

JOB SATISFACTION OF TEACHING STAFF  
AT SELECTED PRIVATE HIGHER  
EDUCATION INSTITUTIONS IN  
ADDIS ABABA

YERGEDU BEGASHAW

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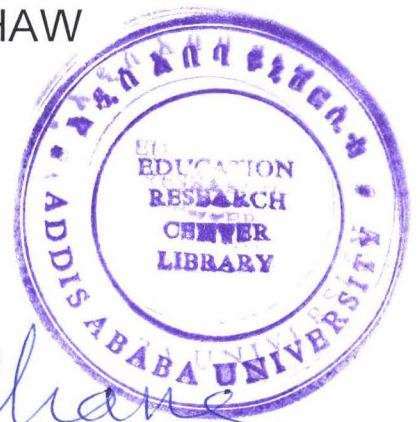
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ADDIS ABABA UNIVERSITY  
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BY  
YERGEDU BEGASHAW

Approved by the Board of Examiners:



Abraraw Chane

Chairman, Department  
Graduate Committee

Phane

Signature

Lemma Setegn

Advisor

[Signature]

Signature

Seyoum Referra

External Examiner

Seyoum?

Signature

Nouse Kassaye (Dr.)

Internal Examiner

[Signature]  
Signature

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## Abstract

*In this study, level of job satisfaction among selected private higher learning institutes teachers, significant factors affecting their satisfaction on the job and challenges that are faced by the leadership of those institutes were investigated. It is less than or equal to a decade since private higher learning institutes were started to be accredited and operated in the country. At present, there are 55 accredited private Colleges and University Colleges in Addis Ababa.*

*For this study, a quantitative approach of collecting data was used mainly. It was believed that to find the right information, it was important to select only private institutes that have experience for minimum five years in the field. Out of the 55, only 12 of them have fulfilled this criterion. Again, out of these 12 private higher learning institutes, four of them were selected randomly. Of all the 358 permanently employed teachers in these four institutes, 135 (37.71%) of them were chosen randomly for getting pertinent information through questionnaire. In addition, four human resource managers and eight department heads of the respective Colleges and University College were interviewed. The data was analyzed through SPSS (Statistical Package for Social Scientists) Version thirteen.*

*It was found out that there is a high level of dissatisfaction among teachers in those private Colleges and University College. Among the factors that contribute to the high level of dissatisfaction of teachers on their jobs include - payment, communication, working conditions, promotion and fringe benefits.*

*It was also found out that leaders face challenges as the market guides the process of teaching and learning in general, they have lack of infrastructure and they have problems on communication. Upon these findings: - detail needs assessment, creating a system for communication and showing valuing professions and experience in administering the human resources were recommended.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Job satisfaction refers to the favorable feeling with which employees view their work subjectively. It results from congruence between job requirement and demands and expectations of employees. It expresses the extent to which employees believe that there is a match between what is expected of them on the job and the reward that the job provides. There are factors that affect job satisfaction and productivity. Job satisfaction is defined as an effective or emotional response toward various facts of one's job (Kreitner & Kinicki, 1998). Job satisfaction consists of the total body of feelings-about the nature of the job promotion, nature of supervision, etc. that an individual has about his/her job. If the sum total of influence of these factors gives rise to feelings of satisfaction, the individual has job satisfaction.

Furthermore, according to Beer, et. al. (1984 cited in Mengistu, 2005), it is believed that satisfaction of employees with career development will increase if both upward mobility as well as lateral transfers in the organization becomes more rapid. This is because humans are active creatures wanting to continuous rise in life. In this regard, Reghunathan (1994) stated that humans always long for initiative, job satisfaction and other factors that would be satisfying to them. If one is satisfied psychologically, he/she remains loyal to the organization and takes pride in belonging to it. If it is otherwise, however, the consequence will be the other way round or the reverse. In relation to productivity, Miner (1995) stated that "the more satisfied an employee is in his/her job, the better yield will result of his/her performance." As a result, there is a need to provide an employee the kind of environment where he/she can perform effectively.

People are the primary resources of all organizations. Managers can attain organizational goals only by working with and through people. The existence of more people, however, does not guarantee the effective operation of organizations. People do not take equal interest in their jobs. Some employees may tend to relax while others work hard to perform their tasks and fulfill organizational goals. Thus, managers need to motivate their employees and prompt them to do a better job to attain organizational goals.

The most important information that management needs to have regarding an employee in an organization is a validated measure of his/her level of job satisfaction (Roznowski and Hulin, 1992). Behavioral and social science research suggests that job satisfaction and job performance are positively correlated (Bowran and Todd, 1999). A better understanding of job satisfaction and factors associated with it helps managers guide employees' activities in a desired direction. The morale of employees is a deciding factor in an organization's efficiency (Chaudhary and Banerjee, 2004). That is why managers, supervisors, human resource specialists, employees, and citizens in general are concerned with ways of improving job satisfaction (Cranny et al, 1992).

The foundation of job satisfaction theory was introduced by Maslow with a five-stage hierarchy of human needs, now recognized as the deprivation. Brief description of what this hierarchy consists of or what the deprivation/gratification is proposition (Mertler, 1992). Recently, the assessment of employees' attitude such as job satisfaction has become a common activity in organizations in which management is concerned with the physical and psychological well being of people (Spector, 1997).

Much of job satisfaction research has focused on employees in the private sector (Lawer and Porter 1968, Niehouse, 1986), including those in academic

institutions. In these institutions, motivation to investigate the degree of job satisfaction arises from the fact that a better understanding of employee satisfaction is desirable to achieve a higher level of motivation which is directly associated with student achievement.

It is also true that goal of private institutions of learning which are grounded on satisfying the needs of society for educated manpower. This can only be achieved through the action of the human element in the institutions, and of this the most important role is played by the academic staff.

Several studies have shown that job satisfaction influences general life satisfaction. This can act as an important influential factor for teachers' psychological health (Menlo, 1990).

According to Friedlander (1978), one of two things could happen if academic-staff are less satisfied with their job; they could leave the institution or profession or remain in it unhappily. In the U.S.A., studies of community college academic-staff job satisfaction have been conducted since the early 1900's, using a variety of theoretical constructs and measuring widely different dimensions of satisfaction. One group of studies has looked at the effects of personality variables and personal characteristics on job satisfaction, while another group has investigated working conditions and specific work activities as causes of teacher burnout and job dissatisfaction. In his review of five national and regional studies of job satisfaction, Friedlander concludes that measures of general job satisfaction are more accurate predictors of faculty members' desire to remain at their job than measures of attitudes toward working conditions.

In addition to this, Friedlander pointed out public demands for the accountability of faculty members' workload and productivity have become

pronounced policy debates, adding to the existing pressures on faculty time and performance. As a result of this public scrutiny, greater depth of understanding of the professional work lives of faculty members in the traditional areas of teaching, research, and service is being required. The need to justify how faculty members spend their time and to ensure that they are productive is resulting in higher demands for performance in all three areas of faculty work. Despite these increased pressures, there continues to be limited understanding, at a national level, regarding the impact of these professional and institutional work life issues have on faculty members' satisfaction, and subsequently, on their intentions to leave their institution or their career.

Colleges and universities are labor intensive. Their budgets are predominately devoted to personnel. Their effectiveness is largely dependent on a quality faculty and administrative staff. Nonetheless, institutions of higher education are not known for their attention to human resource concerns. Although generalizations abound regarding faculty morale and staff frustration, attempts to measure empirically the job satisfaction on campus are relatively scarce.

Ostroff and Mathieu (as cited in Perie and Baker 1997) stated that a high quality teaching staff was the cornerstone of a successful educational system. Daily interaction between teachers and students is at the centre of the educational process. Attracting and retaining high quality teachers is, thus, a primary necessity for education in the United States. One factor in developing a high quality faculty relates to job satisfaction, which has been studied widely by organizational researchers and has been linked to the organizational commitment as well as to organizational performance. Often times, it is not merely satisfaction with the job but with career in general that is important. Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement. Because faculty are both the largest cost and the largest human

capital resource of a school system, understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system.

Similarly, it is important to consider the satisfaction with their roles. Satisfied faculty members provide a source of strength and identity to the college atmosphere. Job satisfaction was independent of length of service and related solely to an individual's attitude toward his or her job. Additionally, satisfied faculty perceived their roles as more instrumental in helping students expand their educational goals (Corbin, 2001).

There is, however, no study requires of the phenomenon of job satisfaction for teachers in private higher education institution of Ethiopia. Nowadays, there is a general feeling that teachers in Ethiopian private higher education institutions do not have satisfaction in their jobs. It is believed by many that there is a growing discontent with working conditions and remuneration as a result of which educational standards are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job.

Considering the above facts, the present study is conducted to measure the level of job satisfaction and explore the variation in the job satisfaction level of the teaching staff in four private higher education institutions: Addis College, Admas College, Royal College and St. Mary University College.

## **1.2 Statement of the Problem**

Job dissatisfaction is a significant phenomenon with several manifestations. It is accompanied by numerous negative consequences: tardiness, absenteeism, turnover, and counter-productive behaviors (Spector, 1997).

Private tertiary level education is a rapidly expanding component part of Ethiopia's higher education system, increasing by 3 per cent in the past year alone and now accounting for 24 per cent of all tertiary level enrollments (Saint, 2005). This expansion obviously implies that there is a great number of teaching staff in these institutions that makes up the most crucial input of the programs of study. The number of the institutions, as well as of their teaching staff, do not mean much, however, unless the expansion is accompanied by structures and mechanisms that guarantee quality and stability of programs. Job satisfaction for the staff is an important component of these arrangements. However, it does not seem to have been given much attention in private higher education institutions in Addis Ababa. Of course, private institutions have sought to motivate their academic staff by paying higher salaries as compared to other public higher education institutions. However, this did not prevent a rather high turnover of teaching staff or guarantee quality and stability of programs in the institutions.

In light of these and other related factors and concepts, the main purpose of this study is to investigate the level of job satisfaction or dissatisfaction of teaching staff in selected private institutions of learning in Addis Ababa.

To accomplish the aforementioned purpose, the researcher has formulated and tried to answer the following basic questions:

1. What is the level of satisfaction of teaching staff in private higher education institutions?
2. What are the factors that affect the teaching staffs' job satisfaction in these institutions?
3. What are the challenges that private institutions of higher education encounter in the job satisfaction of their teaching staff?
4. How do we overcome the challenges encountered in the job satisfaction of their teaching staff?

### **1.3 Objectives of the Study**

#### **General objective:**

The general objective of this study is to identify the elements that affect the job satisfaction of teaching staff in four privately owned institutions of higher education in Addis Ababa and to measure the levels of job satisfaction.

#### **Specific objectives:**

The study was conducted in pursuit of the following objectives:

- Asses the level of satisfaction.
- Find out the perspectives of the teaching staff as well as other stakeholders in the institutions regarding the job satisfaction of teaching staff.
- Identify factors that affect teaching staffs' job satisfaction.
- Examine the extent to which institutional arrangements affect teaching staffs' job satisfaction.
- Establish the relationship, if any, between staff turnover and stability of programs and job satisfaction of teaching staff.
- Recommend viable suggestions to overcome the problems/challenges.

### **1.4 Significance of the Study**

Studies on job satisfaction of teaching staff in private higher education institutions seem scarce. Remarkably low existence of researches in the area in light of the rapidly growing of private higher education institutions, especially in Addis Ababa, initiated the researcher to contribute something important like this research. It seems that those teachers who teach in private higher education institutions have a feeling of being given less attention about their job in general by the owners. There are owners who are not professional in the field of educational administration. Their experiences, ability and interests

vary from individual to individual. Teachers' motivation and their job satisfaction depend a great deal on the managerial competence of these owners. Because of this, this research is believed to be significant in alleviating the problems.

It seems many of the physical structures campuses in which the institutions are housed are not built for classroom purposes and as a result, they create unfavorable professional working conditions. This is another area of inconvenience for teachers that affect their attitudes towards their job and thus their job satisfaction and with this regard too, the research will give applicable recommendation for the betterment of the institutions directly and to the job satisfaction of teaching staff indirectly.

Besides, this research is assumed to be a stepping-stone for others to conduct further investigation on the teachers' job satisfaction in private Colleges and University Colleges.

This study is therefore believed to be useful for the following reasons:

- It creates awareness among owners of private higher education institutions particularly those who seek to include "job satisfaction" while planning their human resource management.
- It helps the concerned bodies and private higher education institutions to increase their efficiency by valuing and improving the job satisfaction of their staff.
- It also initiates researchers to conduct further and detailed studies in the private higher education institutions teachers' job satisfaction.
- It enables private colleges or universities' administrators: owners, presidents, deans, or department heads to gain valuable information about how their teaching staff evaluates their present working conditions and teaching staffs' expectations about their job.

- It suggests possible options for the improvement of teaching staffs' working conditions in private institutions.
- It suggests possible options for the improvement of organizational commitment of the teaching staff.
- It suggests necessary the arrangements that university/college needs to do in order to reduce teaching staff turnover.
- It would enable to be considered in policy formulation about private higher institutions teachers' job satisfaction.

### **1.5 Delimitation of the Study**

At present, there are fifty-five Private higher institutions in Addis Ababa accredited by the Ministry of Education and the Addis Ababa Administration Education Bureau. In this research, looking for an in-depth analysis, the researcher delimited the scope in collecting data from only those who have been in the field for more than five years. Among the fifty-five, only twelve have been functioning for five years and above. However, given the time and resources available to the researcher, the study was conducted only on four representative samples: Addis College, Admas College, Royal College and St. Mary University College out of the twelve, which constitutes 33.3 percent of the twelve colleges above five years experience. The researcher believes that this constitutes reasonable representation. The selection of the four colleges was made randomly. Only 135 permanently employed teaching staff were randomly selected and used as informants. In addition, as job satisfaction is a wide field, this study is confined only on factors that are believed to be directly related to the working process which include - pay, promotion, supervision, contingent rewards, fringe benefits, coworkers, nature of work, communication, and operating condition.

## **1.6 Limitations of the Study**

Job satisfaction is intangible and not easy subject to measure. The job satisfaction of employees is subjected to multiple influences. The number of influences is so large that it is very difficult to account for all of them. Therefore, there is lack of accurate and proper scale for measuring job satisfaction.

If it were not for the lack of time and financial resources, such a study certainly would benefit from a wider sample of institutions and more extensive coverage of issues. Only one University College chosen for the study had to be substituted by another due to lack of cooperation. Besides, there have been some challenges in finding the respondents and in retrieving the questionnaires on the scheduled time.

## **1.7 Definition of Terms**

Private higher education Institution: refers to a higher education institution providing higher education service and established by one or more individual owners Proclamation No.351/2003 (1995).

Extrinsic Rewards: are rewards given by supervisors to ensure that the work is done properly and qualitatively and quantitatively following rule and regulations. The rewards may be in the form of increase in salaries, bonuses, commissions, perks, benefits, cash awards or announcement in company bulletins or certificates of appreciation. (Garry, 1997).

Intrinsic Rewards: are rewards that come to the worker directly from the work they do-satisfactions like pride in workmanship or the sense that they are helping the customer (Ibid).

University College: (1) Without prejudice to its possibility to be established as a new University College, have a record of at least degree program it has been rendering services of higher education after being accredited as a College or Institute;

(2) be able to offer Education and training in different professions and programs at least at three faculties, colleges, or schools, or institutes Proclamation No.351/2003 (1995).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

The problem of job satisfaction has been a topic of discussion for many years. A number of researchers have also attempted to treat the problem from different perspectives. Therefore, this part of the paper deals with the views of various scholars.

#### **2.1 What is Job Satisfaction?**

Job satisfaction is defined in terms of different factors. Because of this, different scholars and researchers ascribe different meanings to the term 'job satisfaction'. Some of these researchers and scholars give either general definitions or specific definitions. In this regard, there seems to be difficulty in defining exactly what job satisfaction is.

Rao and Sirdhar (2003) defined job satisfaction as a primary requisite for any successful teaching learning process. It is a complex phenomenon involving various personal, institutional and social aspects. If teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals.

Spector (1997) pertained job satisfaction to positive feelings that individuals have in relation to their job. Job dissatisfaction indicates negative feelings that individuals have regarding their job or facets of their job. According to Davis (1989), job satisfaction is a set of favorable or unfavorable feelings with which employees view their work. Ivancevich, Lussier and Robert (1990) defined job satisfaction as an attitude that workers had about their jobs. Job satisfaction can be viewed as an overall attitude, or parts of an individual's job, it can apply to a set of attitudes toward work.

Robbins (2002) defined job satisfaction as an attitude; the difference between the amount of rewards workers received and the amount they believed they should receive. On the other hand, Akalewold cited in Rocca and Kosanski (2001) defined job satisfaction as the degree to which people like their jobs. It is a general attitude towards the job; the difference between the amount of reward employees received and the amount they believed they should receive.

According to the authors, a person with a high satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job. It is seen as one factor that is important for business effectiveness, good company reputation and low turnover.

As cited in Saiyadain (1995), the term 'job satisfaction' was brought to limelight by (Hoppock 1935). He reviewed 32 studies on job satisfaction conducted prior to 1933 and observed that job satisfaction was a combination of psychological, physiological and environmental circumstances that cause a person to say, "I am satisfied with my job". Such a description indicates the variety of variables that influence the satisfaction of an individual but tells us nothing about the nature of job satisfaction.

According to Saiyadain (1995), perhaps one way to define job satisfaction may be to say that it is the end state of feeling. Notice the use of the work end. It emphasizes the fact that the feeling of satisfaction is experienced after a task is accomplished or an activity has taken place whether it is highly individualistic effort of writing a book or a collective endeavor of constructing a dam. These tasks/activities could be very minute or large. They may be easily observable or could just be experienced. In all cases, they satisfy a certain need. The feeling could be positive or negative depending upon whether the need is satisfied or not and could be a function of the efforts of the individual

on one hand and on the other hand the situational opportunities available to him/her.

Saiyadian (1995), also stated that motivation, implies the willingness to work or produce. A person may be talented and equipped with all kinds of abilities and skills but may have no will to work. Satisfaction, on the other hand, implies a positive emotional state, which may be totally unrelated to productivity. Similarly, in literature, the term 'job attitude' and 'job satisfaction' are used interchangeably. However, a closer analysis may reveal that perhaps, they measure two different anchor points. Attitudes are predispositions that make the individual behave in a characteristic way across situations. They are precursors to behavior and determine its intensity and direction. Job satisfaction, on the other hand, is an end-state of feeling, which may influence subsequent behavior. In this respect, job attitudes and job satisfaction may have something in common. However, if we freeze behavior, attitude would initiate it while job satisfaction would result from it.

According to DeNobile (2005) job satisfaction has been defined as the extent to which a staff member has favorable or positive feelings about work or the work environment.

In general, according to Koys (2001), no simple formula can predict an individual employee's job satisfaction. Furthermore, he stated that the relationship between productivity and job satisfaction is not entirely clear. The critical factor is what employees expect from their jobs and what they receive as rewards from their jobs. Even though job satisfaction itself is important, perhaps the bottom line is the impact that job satisfaction has on organizational commitment, which affects employee turnover and organizational performance.

## 2.2 Theories of Job Satisfaction

According to Seyfarth (2005), psychologists have advanced several theories to explain how people become motivated to perform a job and what factors within the individual or in the work setting influence the level of motivation experienced. Three theories are of particular interest to school administrators because of their potential for improving understanding or work motivation among teachers. The three theories are expectancy, equity, and goal-setting theory.

Expectancy theory advocates believe that people are motivated by the opportunity to earn incentives. Pinder (cited in Seyfarth, 2005) stated that psychologists who have studied human motivation have developed elaborate theories about the relationship between tangible rewards and employee performance. These theories help explain the condition under which tangible rewards and recognition lead to an increase in employee productivity. One such theory is expectancy theory, which is based on the premise that workers perform tasks to gain incentives and that motivation is a function of the value of the incentive to the individual.

Equity theory advocates believe that people expect a balance between effort expended and rewards received and lose motivation when that balance is missing. Seyfarth (2005) stated that when rewards are distributed on the basis of performance, employees who do not receive a reward or who receive a smaller-than-average reward might feel they have been treated unfairly. It is therefore important to be aware of the issue of equity in distributing work-related rewards. Researchers who have studied equity find that employees compare themselves to people with whom they work who perform the same or similar jobs. An employee who feels that he or she worked harder but received a smaller reward than another employee will feel unfairly treated.

Goal-setting theory advocates believe that people are motivated to achieve identified goals. A number of psychologists contend that clear-cut and challenging goals are as effective for motivating people in work settings as in recreational situations. Goal setting is a form of self-leadership. Studies have shown that individuals were assigned more challenging goals outperformed those who received moderately difficult or easy goals.

Each theory has implications for administrative action. An administrator who believes that employees are motivated by expectancy will attempt to identify and distribute incentives to increase teacher motivation. One who believes in equity theory will try to provide more generous rewards to employees who work hard and withhold some rewards from those who put forth less effort. Administrators who subscribe to goal-setting theory will attempt to identify long-and short-range goals that are personally meaningful to employees and help the employees to achieve those goals.

Some theories of job satisfaction include discrepancy theory (Locke 1969), equity theory (Mowday, 1992), and the motivator-hygiene theory (Herzberg and Snyderman, 1959).

Discrepancy theory, as described by Lawler (1973), was the result of the difference between an actual outcome a person received and some other expected outcome level. A comparison, in which an actual outcome level was lower than an expected outcome level, would result in dissatisfaction.

Inputs and outcomes were the premise of equity theory (Mowday, 1992). Employees evaluated their inputs/outcomes by comparing them with the inputs/outcomes of other individuals. Equity existed if the ratio of inputs to outcomes was similar to the inputs and outcomes of other individuals. Conversely, inequity existed when the ratio of inputs to outcomes was unequal

to the inputs and outcomes of other individuals. Perceptions of equity were associated with job satisfaction, while perceptions of inequity were associated with job dissatisfaction.

### **2.2.1 Herzberg's Two-Factor Theory of Motivation**

Job satisfaction has drawn considerable theoretical interest among sociologists and psychologists. Herzberg, a psychologist, proposed a theory about job factors that motivate employees (Herzberg 1959, 1968). Maslow, a behavioral scientist and contemporary of Herzberg's, developed a theory about the rank and satisfaction of various human needs and how people pursue these needs (Maslow 1970). Job satisfaction theories generally explain why, when, and how workers are satisfied/dissatisfied. Conceptual interest and analysis includes why there may be interpersonal differences and situational variability. These theories are widely cited in the business literature. However, in the education profession the researcher has been applying the Herzberg's and Maslow's theories to higher education institutions teaching staff.

The motivator-hygiene theory was credited with propelling and advancing research on job satisfaction (Steers and Porter, 1992). The premise of the motivator-hygiene theory (Herzberg and Snyderman, 1959) was that jobs had specific factors that were related to job satisfaction or dissatisfaction. These two men developed a theory of work motivation by indicating the way to better performance through increased job satisfaction.

In summary, two essential findings were derived from this study. First, the factors involved in producing job satisfaction were separate and distinct from the factors that led to job dissatisfaction. Since, separate factors needed to be considered, depending on whether job satisfaction or job dissatisfaction was

involved, it followed that these two feelings were not the obverse of each other. Thus, the opposite of job satisfaction would not be job dissatisfaction, but rather no job satisfaction; similarly, the opposite of job dissatisfaction is not satisfaction with one's job. The fact that job satisfaction is made up on two unipolar traits is not unique, but it remains a difficult concept to grasp.

Herzberg and Snyderman (1959) named the determinants of satisfaction "motivators" as: achievement, recognition, work itself, responsibility, and advancement. He described that motivators had positive power to satisfy and produce high performance and are related to job contents. The factors related to the dissatisfaction are hygienic factors as hygiene prevents sickness. These factors and the determinants of dissatisfaction "hygiene" (policy and administration, supervision, salary, interpersonal relations, working conditions) are related to the work environment.

Herzberg argued that when the hygienic factors are absent, employees are likely to be dissatisfied. However, the presences of hygienic factors do not necessarily motivate employees for higher productivity. As such, motivators relate to the intrinsic factors or actual content of a job, not just to extrinsic factors are present, they relate to a high level of motivation and job satisfaction.

The Herzberg two-factor theory separates job satisfaction and dissatisfaction by postulating that satisfaction is related to intrinsic factors or motivators, while dissatisfaction results from extrinsic factors or hygiene. The 'hygiene factors' are the environmental factors in the work situation which need constant attention in order to prevent dissatisfaction. These factors include pay and other rewards, working conditions; securities, supervisory styles, and so forth. Motivation and satisfaction, says Herzberg, can only come from internal sources and the opportunities afforded by the job for self-fulfillment.

Kreitner (1998) stated that Herzberg encouraged managers to think carefully about what actually motivates employees. He believed that most managers could hope to reach the zero mid-point on the dissatisfaction-satisfaction continuum when they attempted to motivate with pay, status, working conditions, and other contextual factors. This is the point where both dissatisfaction and satisfaction are absent. However, the elimination of dissatisfaction is not the same as truly motivating an employee. To satisfy and motivate employees an additional element is required: meaningful, interesting and challenging work.

Similarly, Churden and Aethuruw (1976)'s theory of motivation may serve as a useful framework to guide managers and supervisors in their understanding of their workers. It is clear that an individual has a different need pattern that can be understood only by studying his/her behavior. It is useful, however, to identify that different factors influence an individual's needs.

According to Tyson and York (2000), Herzberg's ideas have provoked much controversy, because they imply a general applicability and do not seem to take enough account of individual differences. His insistence that motivation comes from within each individual and those managers cannot truly motivate but can stimulate or stifle motivation is, nevertheless, an important contribution to the study. Since human needs cannot be seen easily, we can infer from the external behaviors they show.

### **2.2.2 Intrapersonal Comparison Process Theory**

Intrapersonal comparison process theories are based on the extent to which a job is perceived to meet a person's needs or values. If there is a wide discrepancy between what is needed or desired and what is obtained, it will result in job dissatisfaction.

According to McCormick and Ilegen (1980, as cited in Muchinsky, 1989) job satisfaction assumes that the degree of affection experienced results from some comparison between the individual's standards and that individual's perception of the extent to which the standards are met. Degree of satisfaction is the difference between the standards and what is actually received from the job. Intrapersonal comparison theories compare what a person wants with what he receives. The smaller the difference, the greater will be the feeling of satisfaction. These theories are called intrapersonal because the comparison occurs within each individual.

Similarly for Lock (1976 as cited in Menlo et al 1990), job satisfaction is a function of the perceived relationship between what one wishes from a job and that which one perceives the job as offering. In the same vein, Porter (1962, as cited in Friesen 1983) understood job satisfaction as the difference between what a person think he should receive and what he feels he actually does receive.

On the other hand, Steers and Porter (1983) present a model of facet satisfaction, which is similar with this theory. The model is intended to be applicable to understanding what determines a person's satisfaction with any facet of the job. This model is a discrepancy model in the sense that it shows satisfaction as the difference between (a) what a person feels he should receive, and (b) what he perceives that he actually receives. The model indicates that when the person's perception of what his outcome level is and his perception of what his outcome level should be are in agreement, the person will be satisfied. When a person perceives his outcome level as falling below what he feels it should be, he will be dissatisfied.

### **2.2.3 Interpersonal Comparison Process Theory**

The idea behind this interpersonal comparison theory was the belief that people did compare themselves with others in assessing their own feelings of job satisfaction. An individual observes others in a similar job and infers how satisfied he/she is. According to Salancik and Pfeffer (1977 as cited in Muchinsky 1989), a person compares himself to other people and then derives feelings of satisfaction based on how other feel about their jobs. Generally, according to Muchinsky (1989), a lot of research in social psychology indicates that we assess ourselves by our perception of others.

### **2.3 Determinants of Job Satisfaction**

Job satisfaction is too complex a phenomenon to be reduced to simple causal factors. Gruneberg (1979), a British psychologist presents the results of the research on job satisfaction. People are unique and have different needs, he stated, and so differ in what satisfies them in their work, one like security and structure; others like flexibility and the opportunity to be creative. Some like boring jobs that do not involve or tax them; others want to be challenged and committed.

In addition to this, various elements limit a job satisfaction study. Filan, Okun, and Witter (1986) have found job satisfaction related to such psychological variables as internal goal setting, reality perception, personal responsibility, self-confidence, and internal control.

In its most basic sense, job satisfaction is a positive emotional state resulting from evaluating one's job experiences. Job dissatisfaction occurs when one's expectations are not met. For example, if an employee expects clean and safe working conditions on the job, then the employee is likely to be

dissatisfied if the workplace is dirty and dangerous. Nevertheless, some common factors contribute to job satisfaction for many people.

### **2.3.1 Pay**

According to Ammanuel (2005), pay is one of the frequently mentioned factors contributing to job satisfaction, although complications emerge in actually measuring its individual role. Similarly, Seyfarth (2005) described that money and praise are powerful motivators, and although most people say that money is not the most important motivator for them, salary increases or expansion of fringe benefits are nevertheless welcomed by almost every one. Money is valued not only for what it will buy but also as a symbol of success and approval. Similarly, Molineux (2007) stated, people obviously need an adequate income if they are to be satisfied with their jobs. Money not only enables them to support their families but it is also a sign of recognition and worth.

It is usually not actual levels of pay that account for job satisfaction; however, but relative levels. People judge how well or poorly they are paid by comparison with their peers. If they feel they are underpaid compared to their colleagues, they will probably be dissatisfied with their income no matter what it is (Molineux, 2007).

Similarly, Mathis and Jackson (2005) noted that pay and benefits must be competitive, which means they must be "close" to what other employers are providing and what individuals believe to be consistent with their capabilities, experience, and performance. On the other hand, Tesfaye's (2004) study shows that in the presence of work environment variables, financial aspects of university teaching seem to play a less important role. As it turned out, instructors tend to give much importance to workplace factors than monetary

rewards when it comes to intending or not intending to leave. On the other hand, even though affective attachment to university is high, the temptation of greener pastures elsewhere in the midst of inadequate financial rewards is so compelling.

### **2.3.2 Leadership**

Leadership style of leaders affects the job satisfaction of teachers. Similarly, Molineux (2007) stated that, no one likes to work for a boss who is incompetent. The best supervisors are those who know what they are doing and are committed to getting a job done, yet are friendly and pleasant to work with employees. According to Evans (2001, as cited in Christopher, et al. 2004), leadership can shape work contexts that either match or are at odds with what individuals want in relation to equity and justice, pedagogy, organizational efficiency, personal relations, collegiality, and self-conception and self image.

Robinson (2002) stated that employee satisfaction is increased when the immediate supervisor understands and friendly offers praise for good performance, listens to employees' opinions, and shows a person interest in them. One of the underlying generalizations offered by Robinson was the more considerate, supportive, or employee oriented, the supervisor is, the greater his/her subordinates will strive to do their job well. Employee oriented supervisors tend to get better productivity, motivation and worker satisfaction.

School leaders can make significant interventions to enhance the working lives of teachers within their schools. Kyriocou (2001) described leadership interventions that are capable of reducing teachers' stresses. School leaders can influence the emotional climate of their organizations and, in so doing, motivate staff and impact positively upon teachers' working lives. School

leadership training should perhaps include stronger emphasis on cultural change methodology aimed at improving teacher professional experience and satisfaction, and increasing the likelihood of retention.

According to Kekale (2003, as cited in Worku 2006), universities and other organizations that are dealing with creativity, are to construct leadership and management systems and structures in order to support the continuous flow of basic function and in order to avoid severe problems in these. Each academic leader has to find his/her way to gain competence and respect in supporting his/her unit's basic operations within the current and potentially changing field of possibilities.

Tesfaye (2004) stated that fairness perception in relation to participation in decision-making and transparency in administration of the affairs of colleges and their faculties' increases likelihood that instructors' would intend staying. On the contrary, perception of autocratic culture of decision-making increases the probability of leaving. Similarly, as a main finding of his study, Tesfaye pointed out that the faculty members' perception of cordial relations with immediate supervisors (deans and heads of departments) increase the likelihood of remaining, and lack of these favorable interpersonal relations fosters thinking to quit.

Generally, according to these different scholars, supportive school leaders are cognizant of the influence of their leadership style and the professional culture they create in their schools. They know that they have an important role to play in the evolution of models of good practice in teacher retention.

### **2.3.3 Fringe Benefits**

Seyfarth (2005), stated that fringe benefits such as medical insurance and a retirement plan add to the security of a teaching career. As full-time teaching positions become less available over time, the benefits of a tenured system of job security become more valued. Teaching staffs' advising and course loads, fringe benefits, job security, and salary are important issues to their overall satisfaction.

According to Mathis and Jackson (2005), a number of employers use a wide range of special benefits and perks to attract and retain employees. By offering these special benefits, employers hope to reduce the time employees spend after work on personal chores and to be seen as employers that are more desirable where individuals will remain for longer stays.

On the other hand, Rosser (2004) found that benefit plans such as medical, retirement and securing tenure-track positions have been shown to be important issues relating to faculty members' satisfaction.

In general, job satisfaction of employees can be increased through various benefit programs. Benefit programs such as flexible working hours; cafeteria style programs in which each employee chooses from a variety of health care options; retirement plans; profit sharing; career development programs; health promotion and healthcare option; and employee-sponsored child care and others must be considered to improve job satisfaction of employees.

### **2.3.4 Recognition**

Molineux (2007) asserted that people like jobs that will bring them recognition. Some researchers believe that recognition, or its lack, is the single most

important factor in job satisfaction or dissatisfaction. People want to be rewarded or recognized for the good work they do. In addition to that, Molineux believed that recognition could come in three forms: pay increases, promotions or praise. Since few companies can afford steady pay increases, and not everyone can be promoted, praise can be an effective tool managers can use to encourage good work. In addition, it does not cost a cent.

Mathis and Jackson (2005) stated that employee recognition, as a form of reward could be both tangible and intangible. Recognition also can be intangible and psychological in nature. Feedback from managers and supervisors that acknowledges extra effort and performance of individuals provides recognition, even though monetary rewards are not given.

### **2.3.5 Working conditions**

According to Seyfarth (2005), working conditions are a positive feature of most teaching positions. Some teachers work in clean, comfortable surroundings, and many take pride in decorating their classrooms attractively. Rodman (as cited in Seyfarth 2005), mentioned, that teachers as a group were more satisfied with their work than people in most other occupations, but their satisfaction is affected by the conditions of their work. Professor Ingersoll (as cited in Akalewold 2004) mentioned that distinctly lower turnover level were found in schools that provide more administrative support to teachers, have lower level of student discipline problems, and high level of faculty decision making influence and autonomy.

Similarly, Mathis and Jackson (2005) stated that individuals spent significant time at work when they expected to work with modern equipment and technology, and have good working conditions, given the nature of the work.

Such factors as space, lighting, temperature, noise, layout, and other physical and environmental factors affect retention of employees.

According to Bruce and et al. (1992, 1976, 1983; 1982, as cited in Green 2000), people want to be comfortable and safe while they work. Appropriate lighting, temperature, and noise level are several aspects that keep people from being uncomfortable, and, therefore, from experiencing dissatisfaction. People want the tangible items that they need to work to perform their job well. In an office environment, examples for tangibles are computers, copiers, fax machines and phones. Furthermore, people prefer cleanliness to dirt and living close to their jobs over living far away.

### **2.3.6 Relationships with others**

According to Seyfarth (2005), people who like working with others often choose to teach because it is a job that involves constant interaction. Teachers spend most of their day with young people, and they have opportunities to talk with colleagues. Social influence from colleagues can be an important determinant of teachers' job satisfaction because colleagues are usually around, often have similar types of jobs and often have certain things in common (Gearge and Gareth, 1999). On the other hand, Molineux (2007), stated that one of the non-economic benefits of work was the opportunity to meet and work with other people with similar interests and backgrounds. Some of the strongest, long lasting friendships are formed at work. In general, the better people relate with others at work, the more satisfied they would be with their jobs. The most dissatisfied people are those who feel isolated at work.

Similarly, Green (2000) pointed out that, many individuals' social need could be satisfied through their favorable interaction with both coworkers and managers at work. Sympathetic and helpful coworkers can increase employee

job satisfaction. Managers who interact favorably with employees assist in solving problems are aware of employees' challenges and are able to communicate effectively and provide constructive feedback periodically. These managerial behaviors can lead to increased job satisfaction for employees.

### **2.3.7 Nature of work**

Some individuals are attracted to teaching by the nature of the job. Teaching is knowledge work, and helping students to understand new material is a fulfilling experience for many in the field. In other words, teachers who are assigned to teach subjects that they are not qualified to teach or for which they lack interest are likely to cite that as a cause of frustration and dissatisfaction. Job dissatisfaction occurs if the work is either too easy or too difficult, so that a worker does not have the opportunity to exercise his skills. A job that is easy can be boring and unchallenging; a difficult job can cause anxiety and can be ego deflating (Molineux, 2007).

People also like to have a say about the policies, plans or working conditions that directly affect them. The more they are consulted by their supervisors, or involved in decision-making processes, the better they tend to be satisfied with their jobs.

In addition to this, they have been taught to be competitive and successful. In the world of work, promotions are an indication of a person's worth or success. Those who feel they are stuck in their jobs will tend to be more dissatisfied with their work.

## 2.4 Measuring Job Satisfaction

There are many methods for measuring job satisfaction. By far, the most common method for collecting data regarding job satisfaction is the Likert scale (named after Rensis Likert). Likert scales typically allow for five, seven, or nine responses to questions/statements on surveys, with the highest and lowest score indicating extreme degrees of either agreement or disagreement, and with the middle score showing neutrality.

Saiyadain (1995) described the difficulty of measurement of job satisfaction which had the same fate as the measurement of intelligence. Since there is no agreement on a specific definition, generally, questionnaires are developed to measure satisfaction with various aspects of work and the resultant behavior or score is said to measure job satisfaction. Intelligence is defined by what is measured by intelligence test; job satisfaction can also be defined by what is measured by job satisfaction questionnaire.

Studies of job satisfactions employ either quantitative or qualitative or a combination of both methods. Many studies seem to appreciate the advantage of close-ended scales that are manageable statistically thereby giving scientific advantages, but also using time saving mechanisms as well as laborsaving exercises. There are different scales available in the market that measure job satisfaction such as: Minnesota Satisfaction Questionnaire (MSQ), Job Descriptive Index the Job Characteristics Model, measure work satisfaction and job aspects: skill variety, task identify, task significance, autonomy, and job performance feedback (Emmert and Taher, 1992). Another measure is the Warr-Cook-Wall scale used to gauge general work satisfaction and nine aspects of job satisfaction. Other less common methods for gauging job satisfaction include: yes/no questions, true/false questions, point systems, checklists and forced choice answers.

Specter Job Satisfaction Survey is freely available to student researchers. Different researchers have used and adapted the different scales.

## **2.5 Teachers' Job Satisfaction in Ethiopia**

According to Habtamu (2003, as cited in Damtew and Altbach 2004), a large number of Ethiopian academic staffs quit their teaching profession to take other jobs or go abroad for training or other reasons and do not come back. Though the number varies from institution to institution, the estimate of the brain drain from Ethiopian universities might be as much as 50 percent.

Many young Ethiopians did not consider teaching as a satisfactory career and this had a negative impact on the teaching-learning program (Legesse, 1992). Salary was one of the main reasons of the dissatisfaction of teachers (Aklilu 1966; Legesse 1992; Bonsa 1996). The working conditions of these teachers were also far from satisfactory.

Ayalew (1995) conducted a study on the problems of staff recruitment and retention in higher education institutions of developing countries. His article examined the higher education institutions' loss of their staff (usually the best talented one) both through internal and external drainage because of low salaries, political interests, heavy and unbalanced teaching loads, lack of opportunity for doing research, limited opportunity for staff development, autocratic administration and housing problems. He suggested that the strategies for increased retention of staff include granting award and/or providing academic freedom, merit pay, promotion, tenure, sabbatical and other leaves, honorific titles, improved working conditions and fair administration.

On the other hand, Aregash, et al. (1994) conducted a study on teacher motivation and incentives. They stated that salaries would not be panacea to the educational problems that Ethiopia currently faced. They recommended that further training of teachers would enhance their professional skills.

Ayalew (1991) also made a nation wide study focusing on administrative problems. Of the different problems faced by teachers, low regard of the community for the teaching profession and low salary were ranked first and second respectively. He also stated that such feeling of society to the profession was the result of low economic rewards, living and working conditions as well as lesser growth opportunities the profession provides to the professionals. Ayalew pointed out that it is necessary to take appropriate measures to implement the strategies and carry out further study on intrinsic and extrinsic factors affecting staff retention.

Finally, Ayalew recommended many measures to be taken to improve the condition that dissatisfy teachers. These measures include the introduction of a new salary scale, improvement in the posting, transfer, performance evaluation and promotion procedures as well as the selection of teachers for continuous education.

Given this, it is reasonable to recommend that keeping teachers satisfied with their work should be a priority for school systems and a goal for school leadership teams. Because of the above mentioned teachers dissatisfaction, the Transitional Government of Ethiopia 1994 had made major adjustment to education in general and problems of the teaching profession because of the new reform. Hence, to address age-old problem, a new career structure for teachers were established along with the in-service training, which was believed to boost teacher's morale (MOE, 1999). The salary of teachers at

different level of schooling system has been adjusted to one-step up as compared to those having similar qualifications but working in other ministries.

## **2.6 Private Higher Education Institutions in Ethiopia**

According to FDRE (2003) private higher education institution came into being following the 1994 education and training policy of the country, which allowed the establishment of private higher education institutions. The policy certified that the government alone could not satisfy the educational needs of citizens and produce educated and skilled personnel assumed to be the linchpin of the country's development initiatives and the growth of the economy as whole. Thus, private higher institutions were envisaged to play a vital role in meeting this objective by producing qualified personnel that would contribute to national development.

Teshome (2004) stated that there were about 90-100 private higher education institution throughout the country which have secured either pre-accreditation or accreditation of their academic programs, and they constitute over twenty-three percent of the total number of the current student population in Ethiopia's higher education institution.

Similarly, MOE (2003) reported that the large majority of these private institutions run academic programs mainly in the field of business followed by information technology. Some of them are engineering colleges and university colleges while increasing number of private higher education institutions are recently established as medical colleges or health institutes. Most of these private institutions in Ethiopia are run by low investment and usually enroll the affluent segment of the society.

Levy (2003) asserted that from quantitative perspective, private higher education institutions in Ethiopia have registered a phenomenal expansion in relatively short period of time (March 1997 up to present). However, there is a serious lack of clear and reliable data on Ethiopia's private higher education. Private institutions proliferated in many developing countries usually before there is an organized and concerted effort to study and regulate it. Thus, the spectacular overall growth of private higher education in Ethiopia does not seem unique.

Similarly, Saint (2005) stated that private tertiary education is rapidly expanding part of Ethiopia's higher education system, increasing by forty three per cent in the past year and now accounting for 24 per cent of all tertiary enrollments. Private tertiary institutions in Ethiopia are relatively new phenomenon; virtually all of them have been established within the past five years. In addition to that, Saint emphasized that Ethiopia is currently engaged in a highly ambitious effort to re-align its higher education system in more direct support of its national strategy for economic growth and poverty reduction. The reforms have targeted all levels: the overall system, the institution and the academic programs.

On the other hand, Solomon (2005) specified that, private higher education institutions are those established mainly by individual owners or by non-profit making organizations and so far run academic programs at undergraduate degree, diploma, and certificate levels. More often than not, they specialize in such fields of study as business and information technology, which are lucrative. With the exception of very few institutions related to religious denomination, the trend in the establishment of private higher education does not yet exhibit a tradition of non-for-profit private higher education.

Solomon (2005) stressed that a closer examination of the Ethiopian private education context showed that it is generally characterized by insecure economic conditions, unhealthy competition for student enrollments and lack of institutionalized system of administration, duplication of activities, and by a comparatively low student and teacher profiles. The large majority of the private higher education institutions operate in rented premises (buildings) constructed for non-educational purposes.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This survey was designed to establish job satisfaction levels among the teaching staff of private higher education institutions in Addis Ababa. It addressed the research questions outlined by adopting Spector's (1994) Job Satisfaction Scale (JSS). This section outlines data sources, data collection methods and procedures, as well as data analysis mechanism.

#### **3.1 Source of data and Sampling Procedure**

The subjects of the study were drawn from Addis Ababa private higher education institutions that run programs accredited by the Ministry of Education and by the Addis Ababa Administration Education Bureau. The selection was made based on long service experience in running their programs. Accordingly, institutions that run training programs for five years and above were selected. This criterion reduced the number of the institutions to twelve out of an overall fifty-five. So, Addis, Admas, and Royal Colleges and St. Mary University College were randomly selected from twelve colleges/university colleges. For the selection of the teachers, the researcher used random sampling technique to have the representation of those permanently employed teachers in the colleges. The programs that are run by these four colleges are: Accounting, Business Administration, Marketing Management, Personnel Administration, Secretarial Science, Computer Science, Law, Industrial Technology, Technology, Building Construction, Industrial Drafting, and Electricity.

The overall number of participants turned out to be one hundred thirty-five teachers. The total number of teachers in the four institutions were 358 out of which 37.1% was taken as the sample size. The sample consisted of 114 male

and 21 female teachers although the sampling was not controlled for gender. The sample also includes single as well as married person with nearly equal numbers in both categories. They were mostly bachelor and master degree holders in nearly equal proportions. Their income ranged between 600.00 and 3000 Birr.

### **3.2 Data Collection Instruments**

This study had modified and adapted the JSS tool developed by Spector (1994).

The JSS was selected for this study for three major reasons. The tool is standardized and used by many researchers. In practical terms, the scale is freely available for use by student researchers as opposed to other instruments of job satisfaction survey, which are not easily available. Secondly, the sub scales as well individual items match the objectives of this study and describe the aspects of satisfaction that the researcher intends to measure. Finally, the reliability (.82 as found in a pilot group) and validity of this instrument (as reviewed by measurement experts) have also been high. Some items in the questionnaire (24, 30, 38, 39, 44, 45, and 48) were modified somewhat for purposes of clarity and in consultation with my advisor as well as teachers who indicated that there was lack of clarity. The Spector scale had 9 subscales forming 36 items measuring aspects of job satisfaction which included pay, supervision, operating conditions, co-workers, training, promotion, contingent rewards, nature of work, communication, and total satisfaction.

The questionnaires were grouped into two sections, Part I and Part II. Part I focused on fifteen questions that included demographic characteristics, based upon a review of related literature. The items were gender, age, marital

status, number of dependents, highest obtained qualification, number of years working for the particular private higher education, number of years working in private higher institutions, present academic rank, monthly basic salary, benefits, name of department employed for, teaching load, and additional work of the samples that would provide demographic data for correlation analysis.

Part II contained thirty-six items of JSS (Spector, 1994), which measures aspects of job satisfaction identified in the research objectives. The JSS utilizes a six-point Likert-type scale with 1 representing disagree very much and 6 representing agree very much to measure job satisfaction within nine facets: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. Four items that can be computed to provide a score for each facet represent each facet, and an overall measure of job satisfaction can be obtained by calculating the total from all thirty-six items. Thus, scores for each facet could range from 4 to 24, with 24 representing the highest degree of satisfaction; scores for the overall measure of job satisfaction could range from 36 to 216, with 216 representing the highest degree of overall job satisfaction.

In addition to this, the last part of the questionnaire included the open-ended unstructured four questions that are related to turnover intentions as well as subjective descriptions of satisfaction and dissatisfaction of the teaching profession. The interview was one of the instruments used to collect information for the descriptive method of study. Interviews were conducted with leader of eight departments and four human resource managers. An open-ended unstructured interview items were employed with research participants with whom the researcher has interviewed and made a rapport.

### **3.3 Pilot Test**

Before the distribution of the questionnaires to the sample population of the study, a pilot test was conducted at Microlink Technology College in fifteen

permanently employed teachers, who were not included in the final study. This assessment helped the researcher to get feedback as to whether or not the questionnaire was clear, and helped to refine the questionnaire to the purpose of the research. According to the pilot survey, minor modifications were made in the wording of the JSS in order to contextualize the tool. "Raises are too few and far between" was changed to "Salary increment and promotion is not fair". "I find I have to work harder at my job because of the incompetence of people I work with" was changed to "I find I have to work harder at my job because of the incompetence of students I work with". "I have too much paperwork" was changed to "My teaching load is not reasonable". "I enjoy my coworkers" was changed to "I have healthy relationships with my coworkers". "I like my supervisor" was changed to "My supervisor treats everyone equitably". "I have too much paperwork" was changed to "I have no office and comfortable desk". Finally, "There is too much bickering and fighting at work" was changed to "There is no team work within my department". These modifications helped to clarify some of the confusing phrases in the questionnaire.

### **3.4 Data Management Analysis**

The Statistical Package for Social Scientists (SPSS) version 13 was employed to analyze the job satisfaction data. Before data analysis, the scale items were recoded as per the instructions in the Specter manual. The scale had a set of six responses with 'agree very much' representing a score of six and 'disagree very much' representing a value of 1. The items 'agree slightly' and 'agree moderately' were combined to form 'agree'; while 'disagree slightly' and 'disagree moderately' were fused to read 'disagree'. The quantitative analysis used simple statistics, percentages, frequency counts, and means standard deviations and an analysis of variance (ANOVA). The chi-square test was used to determine associations between two categorical variables. That is job

satisfaction with that of background variables. A qualitative analysis of open-ended responses was used to supplement the data analysis.

The JSS had 9 subscales with scores for each individual subscale ranging from a minimum of 4 to a maximum of 24 points. Scores of 21-24 were hypothesized to mean a teacher is 'very satisfied'; 16-20 'satisfied'; 8-15 'dissatisfied' and 4-7 'very dissatisfied'.

The total satisfaction score would range from 36-216. Scores from 181 -216 were hypothesized to represent 'very satisfied'; 144 – 180 were 'satisfied'; 72 -143 were 'dissatisfied' and 36 – 71 were 'very dissatisfied'.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the sample respondents.

#### 4.1 Demographic characteristics of the Respondents

One hundred sixty five questionnaires were distributed to the teaching staff in the four higher institutions considered for the study. Out of these, one hundred thirty five were filled in and returned. The rate of return of the questionnaire was 81.81 and this was regarded as high for a survey study of this kind. In addition, eight department heads and four human resource managers were interviewed. The colleges and the university college from where sample respondents drawn are shown in Table 1:

Table I  
Number of Respondents with Respect to Institutions

<b>Name of the Institutions</b>	<b>N</b>	<b>%</b>
Addis College	18	13.33
Admas College	43	31.85
Royal College	26	19.26
St. Mary University College	48	35.56
<b>Total</b>	<b>135</b>	<b>100.0</b>

Table I shows that the respondents are drawn from four colleges/university college considered for the study. The proportion of the sample respondents are the Colleges and University College were total of 358 that means 135 (37.1%). There are almost one third of the respondents of teachers from the population included in the sample size. This indicates that there is fair representation of teachers from the total respondents. The demographic characteristics of the respondents by age, gender, marital status and number of years of teaching experiences are shown in Table II.

Table II  
Demographic Characteristics of Respondents by Age, Gender, Marital Status and Number of Dependents

Category	N	%
<b>Age</b>		
30 or below	79	58.50
31-40 years	28	20.75
41-50 years	5	3.70
51 or above years	6	4.45
Missing values	17	12.60
<b>Total</b>	<b>135</b>	<b>100</b>
<b>Gender</b>		
Female	21	15.6
Male	114	84.4
<b>Total</b>	<b>135</b>	<b>100</b>
<b>Marital Status</b>		
Unmarried	40	29.6
Married	90	66.7
Separated	1	.7
Divorced	2	1.5
Missing values	2	1.5
<b>Total</b>	<b>135</b>	<b>100</b>
<b>Number of dependents</b>		
1 - 2	11	8.2
3 - 4	11	8.2
5 - 6	11	8.2
7 and above	23	17.4
Missing values	79	58.0
<b>Total</b>	<b>135</b>	<b>100</b>

As shown in Table II, in the age category 30 or below ages were 79 (58.50 %); those aged 31 – 40 were 28 (20.75%); those aged between 41-50 years were 5 (3.70%) and those who were 51 years old or above were just 6 (4.45%). This indicates that the majority of respondents are below 30 years and youngsters.

With respect to gender, the great majority, 114 (84.4%) of the respondents were males, while the remaining, 21 (15.6%) were females. The data confirmed that the gender imbalance that existed in the teaching profession at private higher institutions was also a reflection of a gender inequality in all other spheres of life.

Marital status was one of items asked. The majority of the respondents were married 90 (66.7%), followed by singles 40 (29.6%). The number of dependents of the respondents 33 (24.6%) indicated 1-6 dependents. Twenty three (17.4%) indicated that they have 7 and above dependents. It implies that the respondents are responsible for their dependents.

Table III  
Demographic Profile of Respondents by Academic Rank,  
Qualification, and Monthly Salary

Category	N	%
<b>Rank</b>		
Associate professor	1	.7
Lecturer	58	43.0
Assistant lecturer	32	23.7
Graduate assistant	37	27.4
Missing values	7	5.2
<b>Total</b>	<b>135</b>	<b>100</b>
<b>Qualification</b>		
Diploma	9	6.7
Bachelor's	87	64.4
Masters	36	26.7
Doctorate	2	1.5
Missing values	1	.7
<b>Total</b>	<b>135</b>	<b>100</b>
<b>Monthly Salary</b>		
Birr 600 - 999	17	12.6
Birr 1000 - 1999	63	46.7
Birr 2000 - 2999	34	25.2
Above birr 3000	15	11.1
Missing values	6	4.4
<b>Total</b>	<b>135</b>	<b>100</b>

As shown in Table III, the sample respondents were drawn from all academic ranks bestowed at private higher institutions. Fifty eight (43%) of the respondents had an academic rank of lecturer. Sixty nine (51.1%) of them have academic ranks of assistant lecturer and graduate assistant. This implies that the majority of respondents' need further education to compete within the entire higher education systems.

With respect to their level of educational qualification, the majority, 87 (64.4%) of the respondents were bachelor's degree holders whereas 36 (26.7%) had a master's degree and a minority 2 (1.5%) holds doctorate degree. Nine (6.7%) of them indicated that they had an academic qualification of diploma. In

general, 87 (64.4%) had an academic qualification of the respondents' shows that the majority of the teaching staff shows bachelors'.

As far as monthly salary is concerned, 17 (12.6%) of the respondents earned salary between ETB 600 – 999; 63 (46.7%) of them earned between ETB 1000 – 1999; 34 (25.2%) of them were paid between 2000 -2999 ETB, and 15 (11.1%) reported to earn a monthly income of above ETB 3000. These indicate that the study included respondents from different salary scales.

Table IV  
Demographic Characteristics of Respondents by Number of Years of Teaching Experience and Teaching Load

Category	N	%
<b>Years of teaching experiences</b>		
0.5 – 1 year	51	37.8
1 – 2 years	47	34.8
3 - 4 years	11	8.1
5 and above	14	10.4
Missing values	12	8.9
<b>Total</b>	<b>135</b>	<b>100</b>
<b>Number of hours teaching load in a week</b>		
1- 15 hours	44	32.6
16 – 20 hours	60	44.4
21 – 25 hours	20	14.8
26 and above hours	9	6.7
Missing value	2	1.5
<b>Total</b>	<b>135</b>	<b>100</b>

Respondents were also asked about years of teaching experiences particularly at the present institution. The majority, 98 (72.6%) of the respondents had served 0.5 to 2 years and the remaining 11 (8.1%) had 3 to 4 years of experience, whereas the minority, 14 (10.4%) had served for 5 years and above. This indicates that almost of the teaching staff members served for short period. It may imply that there is high turnover and the institutions might not be able to retain a teaching staff for a longer period.

The teaching load, number of hours in a week, indicates that 44 (32.6%) of teachers have 1-15 hours per week, 60 (44.4%) of the teachers have from 16-20 hours of teaching hours per week, 20 (14.8%) of them teach from 21-25 hours per week and 9 (6.7%) of the respondents teach 26 and above hours. The majority of private higher institutions have standard teaching loads 15-18 hours per week for undergraduate programs. The data shows nearly half of the respondents have standard teaching load per week. It also implies that their teaching loads were meeting the given standard.

Table V  
Turnover Intentions of Teaching staff

Questions	Responses	N	%
Do you plan to remain in your current institution as a teacher?	Yes	76	56.3
	No	49	36.3
	<b>Total</b>	<b>125</b>	<b>92.6</b>
	Missing value	10	7.4
	Total	135	100
Do you plan to remain in teaching profession?	Yes	77	57.0
	No	49	36.0
	<b>Total</b>	<b>126</b>	<b>93.0</b>
	Missing value	9	6.7
	Total	135	100

Respondents were asked to point out if they have a plan to remain in their current institution as a teacher. Seventy six (56.3%) of the respondents confirmed that they have planned to remain as a teacher in their current institution. Forty nine (36.3%) of them; however, did not wish to continue working as teachers.

Respondents were also asked whether or not they would remain in teaching profession. Seventy seven (57.0%) of the respondents confirmed affirmatively while 49 (36.0%) of them did not wish to continue in the teaching career. The responses given to these items indicate that the teachers plan to remain in current institution as teachers and their plan to remain in teaching profession is above average. However, their intentions to leave the institutions and teaching career are also remarkable.

#### 4.2 Spector's Job Satisfaction Survey (JSS)

Data from the completed JSS were scored according to the directions of the instrument's developer (Spector, 1997). The Statistical Package for Social Scientists (SPSS) version 13 was employed to analyze the job satisfaction data. Before data analysis the scale items were recoded as per the instructions in the Spector manual. The JSS utilizes a six-point Likert-type scale with 1 representing disagree very much and 6 representing agree very much to measure job satisfaction within nine facets: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating conditions, (g) coworkers, (h) nature of work, and (i) communication. Four items that can be computed to provide a score for each facet represent each facet, and an overall measure of job satisfaction can be obtained by calculating the total from all 36 items. Thus, scores for each facet could range from 4 to 24, with 24 representing the highest degree of satisfaction; scores for

the overall measure of job satisfaction could range from 36 to 216, with 216 representing the highest degree of overall job satisfaction.

The JSS had nine subscales with scores for each individual subscale ranging from minimum 4 to 24 points. Scores of 21-24 were hypothesized to mean a teacher is 'very satisfied'; 16-20 'satisfied'; 8-15 'dissatisfied' and 4-7 'very dissatisfied'.

The total satisfaction score would range 36-216. Scores from 181-216 were hypothesized to represent 'very satisfied'; 144 – 180 'satisfied'; 72 -143 'dissatisfied' and 36 – 71 'very dissatisfied'.

Analysis procedures included descriptive statistics to identify the level of job satisfaction experienced by private higher institutions of teachers.

Table VI  
Pay Satisfaction of Teaching Staff

	Frequency	Percent	Cumulative Percent
Very satisfied	3	2.2	2.2
Satisfied	24	17.8	20
Dissatisfied	80	59.3	79.3
Very Dissatisfied	28	20.7	100
<b>Total</b>	<b>135</b>	<b>100</b>	

Particulars of satisfaction in the 9 subscales indicated that the majority of teachers in private higher institutions are dissatisfied 108 (80%) with their salary.

Table VII  
Promotion Satisfaction of Teaching Staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Satisfied	1	0.7	0.8	0.8
Satisfied	14	10.4	10.5	11.3
Dissatisfied	98	72.6	73.7	85
Very Dissatisfied	20	14.8	15	100
<b>Total</b>	<b>133</b>	<b>98.5</b>	<b>100</b>	
Missing value	2	1.5		
<b>Total</b>	<b>135</b>	<b>100</b>		

Table VII presents the promotion satisfaction of teachers. A negligible number was reported to be very satisfied with promotion 1 (0.8%) and 14 (10.5%) reported satisfaction with promotion they had. However, the majority, 118 (87.4%), of the respondents expressed their dissatisfaction with the promotion process.

Table VIII  
Satisfaction of Teaching Staff about Supervision

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Satisfied	43	31.9	32.1	32.1
Satisfied	43	31.9	32.1	64.2
Dissatisfied	41	30.4	30.6	94.8
Very Dissatisfied	7	5.2	5.2	100
<b>Total</b>	<b>134</b>	<b>99.3</b>	<b>100</b>	
Missing value	1	0.7		
<b>Total</b>	<b>135</b>	<b>100</b>		

About 43 (32.1%) were very satisfied with supervision of their leaders; 43(32.1%) were satisfied; 41 (30.6%) dissatisfied and 7(5.2%) very dissatisfied. It can be said that the majority of bosses in private institutions of higher education/learning did not consider the interest and problem of their teachers in their supervision.

Table IX  
Contingent Rewards Satisfaction of Teaching Staff

	Frequency	Percent	Cumulative Percent
Very Satisfied	4	3	3
Satisfied	30	22.2	25.2
Dissatisfied	84	62.2	87.4
Very Dissatisfied	17	12.6	100
<b>Total</b>	<b>135</b>	<b>100</b>	

Table IX shows responses regarding the contingent rewards satisfaction of teachers. Only 34 (22.5%) reported being satisfied with contingent rewards; whereas the majority 101 (74.8%) of the respondents expressed dissatisfaction. In general, based on the responses, private institutions of higher education/learning did not give more attention to teachers' contingent rewards satisfaction.

Table X  
Fringe Benefits Satisfaction of Teaching Staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Satisfied	24	17.8	18	18
Dissatisfied	88	65.2	66.2	84.2
Very Dissatisfied	21	15.6	15.8	100
<b>Total</b>	<b>133</b>	<b>98.5</b>	100	
Missing value	2	1.5		
<b>Total</b>	<b>135</b>	<b>100</b>		

Respondents were asked of the fringe benefits satisfaction. 24 (18%) said that they were satisfied with fringe benefits; whereas the majority, 109 (80%) expressed dissatisfaction with their fringe benefits.

Table XI  
Coworkers' Satisfaction of Teaching Staff

	Frequency	Percent	Cumulative Percent
Very Satisfied	23	17	17
Satisfied	70	51.9	68.9
Dissatisfied	42	31.1	100
<b>Total</b>	<b>135</b>	<b>100</b>	

The majority, of the respondents confirmed that they were satisfied about their coworkers' or colleagues, 23 (17%) reported being very satisfied; 70 (51.9%) were satisfied; 42 (31.1%) were dissatisfied. It implies that majority of the respondents have a good relationship with colleagues in their working places.

Table XII  
Nature of Work Satisfaction of Teaching Staff

	Frequency	Percent	Cumulative Percent
Very Satisfied	52	38.5	38.5
Satisfied	39	28.9	67.4
Dissatisfied	40	29.6	97
Very Dissatisfied	4	3	100
<b>Total</b>	<b>135</b>	<b>100</b>	

With regards the nature of their work, 91 (67.4%) of the respondents were satisfied, whereas 44 (29.9%) were dissatisfied with the nature of their work. This shows that the majority of private institutions of higher education teachers are satisfied with the nature of the teaching profession.

Table XIII  
Communication Satisfaction of Teaching Staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Satisfied	16	11.9	12	12
Satisfied	43	31.9	32.3	44.4
Dissatisfied	67	49.6	50.4	94.7
Very Dissatisfied	7	5.2	5.3	100
<b>Total</b>	<b>133</b>	<b>98.5</b>	<b>100</b>	
Missing value	2	1.5		
<b>Total</b>	<b>135</b>	<b>100</b>		

Table XIII shows the communication satisfaction of the teaching staff within their institution. On the subject of communication, 16 (12%) were very satisfied; 43 (32.3%) were satisfied; 67 (50.4%) were dissatisfied and 7 (5.3%) were very dissatisfied. This indicates that the majority of respondents from

private institutions of higher education/learning are dissatisfied in the communication process within their institutions.

Table XIV  
Operating Condition Satisfaction of Teaching Staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Satisfied	2	1.5	1.5	1.5
Satisfied	31	23	23.1	24.6
Dissatisfied	89	65.9	66.4	91
Very Dissatisfied	12	8.9	9	100
<b>Total</b>	<b>134</b>	<b>99.3</b>	<b>100</b>	
Missing value	1	0.7		
<b>Total</b>	<b>135</b>	<b>100</b>		

The majority, 101 (67.3%) of the respondents indicated that they were dissatisfied with the operating condition of the institution they work with whereas 33 (24.6%) of the respondents replied that they were satisfied with their respective private institutions' operating conditions. The responses given by the majority of the respondents indicated that operating conditions were not convenient to execute their tasks in private higher education.

Table XV  
Overall Satisfaction of Teaching Staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Satisfied	2	1.5	1.5	1.5
Satisfied	27	20	20	21.5
Dissatisfied	104	77	77	98.5
Very Dissatisfied	2	1.5	1.5	
<b>Total</b>	<b>135</b>	<b>100</b>	<b>100</b>	

Overall satisfaction level of the teaching staff shows that a minority 29 (21.5%) expressed satisfaction whereas majority of the respondents, 106 (78.5%) expressed dissatisfaction with their work in their respective institutions in relation to the nine facets scales.

#### 4.3 Factors Affecting Teaching Staffs' Job Satisfaction

Department Heads' were interviewed about their teaching staffs' job satisfaction. . The respondents gave their view on factors affecting teaching staffs' job satisfaction negatively. Some of the factors mentioned are summarized as follow:

- Improper working condition
- Lack of proper communication with owners/higher bodies
- Lack of formal institutionalized system
- Low level of students' achievement/ poor performance
- Lack of proper orientation on the curriculum specially on TVET
- Large number of class size
- No salary increment and lack of periodical promotion on position of academic rank
- Different location of the campuses

- Lack of infrastructure

A teacher said, "We are trying to teach properly but, the students performance was very discouraging for us", which may of course, likely to raise dissatisfaction levels. Still another is deeply unhappy and said "what always disappoints me is the public opinion to the private higher institutions", indicating how the publics view that the private higher institutions learning and teaching process may not go well. Finally, a teacher said about the communication within the institution, "The right places are not occupied by the right people", a point that may raise difficult but relevant issues of the distinction between the management and the professional staff.

In assessing factors that affect job satisfaction of the teaching staffs, the respondents pointed out that there are no human resource development practices and schemes that motivate the teaching staff. In addition to that, all respondents confirmed that the colleges and university college face the problem of high turn over and absenteeism of teaching staff. Furthermore, many of the respondents agreed that there was not much effort made at the institutional level to develop proper communication with higher officials and within the teaching staff.

#### **4.4 Challenges that the Private Higher Institutions Face in Fulfilling the Teaching Staffs' Job Satisfaction**

Eight department heads and four human resource managers of the Addis, Admas, Royal colleges and St. Mary University College were interviewed on the challenges and expectations about teaching staffs' job satisfaction of the respective colleges and University College. Based on their interview, the private higher education institutions' operating budget almost relies on the students' tuition fees. As a result, their education in general is dependent on

the amount of money they collect from their students in each semester. Besides, there are healthy and unhealthy competitions in overtaking students and teachers between colleges. The market has become a guiding factor in the process of recruiting teachers in these colleges, which in turn affects the stability of the staff in giving service in the colleges, irrespective of the additional money they might make in the other.

The overall mean was 127. The ANOVA test showed there was no significant association between overall satisfaction and the variables gender and age. However, teaching experiences was significantly associated with total satisfaction. (See Appendix A).

A further chi-square test showed that the subscales of pay, supervision, training, co-workers; nature of work, communication and contingent rewards satisfaction were significantly associated with total work satisfaction. (See Appendix B).

The multifactor character analysis performed also revealed results. In the four private higher institutions, sex, age, marital status, highest grade completed, work experience, year of teaching experience, academic rank, salary, department and teaching load per week. (See appendix C).

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1 Summary

In this study, the researcher studied to find out the level of job satisfaction among private higher institutions teachers, the factors that contributed to their job satisfaction and the challenges the management faced in keeping the education process going. The data was gathered from the total population of 358 teachers in four higher institutions taking 37.1% (135 teachers) as sample size to investigate the level of satisfaction using standard questionnaire and interview guide. The major findings based on the data obtained from the questionnaires and interviews are summarized and presented as follows:-

The study revealed that to attain academic excellence in private higher institutions; the issue of job satisfaction must be examined and addressed. This study can be used as a stepping-stone for an in-depth, systematic exploration and discussion of job satisfaction among private higher institutions.

The results of the study indicated that personal demographic factors explain only a small amount of the variance in respondents' reported levels of job satisfaction. No significant association was found between age, gender, education, income size, marital status, number of dependents, rank, qualification, monthly salary and overall job satisfaction. However, the result confirmed the number of years of teaching experience were associated with job satisfaction (See Appendix A). This finding has implications for how job satisfaction should be addressed in the private higher institutions education context. Significant levels of dissatisfaction across the diverse teaching structures seem to have down played the role of the demographic factors that other studies found to be significantly associated with differing degrees of job

satisfaction. Relationships with the students have also been considered an important cause of dissatisfaction.

Payment is seen to be one factor for the dissatisfaction of many teachers. However, Tesfaye's (2004) study confirmed that, financial aspects of university teaching seem to play a less important role. Even though, people obviously need an adequate income if they are to be satisfied with their jobs, in this study it was found out that there were other factors, which affected more, the level of job satisfaction among teachers of private higher education institutions.

Relationship between total satisfaction and satisfaction with co-workers or colleagues was significant. The private higher institutions hire mainly young staff members and fellow feeling seems to be strong. The percentage on satisfaction with co-workers of 93 (68.9%) represents the biggest level of satisfaction in all subscales. The contrast can be shown in the percentage of those who were dissatisfied 106 (78.5%) when total satisfaction was computed. Feelings of collegiality can develop which have positive functions and are socio-emotional.

'Communication' is also associated in significant degrees with total job satisfaction. The relationship between the management and the private higher institutions teaching staff does not appear to be excellent. Communication in the sense of meeting of the expectations of teachers in a positive manner is what appears to be lacking as seen in their perception.

'Contingent rewards' are also a major cause of dissatisfaction with 62.2% and 12.6% reporting that they are 'dissatisfied' and 'very dissatisfied' respectively. The perceptions articulated include the opinion of a teacher that "there is no recognition for your efforts," and in the words of another "almost no respect for teachers" which could mean indirectly lack of psychological reward for

teachers. It appears appreciation from supervisors' forms an important component of job satisfaction.

'Operating conditions' produced a considerable degree of dissatisfaction with 66.4% and 9% of the teachers surveyed reporting being 'dissatisfied' and 'very dissatisfied' respectively. The open-ended items also produced consistent explanations. Private higher institutions teachers mentioned "lack of autonomy and job security" as a major professional deprivation. The lack of transparency may also mean that the private higher institutions teachers are not involved in professional decision-making.

## **5.2 Conclusion**

This research revealed that the majority of respondents were dissatisfied with their jobs in private higher institutes. The extrinsic and intrinsic dissatisfaction has been manifested in all specific measures of satisfaction. Teachers' perceptions of conditions of pay, fringe benefits, promotion, contingent rewards, and operating conditions were negative. Moderately higher satisfaction was observed in relation with nature of work and co-workers satisfaction who may be supposed to provide teachers feeling that eases work place satisfaction. In other words, teachers were more satisfied with their teaching profession and social life at work with colleagues.

Replication of the study also could provide confirmation that personal demographic factors are not highly significant predictors of job satisfaction among private higher institutions teachers. Confirmation of this finding would warrant future research regarding other factors that might affect job satisfaction. Because results from this study indicated that participants were least satisfied with promotion, future research that addresses organizational

factors such as the rules governing teaching staff and the procedures under which they must operate is recommended.

The leadership also faces challenges. Among them, the market-focused nature of private higher learning institutes, the lack of proper infrastructure, and lack of consistency in their business are considered to be important ones.

### **5.3 Recommendations**

Based on the findings, some practical suggestions are offered which are thought to be helpful to improve job satisfaction of teachers in private institutions of higher education teachers. By providing better working conditions, teachers will be more satisfied to work in the colleges/university colleges. Managing officials' ability to plan and design the tasks ahead is thought to be an effective way to cope with job dissatisfaction. High level of teachers' job satisfaction could be enriched by improving job content factors such as recognition, advancement and growth.

To reduce role conflict, the higher bodies of the Colleges and University Colleges should provide clear-cut guidelines and procedures about payment, promotion, contingent rewards, and fringe benefits. So, the teaching staff will be aware of their roles and expectations. There will be no ambiguity in understanding of what he or she is to do. In providing orientations, new comer teachers should be provided with proper information in the private institutions of higher education so that they will be aware of their duties, working conditions in the private institutions of higher education. By knowing this, they can adjust with the private institution's conditions effectively.

A satisfied and happy teacher is very likely to exert himself/herself and work with enthusiasm. Likewise, a dissatisfied teacher is likely to be underperforming in several aspects. Hence, the welfare of the teacher should be of supreme concern in the private institution's higher education management. Thus proper environment, good working conditions, better salary, pedagogical training will help teachers to have high job satisfaction while working in the private institutions of higher education.

Working on the teaching staff of the private higher institutions' should be taking the measure of their teaching staff level of job satisfaction periodically.

In addition to that, the institutions have to possess service giving respecting professional values and the strategic plan should reflect this value. Then, on the implementation of the strategic plan, proper procedures should be followed on the scheduled time and budget. In order to be consistent with those private colleges or University College must have qualified and experienced teachers and based on professional values of managing human resources, they need to learn to treat and manage their teachers honorably and with respect. As job satisfaction can be an indicator of organizational operations, satisfied teachers can change their institutions and the future generation in general.

Research suggests that job satisfaction relates to both the individual and the work setting. Because of various approaches may be considered for assessing different dimensions of satisfaction. An individual's response to one set of questions may for instance lead to very different conclusions better than the same person's responses to another set of questions. Decision makers should be particularly cautious about the questions they ask and their relationship to the variables they wish to predict and the changes they desire to effect.

Furthermore, as rules and procedures tend to vary from institution to institution and from department to department, future research on job satisfaction among this population at the departmental levels might be relevant. Administrators at private institutions of higher education could identify departmental rules and procedures that promote job dissatisfaction; then, those rules and procedures identified as adversely influencing job satisfaction could be eliminated and replaced with rules and procedures fostering job satisfaction. Identification of such rules and procedures related to job dissatisfaction could occur through interviews (with department heads) with teaching staff members, as well as through anonymous questionnaires that give teaching staff an opportunity to provide a qualitative response to an inquiry regarding factors detrimental to their job satisfaction. Suggestions and ideas for improving rules and procedures relative to job satisfaction could be gathered in a similar manner, as well as by consulting the available literature.

Finally, as knowledge about job satisfaction among private higher institutions' teachers increases, it must be disseminated to the different stakeholders throughout the field. Future research should not be limited to factors contributing to low job satisfaction. Areas of high satisfaction should be explored thoroughly. Institutions with staff who are highly satisfied with organizational policies and procedures particularly should endeavor to report their effectiveness, perhaps benchmarking best practices relative to job satisfaction and thereby allowing all involved parties in private higher institutions, including students and supporting staff.

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## Appendix A

### Chi-square test of Association between Total Satisfaction and Demographic

#### Character Analysis

	Value	Significance level
Colleges and University College	8.239	.510
Age	6.319	.388
Sex	1.752	.625
Marital Status	6.764	.662
Highest grade completed	7.056	.631
Work experience	20.782	.014*
Year of teaching experience	9.914	.357
Academic rank	6.253	.903
Salary	7.483	.587
Department	20.723	.993
No. of hours teaching load per week	8.850	.451

Alpha <0.05

## Appendix B

### Chi-square Test of Association between Total Satisfaction and Satisfaction Subscales

Subscale	Value	Significance level
Pay	18.728	.028
Promotion	19.748	.020
Supervision	12.284	.198
Fringe Benefits	19.836	-.003*
Operating conditions	6.934	.644
Coworkers	3.098	.796
Nature of Work	9.713	.374
Communication	18.638	.028
Contingent rewards	14.034	.121

Alpha <0.05

## Appendix C

**Table 1: Multifactor Character Analysis Related to Fringe benefits Satisfaction**

Independent variable	Df	Mean square	F	Significance level	Observed power
Sex	1	1.178	.074	.786	.058
Age	2	2.293	.147	.863	.072
Marital Status	3	3.794	.235	.872	.093
Highest grade complete	3	26.376	1.709	.168	.438
Work experience	3	30.518	1.949	.125	.492
Year of teaching experience	3	29.360	1.892	.135	.479
Academic rank	4	19.462	1.307	.271	.399
Salary	3	11.683	.753	.523	.208
Department	13	10.409	.638	.818	.366
Teaching load per week	3	15.586	.982	.403	.263

Alpha <0.05

**Table 2: Multifactor Character Analysis Related to Communication Satisfaction**

Independent variable	Df	Mean square	F	Significance level	Observed power
Sex	1	36.572	1.642	.202	.246
Age	2	2.099	.090	.014*	.063
Marital Status	3	2.660	.115	.951	.070
Highest grade complete	3	36.083	1.630	.186	.420
Work experience	3	51.210	2.395	.072	.586
Year of teaching experience	3	29.744	1.300	.278	.340
Academic rank	4	26.928	1.207	.311	.370
Salary	3	19.502	.913	.437	.246
Department	13	41.118	2.019	.024*	.922
Teaching load per week	3	53.821	2.526	.060	.613

Alpha <0.05

**Table 3: Multifactor Character Analysis Related to Coworkers Satisfaction**

Independent variable	Df	Mean square	F	Significance level	Observed power
Sex	1	26.799	2.823	.095	.385
Age	2	15.569	1.602	.206	.333
Marital Status	3	5.355	.546	.650	.160
Highest grade complete	3	4.768	.487	.692	.147
Work experience	3	9.266	.955	.417	.256
Year of teaching experience	3	7.830	.793	.500	.217
Academic rank	4	7.960	.813	.519	.254
Salary	3	14.504	1.602	.192	.413
Department	13	9.636	1.001	.454	.580
Teaching load per week	3	6.321	.652	.583	.184

Alpha <0.05

**Table 4: Multifactor Character Analysis Related to Nature of Work Satisfaction**

Independent variable	Df	Mean square	F	Significance level	Observed power
Sex	1	.157	.006	.938	.051
Age	2	88.717	3.521	.033*	.646
Marital Status	3	39.225	1.534	.209	.397
Highest grade complete	3	23.766	.912	.437	.246
Work experience	3	15.066	.584	.627	.168
Year of teaching experience	3	6.549	.243	.866	.095
Academic rank	4	17.734	.674	.611	.214
Salary	3	32.670	1.372	.254	.358
Department	13	25.422	.984	.471	.570
Teaching load per week	3	22.395	.874	.456	.237

Alpha <0.05

**Table 5: Multifactor Character Analysis Related to Operating Conditions Satisfaction**

Independent variable	Df	Mean square	F	Significance level	Observed power
Sex	1	7.102	.487	.487	.107
Age	2	11.727	.760	.470	.177
Highest grade complete	3	26.523	1.855	.140	.472
Work experience	3	6.776	.468	.705	.142
Year of teaching experience	3	21.615	1.570	.200	.404
Academic rank	4	4.478	.298	.879	.115
Department	13	12.727	.865	.592	.502
Teaching load per week	3	46.205	3.390	.020*	.755

Alpha <0.05

**Table 6: Multifactor Character Analysis Related to Payment Satisfaction**

Independent variable	Df	Mean square	F	Significance level	Observed power
Sex	1	48.521	2.276	.134	.322
Age	2	10.116	.441	.644	.120
Marital Status	3	37.826	1.773	.156	.453
Highest grade complete	3	31.035	1.446	.232	.376
Work experience	3	24.917	1.154	.330	.304
Year of teaching experience	3	6.495	.289	.833	.104
Academic rank	4	12.037	.547	.702	.179
Salary	3	38.600	1.910	.131	.484
Department	13	22.776	1.065	.396	.613
Teaching load per week	3	44.656	2.217	.089	.551

Alpha <0.05

**Table 7: Multifactor Character Analysis Related to Promotion Satisfaction**

Independent variable	Df	Mean square	F	Significance level	Observed power
Sex	1	9.172	.671	.414	.128
Age	2	1.197	.090	.914	.063
Marital Status	3	10.966	.789	.502	.216
Highest grade complete	3	29.776	2.005	.116	.506
Work experience	3	44.895	3.447	.019*	.761
Year of teaching experience	3	24.643	1.762	.158	.449
Academic rank	4	22.028	1.655	.165	.497
Salary	3	14.068	1.109	.348	.293
Department	13	20.590	1.597	.095	.830
Teaching load per week	3	64.388	5.272	.002*	.923

Alpha &lt;0.05

**Table 8: Multifactor Character Analysis Related to Contingent Rewards Satisfaction**

Independent variable	Df	Mean square	F	Significance level	Observed power
Sex	1	15.290	.891	.347	.155
Age	2	1.830	.099	.906	.065
Marital Status	3	15.692	.906	.440	.244
Highest grade complete	3	6.560	.375	.771	.122
Work experience	3	19.153	1.163	.327	.306
Year of teaching experience	3	23.601	1.399	.247	.363
Academic rank	4	32.253	1.924	.110	.567
Salary	3	14.784	.904	.441	.244
Department	13	22.751	1.374	.181	.754
Teaching load per week	3	39.070	2.333	.077	.575

Alpha &lt;0.05

**Table 9: Multifactor Character Analysis Related to Supervision Satisfaction**

Independent variable	Df	Mean square	F	Significance level	Observed power
Sex	1	10.126	.337	.562	.089
Age	2	18.350	.616	.542	.151
Marital Status	3	125.544	4.613	.004*	.882
Highest grade complete	3	72.095	2.485	.064	.605
Work experience	3	78.173	2.794	.043*	.661
Year of teaching experience	3	67.024	2.534	.060	.613
Academic rank	4	47.477	1.691	.156	.507
Salary	3	111.330	4.065	.009*	.834
Department	13	52.958	1.932	.033*	.908
Teaching load per week	3	88.157	3.067	.030*	.707

Alpha &lt;0.05

Appendix D  
Addis Ababa University  
School of Graduate Studies  
Department of Business Education

This is a questionnaire prepared to be filled by the teaching staffs in Addis Ababa Private Higher Education Institutions.

The main purpose of this research is to identify the factors that affect the teachers' job satisfaction in Addis Ababa Private Higher Education Institutions. This questionnaire is meant to gather data relevant to the study. The information obtained will also help to recommend plausible intervention measures to resolve problems related with teaching staffs' job satisfaction.

So, to identify the factors affecting job satisfaction, your frank and sincere response is highly appreciated, for it will contribute to the validity of the data obtained. The data will be used for the research activity and there is no right or wrong answers and what is required is to show the level of your personal opinion to each item.

Your responses will be kept confidential and will not affect anybody in any way. Do not write your name on the questionnaire.

**Thank you for your cooperation in advance!!**



12. In which Department are you employed?
- |  |  |
|--|--|
| <input type="checkbox"/> Accounting              | <input type="checkbox"/> Personnel Administration/Management     |
| <input type="checkbox"/> Business Administration | <input type="checkbox"/> Secretarial Science & Office Management |
| <input type="checkbox"/> Business Admin. Systems | <input type="checkbox"/> Computer Science                        |
| <input type="checkbox"/> Marketing Management    | <input type="checkbox"/> Law                                     |
- Any other please specify \_\_\_\_\_
13. Teaching load (your no. of teaching hrs. in a week in this college) \_\_\_\_\_ hrs.
14. Any additional work, you are required to do?
- |  |   |
|--|---|
| <input type="checkbox"/> Committee member    | <input type="checkbox"/> Preparing teaching materials |
| <input type="checkbox"/> Coordination        | <input type="checkbox"/> Invigilation                 |
| <input type="checkbox"/> Administration work | <input type="checkbox"/> Supervision                  |
- Any other please specify \_\_\_\_\_

## PARTII: Specific Items on Different Job Satisfaction Factors

Given below is a table containing thirty-six statements to reflect the degree of job satisfaction of teaching staff. For each statement there are six choices ranging from "Agree very much" to "Disagree very much".

Please circle the one number for each question that comes closest to reflecting your opinion about it.

No	Item	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
15	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
16	There is really too little chance for promotion on my job.	1	2	3	4	5	6
17	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
18	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
19	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
20	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
21	I like the people I work with.	1	2	3	4	5	6
22	I sometimes feel my job is meaningless.	1	2	3	4	5	6
23	Communications seem good within this organization.	1	2	3	4	5	6

No	Item	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
24	Salary increment and promotion is not fair	1	2	3	4	5	6
25	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
26	My supervisor is unfair to me.	1	2	3	4	5	6
27	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
28	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
29	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
30	I find I have to work harder at my job because of the incompetence of student I work with.	1	2	3	4	5	6
31	I like doing the things I do at work.	1	2	3	4	5	6
32	The goals of this organization are not clear to me.	1	2	3	4	5	6
33	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
34	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
35	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
36	The benefit package we have is equitable.	1	2	3	4	5	6
37	There are few rewards for those who work here.	1	2	3	4	5	6
38	My teaching load is not reasonable	1	2	3	4	5	6
39	I have healthy relationships with my co-workers.	1	2	3	4	5	6
40	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
41	I feel a sense of pride in doing my job.	1	2	3	4	5	6
42	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
43	There are benefits we do not have which we should have.	1	2	3	4	5	6
44	My supervisor treats everyone equitably.	1	2	3	4	5	6
45	I have no an office and comfortable desk.	1	2	3	4	5	6
46	I don't feel my efforts are rewarded the way they should be	1	2	3	4	5	6
47	I am satisfied with my chances for promotion.	1	2	3	4	5	6
48	There is no team work within my department.	1	2	3	4	5	6
49	My job is enjoyable.	1	2	3	4	5	6
50	Work assignments are not fully explained.	1	2	3	4	5	6

51. Do you plan to **remain** in your current institution as a teacher?

51.1 \_\_\_\_\_ Yes      Why \_\_\_\_\_

51.2 \_\_\_\_\_ No      Why \_\_\_\_\_

52. Do you plan to **remain** in teaching profession?

52.1 \_\_\_\_\_ Yes      Why \_\_\_\_\_

52.2 \_\_\_\_\_ No      Why \_\_\_\_\_

53. Please mention **three** things (if any) that made you **most satisfied** about in your job as a teacher in your institution.

1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

54. Please mention **three** things (if any) that made you **most dissatisfied** about in your job as a teacher in your institution.

1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

Appendix E  
Addis Ababa University  
School of Graduate Studies  
Department of Business Education

Interview Items

Private higher institutions Department heads

1. What do you say about the teachers' respect and love for their profession?
2. What problems do teachers face in your institution? What factors affect their job satisfaction?
3. To what extent does your institution face the problem of teacher turnover?
4. To what extent does your institution face the problem of teacher absenteeism?
5. Are there definite policies and procedures for every decision regarding teaching staff?
6. What do you say about the setting of institution's direction?
7. Do you believe that the teachers have the authority to do their teaching practices with academic freedom?
8. Do you give clear, effective and timely feedback on their performance?
9. What effort have you made to retain high quality teachers?
10. Are there enough supplies of materials and equipment to teachers to do their teaching practices well?
11. Are you preparing timely on job training (workshop, conference, and seminar etc.) to facilitate the teaching and learning process?

Appendix F  
Addis Ababa University  
School of Graduate Studies  
Department of Business Education

Interview Items

**Private higher institutions Human Resource Managers**

1. To what extent does your institution face the problem of teacher turnover?
2. When the teachers leave the institution, did you ask them the exit interview?
3. Does your institution have standardized salary scale?
4. Do you have a scheme for fair salary increment and promotion?
5. Were there any types of benefits offered to the staff according to their demands?
6. Are your relationships with the teachers healthy?
7. Do you have encouraging policies and procedures for your teaching staff to continue further education?
8. Do you have enough parking for staff vehicles, and teaching staff lounges?
9. Do you believe that the institutions physical surrounding is pleasant to teaching, and learning process?


## DECLARATION

I here by declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Yergedu Begashaw  
Advisee

Yergedu Begashaw  
Signature

Ato Lemma Setegn  
Advisor

  
Signature