputation by forming partnerships with prestigious institutions and learning from their best practices.

“It would be very beneficial to the staff if the university has partnerships with other renowned institutions outside of the country where we can get learning opportunities and that there would be an active collaboration in different aspects.” (PA 8)

“With regards to staff retention, I think learning from institutions that are doing a good job would be very helpful.” (PA 11)

“If our university is well accredited compared to other prestigious global institutions, I think it will highly increase the retention rate because Academicians will feel like they are competent enough and won’t need to prove themselves elsewhere.” (PA 5)

Others suggested the need for management that is supportive and attentive to the interests and well-being of its staff.

“...Departments should focus on the wellbeing of their Academic staff who are usually overlooked.” (PA 6)

“The management should feel the staff’s pain and fight for their staff. They should represent us! At least, when they understand, I think the dissatisfaction would decrease.” (PA 2)

“...more transparent administrative processes would significantly boost motivation among academic staff.” (PA 12)

It was also highlighted that retention strategies should be developed, with ongoing monitoring and evaluation in place, along with a structured system to enhance staff motivation.

“I recommend Authorities at the college level should make sure there is a continuous monitoring and evaluation. ...Staff retention strategies need to be identified and researched” (PA 6)

“I recommend that the university should develop a system for boosting motivation, job satisfaction and hence retention. (PA 3)

CHAPTER SIX: DISCUSSION

This study used Herzberg's dual factor theory to investigate the primary and hygiene factors influencing motivation for retention among Clinical Academicians at CHS, AAU.

The findings demonstrate a complex interaction of motivating and demotivating factors, which are closely related to both intrinsic and extrinsic features and have a considerable impact on academic staff retention.

It was revealed that factors considered by Herzberg as primary motivators significantly had an impact on academic staff motivation. However, the study also found that hygienic factors, in addition to primary motivators, play a vital role in enhancing motivation.

The major factors affecting staff motivation were identified to be opportunity for advancement, compensation and benefits, the nature of work, interpersonal relationships and job security.

Together, these factors play a deciding role in determining whether staff remain in their current positions at the college or choose to leave.

Opportunities for Advancement

One of the most significant findings was the importance of career advancement opportunities. The majority of participants believed this to be a deciding factor influencing their willingness to remain in their current roles or leave. Many of them expressed their frustrations over the limited opportunities for promotions and professional growth. This aligns with Herzberg's two-factor theory, which labels lack of advancement as a demotivating Primary factor. The need for clear and structured career progression pathways and opportunities for further education was a sentiment shared by the participants. Without these, their long-term motivation is jeopardized, and they may seek employment elsewhere, where advancement is more attainable.

It was concluded that growing impact of massification in higher education, with trends such as the expansion of universities, market-driven reforms, increasing enrollments, and diversification in student demographics and fields of study is necessary in a study by K.A Tessema . (10)

The importance of advancement opportunities is supported in a study conducted at Africa University in Zimbabwe by Bigirimana, et al., 2016 that disclosed that academicians experienced low motivation mainly due to limited opportunities for career advancement, insufficient salaries, being excluded from decision making process and lacking academic freedom. (24)

Compensation and Benefits

Compensation and benefits were discovered to be another major factor affecting staff motivation. The participants expressed their embarrassment of how low their salary is compared to their workload and responsibilities. They also stated that there is a disparity in compensation between AAU and other institutions in Ethiopia, which further undermines their sense of being valued.

It was unanimously agreed by all the participants that an improved compensation and benefit packages will greatly boost the quality of their work and that it will have a direct impact on their decisions to stay or leave.

Similar findings and similar conclusions were reached by other studies that investigated the matter.

An example is a study conducted by Tettey, which explored academic staff attrition across various African universities, and revealed that many academicians were dissatisfied with their compensation and benefits. It discovered that many academicians would consider leaving their positions for the sake of finding better earning jobs. It was stated that academicians in institutions that implemented income supplementing strategies experienced higher levels of job satisfaction, suggesting that addressing financial concerns will have a direct impact on motivation and retention. (12)

Another study which investigated the reasons for the migration of health professionals from sub-Saharan Africa, concluded that dissatisfaction with compensation and benefits was a major factor driving medical professionals to look for employment in developed countries. According to J B Eastwood, et al.,2005, Inadequate pay and insufficient benefits lead to frustration, which eventually forces many to leave for better opportunities abroad where salaries and benefits are more competitive. (5)

These are findings that illustrate how offering fair and competitive compensation and benefit packages is crucial to retain skilled professionals and how necessary it is for the sustainability of healthcare systems in underdeveloped regions like Ethiopia.

The Nature of the Work Itself

Another factor deemed important by many participants was the intrinsic satisfaction derived from the nature of the work. For the academicians, their love for teaching, research and patient care were their primary motivators. These internal elements of motivation align with Herzberg's theory which also describes the importance of meaningful work on driving motivation. However, the enthusiasm they have for their jobs were overshadowed by lack of essential resources such as updated and properly maintained equipment, research funding, clinical and teaching resources which limits academic staffs' ability to exert their full potential leading to decreased job satisfaction and in the long run affecting their retention.

This factor has also been identified as critical in influencing motivation and retention across various studies.

The study comparing private and public universities in Addis Ababa concluded that the nature of work is a key motivating factor for staff in both types of institutions signifying the importance of meaningful and engaging work as a common motivator for academic staff to remain in their positions, whether the setting is a public or private institution. (25)

A similar conclusion was reached in a study conducted to evaluate the motivational factors influencing job attitudes among medical doctors in public hospitals in Poland which revealed that the most significant motivating factor was the nature of the work itself. (23)

According to the findings, for medical professionals, the intrinsic value of their work like treating patients and seeing the positive impacts they make on peoples' lives was a key element of job satisfaction, even when other external factors like compensation or working conditions were less ideal. This is a testament that for many healthcare workers, the core purpose and essence of their profession play a vital role in their overall motivation and commitment to their job. (23)

Interpersonal Relationships

The quality of **interpersonal relationships** within the university was identified as both a motivator and a source of frustration. Having positive relationships with colleagues, mutual cooperation and collaboration were described as motivation boosters.

However, several participants mentioned instances of conflict and a lack of cooperation from senior staff, which negatively affected their motivation.

In addition, lack of interdepartmental communication and poor management support were said to be a barrier to innovation and smooth working relationships. If these unwanted circumstances are not adequately addressed, they could lead to low staff retention. The value of having favorable interpersonal relationships on motivation has also been verified by different researches.

An example is a qualitative study comparing job satisfaction between U.S. and Japanese insurance employees which discovered that those who reported higher overall satisfaction had strong interpersonal relationships with their managers and coworkers. Positive interpersonal relationships at work significantly affect staffs' job satisfaction and retention. (28)

Physical work environment

Conducive physical work environment was also understood to be a factor that can contribute to job satisfaction and by doing so increase motivation. The majority of the academicians expressed challenges with the work environment and stated problems such as inadequate facilities, resources, technology tools and outdated and unmaintained equipment. These deficiencies not only hinder their ability to perform their duties effectively but also cause dissatisfaction which can affect their retention in the college.

Similar conclusions have been drawn in other studies, including one conducted to assess the impact of the workplace environment on staff retention at public universities in southern Nigeria. It concluded that the poor conditions and inadequacy of infrastructural facilities were major concerns across the sampled universities. It demonstrated that the work environment contributed significantly—89.6%—to the retention of academic staff at the universities studied. (11)

This indicates that the physical conditions of the workplace, including the availability and quality of facilities, play a crucial role in influencing whether academic staff choose to remain in their positions or decide on the contrary.(11)

Job Security

Job security emerged as a significant concern among participants, particularly for those without postgraduate degrees, who expressed greater uncertainty about their long-term positions. These anxieties were raised particularly by the university's autonomy, which had them feel unsecured due to fear of restructuring or policy changes that can have them lose their positions. They expressed that the lack of clear communication from the administration regarding job guarantees makes matters even worse and exacerbates a sense of vulnerability.

Herzberg's theory classifies job security as a hygiene factor, which, although not being a direct motivator, plays a vital role in preventing dissatisfaction. Employees that are not secured in their jobs will be demotivated and become more focused on safeguarding their positions rather than performing their roles effectively.

Similar conclusions were reached in a study involving 319 academic staff from both public and private institutions in Addis Ababa (29). Academic staff in public institutions reported higher levels of satisfaction mainly due to the sense of stability and security their jobs provided, despite earning less than their counterparts in private institutions. This emphasizes the importance of job security as a key factor that has an influence on reducing turnover since staff will have safety and not feel threatened, especially in governmental institutions where financial incentives are limited. (25)

Recognition and Achievement

Recognition was also found to be an important factor for boosting motivation and enhance job satisfaction among the academicians. Some participants expressed that their contributions were acknowledged at the college level but for many, there is an inconsistent, formal recognition system, particularly at the departmental level. It was also suggested that achievements should be recognized during an employee's active working years, rather than waiting until they are near retirement to appreciate them.

For Herzberg, recognition is defined as one of the most important primary motivating factors and when there is no formal system set up celebrating the achievements of academic staff, it will make them feel unvalued and affect their sense of belongingness which could impact their retention.

Several other research have found that recognition has an impact on academic staff motivation. One such study was conducted at Mekelle University's Adi-Haqi campus to assess factors influencing job satisfaction among academic staff, and the findings revealed that achievement was the most important motivator for academic staff because it provided a sense of accomplishment and fulfillment in their work. When employees feel recognized and respected for their achievements, they are more satisfied with their jobs and motivated to perform even better.(17)

Administrative policies

Several participants were unhappy with untransparent and inefficient administrative policies, particularly in areas such as promotions, research funding, and staff welfare. They were frustrated with the unclear and inconsistent criteria for promotions which they feel will create a condition where deserving individuals get overlooked. In addition, the slow bureaucratic process of securing research funding and for facilitating other innovative endeavors from staff hinders academic progress and is discouraging. Such a rigid administrative procedures make it difficult for staff to come up with improvements which will affect the quality of education, research and health care delivery.

Alemayehu & Woldemariam , in their research involving 380 academic staff from three major public universities in Ethiopia, discovered how important it is to have inclusive administrative policies and supportive management for retention. They suggested that academic staff will have a much better retention when they are valued and supported by the administration Policies that are transparent, equitable, and address the interests and needs of the staff results in a positive work environment, enhancing job satisfaction and commitment. (15)

Retention Strategies

Setting up effective retention strategies is believed by the participants to be necessary. Ongoing monitoring, evaluation and feedback in making sure the staffs' needs are addressed is important. Suggestions were also made for the university to work on creating a sense of belongingness to its

staff through better communication, involving staff in decision making and managerial support. The university should set up partnerships with renowned institutions, and adopt retention strategies that can best be used.

It was similarly proposed by Salau et al., 2020 that coming up with retention strategies to improve the physical work environment, such as providing basic infrastructure, addressing power supply issues, favoring staff career advancement and promotions, introducing motivational packages, competitive compensation, and skill development workshops are ideal. (11)

This study has demonstrated the relevance of Herzberg's dual factor theory in understanding the key factors influencing academic staff's motivation which is also in line with other studies that have utilized the theory and came up with similar conclusions.

A study applying Herzberg's two-factor theory to evaluate job satisfaction in clinical laboratories within Omani hospitals revealed that primary motivating factors were responsible for driving motivation or demotivation among staff, while hygiene factors were the main contributors to dissatisfaction. (29)

A study conducted on academicians at Mekelle University aligned with Herzberg's Two-Factor Theory, indicating that primary motivator factors, such as achievement and recognition, were key drivers of motivation. At the same time, hygiene factors played a crucial role in preventing dissatisfaction. (17)

The same conclusion was reached in a cross-sectional study to assess job satisfaction and motivation of health extension workers in Gambela region. (30)

However, the findings of this research reveal that hygiene factors are nearly as important as primary motivating factors in terms of staff motivation and retention, rather than simply preventing dissatisfaction challenging the notion that Herzberg's motivators hold greater significance. The findings are consistent with other studies that have applied this theory.

A study done to assess job satisfaction among Swedish mental health personnel also disclosed that hygienic factors were perceived to be as crucial in boosting motivation as primary motivator factors. (31)

A comparable study evaluating the motivation and job satisfaction of high school teachers in Turkey found that hygiene factors held greater significance than primary motivators in influencing motivation and job satisfaction. (32)

In a Study to Measure Job Satisfaction Among Academicians Using Herzberg's Theory in the Context of Northeast India , disclosed that both primary and hygienic factors are significantly responsible for job satisfaction.(33)

Similar conclusions were made in a study conducted to assess Motivation and job satisfaction of community health workers in Ethiopia where both primary and hygienic factors were found to be equally responsible for motivation/ demotivation. (16)

Strengths

The study's merits include its well-structured use of Herzberg's Two Factor Theory to investigate factors influencing motivation and retention among CHS academic staff. The qualitative method used allowed for a detailed understanding of staff members' personal experiences while also accommodating their deep insights.

It also offers practical recommendations for improving motivation and retention.

Limitations

The data gathered for this study may not be sufficient to make broad generalizations regarding all academic staff at the CHS, AAU. However, these findings should be interpreted as meaningful to establish the framework for future research and investigation into the subject.

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

Conclusion

The purpose of this study was to investigate the factors that influence motivation and retention among academic staff at the CHS, AAU, utilizing Herzberg's dual-factor theory as a framework. Through semi-structured interviews, the research has discovered a combination of major motivational elements and hygienic factors that shape and influence the motivation and job satisfaction of academic staff, eventually determining their decision to remain in or quit their professions. The main factors affecting staff motivation were identified to be opportunity for advancement, compensation and benefits, the nature of work, interpersonal relationships and job security.

This study confirms that Herzberg's dual-factor theory provides a valuable framework for understanding the motivational dynamics at play among academic staff at the College of Health Sciences, Addis Ababa University. However, it also emphasizes the importance of addressing both primary and hygiene factors to create a holistic strategy for staff motivation and retention.

Recommendations

Based on the findings of the study, these practical and actionable recommendations can be proposed to address the key factors affecting motivation and retention among academic staff at the CHS, AAU. These recommendations can be adopted by the university and can be implemented to boost academic staff motivation so that long term retention of its staff can be realized.

Advancing Career Opportunities

The university should establish clear promotion criteria and provide its academicians an ongoing professional development through collaborations with local and international institutions.

Improve Compensation and Benefits

The salaries of academic staff should be regularly reviewed to stay competitive with other institutions, offer comprehensive benefits (health insurance, retirement, housing), and also introduce performance-based incentives to boost motivation.

Invest in Resources and Infrastructure

The university should prioritize upgrading classrooms, offices, labs, and clinical facilities, ensure regular maintenance, and provide research funding to support academic work.

Positive Interpersonal Relationships and Collaboration

It should encourage interdepartmental collaboration with seminars and projects, organize team-building activities, social events and implement conflict resolution mechanisms to reduce workplace tension.

Enhance Job Security and Transparent Administrative Policies

It should create clear job security policies, improve transparency in communication, and simplify bureaucratic processes.

Implement Formal Recognition and Reward Systems

It should develop programs to acknowledge staff achievements and provide regular feedback to enhance motivation and satisfaction.

Enhance Institutional Image and Global Partnerships

Build partnerships with prestigious institutions, promote achievements through media, and strengthen the university's reputation.

By implementing these recommendations, the college can create an environment where staff are motivated, satisfied with their jobs and can serve their institution with integrity which will ensure the long-term sustainability of the university.

Addressing critical areas such as career advancement opportunities, compensation, resource availability, interpersonal relationships, job security, and recognition will significantly enhance staff satisfaction and retention.

Dissemination of Results

The outcomes of this study will be submitted to Addis Ababa University, College of Health Sciences, as part of the requirements for partial completion of the Master's in Health Science Education program. To disseminate the findings, I will aim to publish the final paper in available educational journals online. In addition, copies of the research will be shared with the College of Health Sciences (CHS), Addis Ababa University (AAU), so that the findings are communicated with the right stakeholders. This dual approach will help spread the research's impact both within the academic community and through accessible online platforms.

References

1. Allen NJ, Meyer JP. The measurement and antecedents of affective, continuance and normative commitment to the organization. *J Occup Psychol.* 1990;63(1):1–18.
2. Meyer JP, Herscovitch L. Commitment in the workplace: Toward a general model. *Hum Resour Manag Rev.* 2001;11(3):299–326.
3. Herzberg F, Mausner B, Snyderman BB. *The Motivation to Work.* 2nd ed. The Motivation to Work. New York: John Wiley and Sons; 2017.
4. Kyndt E, Dochy F, Struyven K, Cascallar E. The perception of workload and task complexity and its influence on students' approaches to learning: A study in higher education. *Eur J Psychol Educ.* 2011 Sep;26(3):393–415.
5. Eastwood JB, Conroy RE, Naicker S, West PA, Tutt RC, Plange-Rhule J. Loss of health professionals from sub-Saharan Africa: The pivotal role of the UK. *Lancet.* 2005;365(9474):1893–900.
6. Willis-Shattuck M, Bidwell P, Thomas S, Wyness L, Blaauw D, Ditlopo P. Motivation and retention of health workers in developing countries: A systematic review. *BMC Health Serv Res.* 2008;8:1–8.
7. Nayak T, Sahoo CK. Quality of Work Life and Organizational Performance: The Mediating Role of Employee Commitment. *J Health Manag.* 2015 Sep 26;17(3):263–73.
8. Tessema A, Abebe M. Higher education in Ethiopia: challenges and the way forward. *Int J Educ Econ Dev.* 2011;2(3):225.
9. Atkinson JM. Academic medicine: Who is it for? *Bmj.* 2005;330(7487):360.
10. Tessema KA. The unfolding trends and consequences of expanding higher education in Ethiopia: Massive Universities, massive challenges. *High Educ Q.* 2009;63(1):29–45.
11. Salau O, Worlu R, Osibanjo A, Adeniji A, Falola H, Olokundun M, et al. The Impact of Workplace Environments on Retention Outcomes of Public Universities in Southern Nigeria. *SAGE Open.* 2020;10(2).
12. Tettey W. Academic Staff Attrition at African Universities. *Int High Educ.* 2015;(44):6–8.
13. Bennell P, Akyeampong K. Teacher Motivation in Sub-Saharan Africa and South Asia. *Dfid.* 2007;114.
14. Hailu A, Mariam DH, Fekade D, Derbew M, Mekasha A. Turn-over rate of academic faculty at the College of Health Sciences, Addis Ababa University: A 20-year analysis (1991 to 2011). *Hum Resour*

- Health. 2013;11(1):2–7.
15. Alemayehu BZ, Woldemariam GK. Academic staff flight from Ethiopian public universities: Causes and possible solutions. *High Educ Q.* 2020 Oct 1;74(4):497–515.
 16. Ejigu Y, Abera N, Haileselassie W, Berhanu N, Haile BT, Nigatu F, et al. Motivation and job satisfaction of community health workers in Ethiopia: a mixed-methods approach. *Hum Resour Health* [Internet]. 2023;21(1):1–10. Available from: <https://doi.org/10.1186/s12960-023-00818-4>
 17. Abrha K. Study on factors affecting Job Satisfaction in Mekelle University Academic staff at Adi-Haqi campus. *Int J Sci Res Publ* [Internet]. 2015;5(1):1–6. Available from: www.ijsrp.org
 18. Kleinginna Jr PR KA. A categorized list of motivation definitions, with a suggestion for a consensual definition. *Motiv Emot.* 1981 Sep;5(3):263-91.
 19. Ryan RM, Deci EL. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemp Educ Psychol.* 2000;25(1):54–67.
 20. Arora RG. Happiness among higher education academicians: a demographic analysis. *Rajagiri Manag J.* 2020 Mar 23;14(1):3–17.
 21. Bandura, Albert. Social Cognitive Theory: An Agentic Perspective. *Asian J Soc Psychol* [Internet]. 1999;2(1):1–26. Available from: <http://search.ebscohost.com/login.aspx?direct=true&db=aph&%2338;AN=4369846&%2338;site=ehost-live>
 22. Sinniah S, Al Mamun A, Md Salleh MF, Makhbul ZKM, Hayat N. Modeling the Significance of Motivation on Job Satisfaction and Performance Among the Academicians: The Use of Hybrid Structural Equation Modeling-Artificial Neural Network Analysis. *Front Psychol.* 2022;13(June):1–14.
 23. Chmielewska M, Stokwiszewski J, Filip J, Hermanowski T. Motivation factors affecting the job attitude of medical doctors and the organizational performance of public hospitals in Warsaw, Poland. *BMC Health Serv Res.* 2020;20(1):1–12.
 24. Bigirimana S, Sibanda EN, Masengu R. The Impact of Working Conditions on Academic Staff Turnover at Africa University, Mutare, Zimbabwe. *Asian J Soc Sci Manag Stud* [Internet]. 2016 Feb 10;3(2):91–8. Available from: <http://asianonlinejournals.com/index.php/AJSSMS/article/view/474>
 25. Gessesse KT, Premanandam P. Job satisfaction among academic employees in private and public sector universities at Addis Ababa, Ethiopia: A comparative analysis. *Cogent Soc Sci* [Internet]. 2023;9(1):1–13. Available from: <https://doi.org/10.1080/23311886.2023.2196105>

26. Hopper E. Maslow ' s Hierarchy of Needs Maslow ' s Hierarchy of Needs. Business [Internet]. 2020;(April):3–5. Available from:
file:///C:/Users/ADMIN/OneDrive/Documents/02LITERATUR/22mac/Maslow's Hierarchy.pdf
27. Gilligan C. New maps of development: New visions of maturity. *Am J Orthopsychiatry*. 1982;52(2):199–212.
28. Andersson S. Assessing Job Satisfaction Using Herzberg's Two-Factor Theory: A Qualitative Study Between US and Japanese Insurance Employees. *IAFOR J Bus Manag*. 2017;2(1):22–35.
29. Alrawahi S, Sellgren SF, Altouby S, Alwahaibi N, Brommels M. The application of Herzberg's two-factor theory of motivation to job satisfaction in clinical laboratories in Omani hospitals. *Heliyon*. 2020 Sep 1;6(9).
30. Mekonnen A, Terefe W, Tewabe G. Assessing satisfaction and motivation of health extension workers (Hews) and factors associated with it in gambella region, Gambella, southwest Ethiopia, 2019: A cross-sectional study. *Int J Gynaecol Sci* [Internet]. 2020;2(1):17–23. Available from:
www.gynaecologyjournal.net
31. Holmberg C, Caro J, Sobis I. Job satisfaction among Swedish mental health nursing personnel: Revisiting the two-factor theory. *Int J Ment Health Nurs*. 2018 Apr 1;27(2):581–92.
32. Gürkan H, Serttaş A. Print) *European Journal of Multidisciplinary Studies*. *Eur J Multidiscip Stud*. 2022;7(1):128–37.
33. Singh M, Bhattacharjee A. A Study to Measure Job Satisfaction Among Academicians Using Herzberg's Theory in the Context of Northeast India. *Glob Bus Rev*. 2020 Feb 1;21(1):197–218.

Appendix

Research Consent

I am a post graduate student studying for Masters in Medical Education and I am doing research to assess the primary factors affecting Motivation among Academic Staff at CHS and I appreciate your willingness to participate in the study. I will be recording the session for data interpretation and Analysis but guarantee that your answers are confidential and only used for the intended research purposes only.

Qualitative Interview Guide/Questions

Section 1

Socio Demographic Information

1) Personal Information:

Name (Optional):

Gender:

Age:

Nationality:

Contact Information (Optional):

2) Educational Background:

Highest Degree Attained:

Field of Study:

Year of Graduation:

3) Professional Information:

Academic Specialization (if applicable)

Position/Title at Addis Ababa University, College of Health Sciences:

Department/Division:

Years of Experience in Academic Position:

Years of Experience at Addis Ababa University:

4) Current Work Situation:

Full-time or Part-time Position:

Contractual Status (Permanent, Temporary, Contractual, etc.):

Academic Rank (if applicable)

Section 2

Primary Motivation Factors:

Opportunities for Advancement

1. Can you describe the opportunities for career advancement available to you within your current role or position?
2. How do you perceive the importance of advancement opportunities in your overall job satisfaction and commitment to your work?
3. Have you personally experienced or observed any instances where opportunities for advancement have influenced your or your colleagues' motivation to work here?

Nature of Work

1. What aspects of your job do you find most engaging or satisfying?
2. Are there any aspects of your job that you find motivating or in reverse demotivating or challenging?

Achievement and Recognition

1. In your opinion, how does the College of Health Sciences recognize and celebrate the achievements of its academic staff?
2. Can you share any experiences where you or your colleagues have felt particularly motivated or demotivated due to the level of recognition received for your work?
3. In what ways do you prefer to be recognized for your achievements? (*e.g., awards, public acknowledgment*).

Responsibility and Autonomy

1. How does having a sense of responsibility and autonomy impact your motivation to work?
2. Have there been any instances where a lack of responsibility or autonomy has affected your motivation negatively?
3. What changes, if any, would you like to see in terms of the level of responsibility and autonomy afforded to employees within your organization?

Section 3

Hygienic Factors

Working Conditions

1. Are there any specific issues related to working conditions that significantly affect your motivation at work? If yes, please specify.
2. If your answer is 'Yes', what do you think are some of the corrective measures that need to be addressed? How should it be addressed and by whom?

Compensation, benefits and job security

1. Have there been any instances where you felt your compensation was inadequate compared to your workload and responsibilities? If yes, please elaborate.
2. How do you feel your compensation and benefits compare to those offered in similar positions within industry or academia?
3. How important do you consider compensation and benefits in your overall job satisfaction?
4. Have you ever felt concerned about your job security in your current role? If so, what factors contributed to those concerns?
5. Can you recall any instances where concerns about job security have impacted on your motivation or job satisfaction?

Administrative Policies

1. Can you describe any administrative policies or procedures that have positively impacted on your job satisfaction or sense of security?
2. Have you ever encountered administrative policies or procedures that have caused frustration or dissatisfaction in your role? If so, can you provide examples?

Interpersonal Relationships

1. Can you describe the level of mutual support and encouragement you experience among faculty members at the College of Health Sciences? Could you provide specific examples of how this support manifests in your daily work environment?
2. In your opinion, how do positive interpersonal relationships contribute to motivation in the workplace?

3. Have negative interactions or conflicts with colleagues or supervisors ever impacted your motivation negatively?
4. Based on your experiences, are there any steps that could be taken to improve interpersonal relationships among academic staff at the College of Health Sciences?

Key priorities for retention

1. In your opinion, what are three of the most important factors affecting motivation that dictate whether you will remain employed at the College of Health Sciences?
2. Could you please provide any final thoughts or additional comments that you believe will improve the level of motivation among academic staff at the College of Health Sciences?