

**ADDIS ABABA UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
DEPARTMENT OF PUBLIC ADMINISTRATION AND
DEVELOPMENT MANAGEMENT**

***FACTORS THAT DETERMINE THE LEVEL OF JOB
SATISFACTION OF INSTRUCTORS IN NEWLY ESTABLISHED
HIGHER EDUCATIONAL INSTITUTIONS: THE CASES OF
DIRE DAWA AND JIGJIGA UNIVERSITIES***

**A Thesis Presented to the School of Graduate Studies in
Partial Fulfillment of the Requirements of the Degree of
Masters in Public Administration (MPA)**

**By:
*Muhammedamin Hussen***

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By

Muhammedamin Hussen

Approved by Board of Examiners:

Chairman, Department

Graduate Coordinator

CHAKRADHAR DASH

Advisor

Elias Berhanu

Examiner (Internal)

Dr. Tariku Atomsu

Examiner (External)

Signature

Chakradhar Dash

Signature

E. Berhanu

Signature

Dr. Tariku

Signature

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ACRONYMS

ADRCs	Academic Development Resource Centers
DDU	Dire-Dawa University
FDRE	Federal Democratic Republic of Ethiopia
HDP	Higher Diploma Program
HEIs	Higher Education Institutions
JJU	JigJiga University
MoE	Ministry of Education
NPRC	National Pedagogical Resource Center
PRC	Pedagogical Resource Centers
UNDP	United Nations Development Program
Unesco	United Nations Education Social and Cultural Organization
SPSS	Statistical Package for Social Sciences

ABSTRACT

The expansion of Higher Educational Institutions in Ethiopia can contribute a lot to the national capacity building and sustainable development of the country. However, to achieve these missions special emphasis has to be given towards quality of education. Adequately qualified and satisfied instructors constitute the backbone of teaching and learning process in general and especially in addressing education program that target toward the problem of the country. However, in many higher education institutions an exodus of instructors and lack of good administrators have exacerbated the current problem of impeding an effective and efficient education delivery to the students.

In the light of this, this study is aimed at assessing factors that determine Job Satisfaction of Instructors in Newly Established Higher Educational Institutions: The cases of Dire-Dawa and JigJiga Universities and consequently, to suggest solutions to overcome those problems evidenced in the areas of Academic Management in both universities. Accordingly, the research focused on describing instructors' job satisfaction vis-à-vis their nature of work, working conditions, orientation and training, promotion and career development, performance appraisal, supervision, fringe benefits, governance and administration issues. For the purpose of this study, a sample of 160 instructors has been selected using stratified and simple random sampling from both institutions. To collect the data the researcher used mainly questionnaire, unstructured interview and observation method.

The findings indicate that instructors at Dire-Dawa and JigJiga Universities expressed satisfaction with their co-workers, followed by the nature of the work. However, in both institutions with regard to working conditions, training, promotion and career development, supervision, systems of administration and fringe benefits, the instructors seem to be highly dissatisfied.

Thus, strategies have to be designed by all concerned stakeholders to improve instructors' job satisfaction and retain them in their institutions to play their professional role to their country. To this effect, it is important to pay urgent attention to improving those factors which lead to job dissatisfaction in order to enhance instructors performance.

CHAPTER ONE

PROBLEM AND ITS APPROACH

In this chapter, the background of the study, statement of the problem, objectives of the study, research design and methodology, scope and limitation of the study, significance of the study and organization of the study are included.

1.1 Background of the Study

Ethiopia has been expanding tertiary education in order to solve the socio-economic problems that face the nation. To achieve the millennium development goals, the country is looking ahead for and the government has started to increase the number of Higher Educational Institutions from 8 to 21.

Expansion of education, training, and research institutions with required standard and quality is essential to realize the national capacity building and overall sustainable development of Ethiopia (FDRE, 2002 cited in Teshome, 2007:1).

The vision of the government of Ethiopia with regard to higher education system is to build institutions which will bring economic, cultural, moral and social development to the nation. It is expected that these universities will offer students the education that is needed to enter the employment market as highly qualified manpower while developing them as individuals and citizens. Moreover, they should conduct research that will be of value to the country's industries and their society and they should offer their resources to the service of the Ethiopia's people.

The Human Development Report (UNDP, 1999) as cited by Teshome (2007:7), sets out the vision of higher education should be beyond its traditional functions of teaching, training and research, all of which remain fundamental, higher education must promote development to the whole person and train responsible, informed citizens, committed to working for a better society in the future.

To achieve the aforementioned vision, the roles of instructors are very vital. Thus, boosting administrative capacity of higher education in the country, especially those newly established educational institutions like Dire-Dawa and JigJiga is an essential and critical issue now.



Administrative capacity that can retain qualified and satisfied instructors who are committed to their jobs and can contribute a lot for a nation by delivering better teaching to students that alleviate the problems of the society.

According to Ukeje (1986), for any educational plan to succeed, the teacher is required to be there to see to the full implementation of the program. This is so because no educational system can rise above its teachers. Especially, having satisfied and committed teachers is very essential. Ukeje further explains that if education is to survive and continue to play a vital role in the promotion of cognitive, affective, and practical competence in individuals and ensure the preservation of our cultural values, it is important that teachers who are responsible for helping the students be effectively motivated (ibid).

From these, one can understand that instructors, who are one of the very important resources for the success of the vision of higher education institutions, have to be motivated. Thus, the concerned stakeholders are to put the best of their efforts to create a favorable climate that can retain the instructors and help them become productive for the institutions.

In light of the above issues mentioned the researcher attempts, in this study, to assess factors that determine the level of job satisfaction of instructors and consequently their performance and retention in both universities at Dire-Dawa and JigJiga.

1.2 Statement of the Problem

The government of Ethiopia realizes that the need for human capacity development at all level is one of its most important development objectives. Thus, currently, the country is engaged in massive higher education expansion and improvement of university level of education as one of the critical components of the overall capacity transformation in the country. However, the vital factor in attaining these goals is the proper management of human resources. In this regard, Aggarwal (1995:398) states that premises and equipments are needed in the education enterprise but persons are vital over them and a teacher is the supreme factor. There is no exaggeration that a spacious building, costly equipment and sound syllabus will serve some useful purpose only when there are instructors who are fully alive to the nobility of the profession and its accompanying responsibilities. Therefore, institutions have to create conducive working environment that can attract, motivate and retain instructors for a long period in their institutions.

Furthermore, Reghunathan (1994:93) notes that man always longs for initiative, job satisfaction and other factors that would be satisfying to him/her. If he/she is satisfied psychologically, he/she remains loyal to the organization and takes pride in belonging to it. If otherwise, the consequence will be the other way round or the reverse. Therefore, employees' job satisfaction is a very important factor in any organization, especially critical in higher educational institutions.

However, in many countries including Ethiopia, higher education continuously faced the problem of a high rate of instructors' turnover, absenteeism, lodging grievances, and complaints (Dove, 1982:113). Dove further states that to overcome these problems, administrators should recruit new instructors for the institution every year, a task which is expensive in terms of time, energy and financial resources. This situation, no doubt, has an adverse impact on the quality of education and continuity of programs. Teshome (2007:110), also adds that the most important factors that trigger instructors' decision to leave higher education institutions in Ethiopia include; lack of respect for academic staff, poor research incentives and further training, poor infrastructural facilities in towns where universities are established and strong competition from private and non-governmental organizations and poor governance.

Hence, to overcome these problems there is a need to handle properly and retain instructors in the institutions. Since Dire-Dawa and JigJiga universities are newly established universities, they lack essential and appropriate infrastructures, better incentives and administrative system that are important for the smooth running of teaching and learning process in the institutions. Therefore, in light of these, this study attempts to answer the following basic questions.

1. What is the extent of job satisfaction of instructors in Dire-Dawa and JigJiga Universities?
2. What possibly be the causes of job dissatisfaction of instructors in both universities?
3. What are the consequences of job dissatisfaction of instructors in both universities?
4. Which factors are dominant in influencing instructors' job dissatisfaction?
5. How job satisfaction influences organizational performance?
4. What is to be done to enhance instructors' job satisfaction level?

1.3 Objectives of the Study

1.3.1 General Objectives

The general objective of this study is to assess factors determining the level of job satisfaction of instructors and consequently their performance and recommend possible ways of improving the level of their satisfaction and performance in newly established higher educational institutions. Thus, to urge those concerned stakeholders of higher education to set policies and strategies that attract and retain qualified instructors in those newly established higher educational institutions.

1.3.2 Specific Objectives:

- To measure the job satisfaction level of the academic staff in the two universities,
- To identify the factors contributing to dissatisfaction of the instructors in both universities and how these are contributing to their dissatisfaction,
- To assess out the main determinants of instructors performance and retention in both universities,
- To find out whether the existing job satisfaction level is adequate; and
- To make necessary recommendations to raise job satisfaction level of instructors in both universities.

1.4 Research Design and Methodology

To assess the level of job satisfaction of the instructors in Dire-Dawa and JigJiga universities, the researcher adopted the following research method.

1.4.1. Methodology

To conduct this research both descriptive and inferential statistics method were employed. It was intended to identify the factors that cause instructors' job satisfaction or dissatisfaction in Dire-Dawa and JigJiga Universities. For the purpose of the study, two higher educational institutions have been selected using purposive sampling. The main rationale for selecting is proximity of the institutions to one another, both of them lie along the same route, and it is relatively easy to go from one to another, which makes the study feasible within the constraints of time and finance to the researcher. Moreover, the researcher felt that his own two years work exposure in the area could help him to gather data easily.

1.4.2. The Procedure of the Study

The following procedures were employed by the researcher to know the level of instructors' job satisfaction in Dire-Dawa and JigJiga Universities.

- ⊗ Those necessary literatures were reviewed to have acquaintance with the subject.
- ⊗ Data collecting instruments were prepared and then a pilot test was conducted to gather feedback and suggestions.
- ⊗ Taking into consideration the comments/suggestions over instruments, the questionnaires were distributed and collected.
- ⊗ Finally, by making analysis of the collected data through appropriate statistical tools, the researcher prepared the final report.

1.4.3 Data Collection

Since DDU and JJU are newly established universities, it was hard for the researcher to get recorded secondary data. Therefore, the researcher focused only on primary data as the major source of information. For the purpose of data collection, questionnaires that incorporated both open and close-ended items was prepared and distributed to sample respondents. In order to get more complete information, unstructured interviews with administrators of universities, informal discussions with instructors and also observation were employed.

1.4.4 Pilot Test

Before collecting the actual data, the draft of the questionnaire was administered to ten (10) instructors i.e. five (5) from each university. Based on comments/suggestions gathered from pilot test, the researcher was able to remove unclear and ambiguous items from the questionnaire. Moreover, those instructors who were participated in the pilot test were not included in the final study as respondents.

1.4.5 Population and Sampling Technique

The subjects of the study were all instructors (326) which currently are working in Dire-Dawa and JigJiga universities. However, since it was difficult to consider all of them due to constraints of time, budget, and distance the researcher preferred to select sample respondents from the total population. Respondents were taken from both institutions with the method of stratified sampling in which the population was first classified into faculties, and then simple random sampling techniques were employed to select the target respondents. Furthermore, in order to ensure fair representation, the researcher tried to incorporate purposely the

qualification and sex of the respondents in the selection. With respect to qualification, the respondents were classified in to three groups: BA/BSc, MA /MSc and PhD (Instructors with PhD are very few in both institutions)

Table 1.1: Distribution of the Population of Instructors of DDU and JJU by Faculty, Qualification, and Sample.

Faculty	Population(N)			Sample (n)			Total
	Qualification			Qualification			
	BA/ BSc	MA/ MSc	PhD	BA/ BSc	MA/ MSc	PhD	
Faculty of Business and Economics	49	6	1	24	3	1	28
Faculty of Social Science and Languages	46	14	1	21	7	1	29
Faculty of Natural Science and Mathematics	29	13	-	13	7	-	20
Faculty of Technology	6	-	1	2	-	1	3
(1)Sub-Total-DDU	130	33	3	60	17	3	80
Faculty of Business and Economics	32	3	-	16	2	-	18
Faculty of Natural Science	10	2	-	5	1	-	6
Faculty of Social Science	5	3	-	2	2	-	4
Faculty of Education	59	15	2	28	8	2	38
Faculty of Health Science	11	1	-	5	1	-	6
Faculty of Dry Land Agriculture	4	2	-	2	1	-	3
Faculty of Veterinary Medicine	3	2	1	1	1	1	3
Faculty of Law	5	-	-	2	-	-	2
(2) Sub Total-JJU	129	28	3	63	16	3	80
Total (1+2)	259	61	6	121	33	6	160

1.4.6 Method of Data Analysis

Data gathered through the above mentioned methods were analyzed with the help of SPSS (Statistical Packages for Social Sciences), using frequency counts, percentages and means. Besides these descriptive statistics mentioned above, to make sound conclusion regarding job satisfaction status of instructors at these two newly established higher educational institutions, chi-square test was applied to know whether there exists any significant opinion difference in responses of respondents of two separate institutions. The alpha level of 0.05 was selected priori to chi-square test of significance. The data was presented through tables and graphs. In order to make the analysis easy (*Strongly agree+ Agree*) as 'Agree' and (*Strongly disagree + disagree*) as 'Disagree' have been taken as if they have the same meaning in the analysis. Moreover, information and opinion collected from the respondents through open-ended questions and unstructured interview were considered in data presentation.

1.5 Scope and Limitation of the Research

- At the beginning, it was the plan of the researcher to gather information about grievances, complaints made by instructors but all attempts failed because of absence of recorded such kind of data in the institutions.
- Many instructors selected as respondents refused to take the questionnaire due to their time constraints. Even those who took questionnaires to complete had taken several (up to more than 12 days) to return the questionnaires. Thus, the researcher has to wait several days in each university to collect the questionnaires. Hence, the time taken to gather data beyond the initial plan forced him to perform the analysis, conclusions and recommendations part of the paper under time constraint pressure.
- Lack of enough books written on job satisfaction of instructors in higher education forced the researcher to use books written on organization behavior in Industrial Organizations.
- Finally yet importantly, frequent interruptions of electricity created significant problems for the researcher during data gathering and preparation of this report.

1.6 Significance of the Research

In order to achieve the vision of higher educational institutions expansion in the country, maintaining and retaining committed and satisfied instructors is very critical and should be number one goal for higher educational institutions' administrators. Therefore, the findings and recommendations of this study may serve as a reference to all stakeholders of higher education institutions, particularly to Dire-Dawa and JigJiga universities, in their endeavor to improve job satisfaction of their instructors.

Perhaps, concerned stakeholders of higher education like MoE would make use of this research to review and improve academic staffs satisfaction systems in newly established higher educational institutions of the country.

Furthermore, this study may also initiate other researchers to carryout extensive studies in management issues of higher education, particularly on newly established institutions like Dire-Dawa and JigJiga.

1.7 Definitions of Important Terms

According to their usage in this study, the following terms are defined in the manner stated below:

Instructor: Academic staff of all ranks: Graduate Assistants, Assistant Lecturers, Lecturers, Senior Lecturers, Assistant Professors, Associate Professors and Professors.

GAI: Graduate Assistant **I** positions in Higher Educations in Ethiopia

GAI: Graduate Assistant **II** positions in Higher Educations in Ethiopia

Asst. Lec: Assistant Lecturer

Lec: Lecturer

Ast.Prof: Assistant Professor

Asso.Prof: Associate Professor

Job satisfaction - How people feel about their jobs and different aspects of their jobs.

(Crossman, A and Abou-Zaki, B (2003:368)

1.8 Organization of the Paper

This thesis organized into four main chapters. In the first chapter problem and its approach is treated. The second chapter presents the review of related literature. The third chapter deals with presentation, analysis and interpretation of data. Finally, the last chapter i.e. chapter four, consists of summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents review of the related literature and lays down the theoretical framework of the study. It includes, The Meaning of Job satisfaction, Nature and Importance of Job Satisfaction in Higher Educational Institutions, Theories of Job Satisfaction, The Measurement of Job Satisfaction and Morale, Dimensions of Instructors Job Satisfaction, Institutional Determinants of Instructors Job satisfaction, Administration in Higher Education and Job Satisfaction of Instructors, Consequences of Job Satisfaction and Dissatisfaction on Instructors and Job Satisfaction as a Predictor of Organizational Commitment.

2.1. The Meaning of Job Satisfaction

The search for a universal definition of job satisfaction is a difficult one; it is an impossible one. Even though many researchers define job satisfaction, the definitions vary. Rashid and Archer (1983), state that ‘the definition of job satisfaction varies in fact according to what a person seeks in a job, how he/she ranks the items sought in order of priority, and how well the job permits the person to achieve the various goals.’

According to Kh Metle (2005:603), job satisfaction has been a popular topic for researchers in wide areas of fields including Public Administration, Psychology, Business, and Higher Education, etc. However, the work of these researchers is not yet over as we still do not have, and perhaps never will have, any clear-cut answer to the question of what constitutes job satisfaction.

Wisniewski and Gargiolu (1997:327) say that teachers’ job satisfaction is associated with freedom to do what they wanted, encouragement received from those in authority, participation in decision and policymaking, adequate supply of teaching and learning resources, good salary, cooperation from students, parents and teachers and participation in the institution management.

Bearing in mind the above ideas, let us see some of the definitions given on job satisfactions. Beers (1964) cited in Ian Howard, F.B (2005:27), defines job satisfaction as ‘...the attitude of instructors toward the institution, their jobs, their fellow staffs and other psychological objects

in the work environment'. Kreitner and Kinicki (2001: 181), define job satisfaction as an effective or emotional response toward various facets of one's job. According to them, this definition is not a unitary concept. Rather, a person can be relatively satisfied with one aspect of his or her job and dissatisfied with one or more other aspects. For Wagner (1995:73), job satisfaction is 'a pleasurable feeling that results from the perception that one's job fulfills or allows for the fulfillment of one's important values'.

Similar to professionals in other occupations, job satisfaction among academic staff has been linked to a number of factors. Peterson and Cluster (1994:24), list variables such as salaries, credentialing, opportunities for promotion, supervision, recognition, student behavior, working conditions, and sense of autonomy. Darling-Hammond (1984), states that rigid bureaucratically administered institutions have not succeeded in implementing change in education reform, while schools using collective or collaborative problem solving strategies based on an underlying sense of commitment have succeeded.

Generally, job satisfaction is the result of the individual's perception of what is expected and what is received from different facets of the work situation. The closer the expectation to what is actually received, the greater the job satisfaction; job satisfaction sometimes refers to an overall feeling of satisfaction or satisfaction with the situation-as-a-whole. At other times, job satisfaction refers to a person's feelings toward specific dimensions of the work environment.

2.2. Nature and Importance of Job Satisfaction in Higher Educational Institution

For Higher Educational Institutions to achieve the objectives they were established placing the human factor in the forefront is very essential. This is because Higher Educational Institutions can only progress based on the views, attitudes, and perceptions of their employees. Although most of the research in this field has been made related to profit making industrial and service giving organizations, there have been growing interests in employee satisfaction in Higher Education. The reason for this increasing interest is the reality that Higher Education Institutions are labor intensive; their budgets are predominantly devoted to personnel and their effectiveness is largely dependent on their employees. Therefore, satisfaction of the academic staff in Higher Educational Institutions is very important.

Cherrington (1989: 306) argues that,

Job satisfaction contributes to organizational commitment, job involvement improved physical and mental health and a greater quality of life both on and off the job. On the other hand, job dissatisfaction contributes to absenteeism, turn-over, and labor problems, labor grievances; attempt to organize a labor union; and negative organizational climate.

Moreover, (Saiyadain, 1998:28) writes that satisfied employees are more likely to help their co-workers, make positive comments about their organization, and refrain from complaining when things at work do not go well. He added that satisfied employees are more likely to want to give something back to their organization because they want to reciprocate their positive experiences. In terms of performance, employees who are more satisfied with their jobs will perform at a higher level than those who are less satisfied. According to Spector (2000:4), Organizations prefer satisfied employees simply because they make the work environment more pleasant. Satisfaction might lead to performance; people who like their jobs work harder and therefore perform better. Francis, J & Milbourn, Jr.G (1980:71), also suggest that since satisfaction has been seen as a significant influence on organization efficiency, it is important for the Higher Educational Institutions to know when and why there is little or no job satisfaction. A very serious consequence of job dissatisfaction is turn-over. While a lack of satisfaction appears to have an impact upon Academic staff attitudes and on-the-job performance, the ultimate expression of Instructors' dissatisfaction is to leave the institution.

2.3. The Measurement of Job Satisfaction and Morale

Although people have many different attitudes towards various aspects of their jobs, these are not as easy as one might think to measure it. Not only can't one directly observe an attitude, but as noted, one can not accurately infer their existence on the basis of people's behavior. So, for the most part, to determine people's attitudes, we have to rely on what they tell us (Galaz-Fontes, 2002). Thus, unlike productivity, absenteeism, and turnover, job satisfaction is present only inside an individual's mind and cannot be measured directly.

Greenberg, J, et al (1996:160), write that several techniques have been developed by scholars to measure job satisfaction, such as questionnaires, interview and personal observations, etc. However, Cherrington (1989:308), states that many organizations and researchers favor questionnaires because personal observations and interviews are very time consuming.

2.4. Theories of Job Satisfaction

In order to understand job satisfaction, it is important to understand what motivates people at work. What makes some people more satisfied with their jobs than others? What underlying processes account for people's feelings of job satisfaction? Insight into these important questions is provided by various theories of job satisfaction. Greenberg, J et al (1996:162-164), presents the two most influential approaches to job satisfactions: Herzberg's two-factor theory and Locke's value theory. Cherrington (1989:307) adds four theories that can determine whether individuals will feel satisfied or dissatisfied in a particular situation: Fulfillment, Reward, Discrepancy and Equity theories.

2.4.1. Herzberg's Two Factor Theory

Think about something that may have happened in your job that made you feel especially satisfied or dissatisfied. What were these events? Over thirty years ago, Frederick Herzberg passed this question to more than 200 Accountants and Engineers, and carefully analyzed their responses. What he found was somewhat surprising; different factors accounted for job satisfaction and dissatisfaction. Although you might expect that certain factors lead to satisfaction when they are present and dissatisfaction when they are absent, this was not the case.

Job satisfaction and dissatisfaction were found to stem from different sources. In particular, dissatisfaction was associated with the conditions surrounding the jobs (e.g., working conditions, pay, security, quality of supervision and relations with others) rather than the work itself. Because these factors prevent negative reactions, Herzberg referred to them as Hygiene (or Maintenance) factors. By contrast, satisfaction are associated with the work itself or to outcomes directly derived from it, such as the nature of their jobs, achievement in the work, promotion opportunities, and chances for personal growth and recognition. Because such factors were associated with high levels of job satisfaction, Herzberg called them Motivators (Greenberg, J et al, 1996:162).

2.4.2. Locke's Value Theory

Another famous theory of job satisfaction is Locke's value theory. This conceptualization claims that job satisfaction exists to the extent that the job outcomes (such as rewards) an individual receives match the outcomes they value. Locke's approach focuses on any outcomes that people value, regardless of what they are, and not necessarily basic lower-order needs

(Greenberg, J et al, 1996:163). The key to satisfaction in Locke's theory is the discrepancy between those aspects of the job one has and those one wants; the greater the discrepancy, the less the satisfaction.

2.4.3. Fulfillment Theory

According to this theory, job satisfaction is a function of need satisfaction. It is indicated by the degree of correspondence between an individual's needs and the extent to which the needs are satisfied. As far as an individual's needs are fulfilled, that person will experience job satisfaction. Dissatisfaction occurs when important needs are not met.

Although this explanation seems plausible, it is not a useful theory for predicting job satisfaction. The term "needs" refers to internal deficiencies of a physiological or psychological nature that cannot be observed directly. Needs are usually inferred after the fact as an explanation for behavior. Therefore, it is difficult to know beforehand whether an individual will respond to a situation favorably or unfavorably without knowing whether a need actually exists (Cherrington, 1989:403).

2.4.4. Reward Theory

Cherrington said, perhaps the most useful theory for understanding job satisfaction is reward theory which suggests that job satisfaction is a function of the rewards individuals receive. Both the amount and the timing of the rewards influence satisfaction levels. Generally, individuals feel greater satisfaction to the extent that they are more highly rewarded. Reward theory emphasizes the role of values in determining satisfaction, since an individual's values determine whether a particular event or outcome is actually rewarding. To the extent that individuals receive highly valued rewards, they are highly satisfied. To the extent that individuals are punished, they will be dissatisfied (Cherrington, 1989:403).

2.4.5. Discrepancy Theory

Job satisfaction is influenced by the expectations of employees. Discrepancy theory claims that job satisfaction results from a comparison between what ought to be and what is. A favorable comparison, showing that employees received more than what they expected, creates high job satisfaction. However, an unfavorable comparison, showing that "what is" falls short of "what ought to be", leads to dissatisfaction. For example, an announcement that every employee will receive a fifty-dollar bonus would not necessarily create satisfaction if the employees were

expecting a considerably larger bonus. This theory emphasizes the importance of understanding employee expectations when examining job satisfaction (Cherrington, 1989:404).

2.4.6. Equity Theory

Another theory that helps to explain job satisfaction focuses on the relative comparison of an individual's inputs and outcomes to the inputs and outcomes of others. Individuals compare their inputs and outcomes to the inputs and outcomes of others. Individuals can be satisfied to the extent his/her ratio compare favorably with the ratio of others. However, to the extent that there is inequity, they will feel dissatisfied (Cherrington, 1989:405).

2.5. Dimensions of Instructors' Job Satisfaction

The factors affecting Teachers job satisfaction can be divided into two main areas, namely, Personal determinants and Organizational factors (Nel et al, 2004:115).

2.5.1 Personal Determinants of Instructors Job satisfaction

Studies investigating job satisfaction indicate that personal determinants such as gender, age, educational level and work experience etc impact on job satisfaction.

2.5.1.1 Gender

Several studies conducted with regard to the relationship between gender and job satisfaction have yielded contradictory results (Chiu, 1998: 521). Charters (1970:27), studying teachers in Oregon, found attrition was higher for women, though he also found a significant interaction of sex and age. Women were more likely to change careers earlier in their professional lives than men were contrary to the above. Chapman and Lowther (1982: 93), examining the career pattern of graduates of three Indian Universities, found the sex of teachers was not significant in teacher turnover.

2.5.1.2 Age

The results from studies (e.g. Hulin and Smith, 1965 and Gibson and Klein, 1970, as cited in Muchinsky, 1989), suggest that global job satisfaction increases with age, especially for males. Thus, the most dissatisfied workers are the youngest and the most satisfied are those nearing retirement. The reasons why job satisfaction increases as age increases is that individuals become more realistic about what they can expect from a job, and this maturation results in greater satisfaction and younger workers who are dissatisfied eventually quit teaching to find

jobs that will satisfy them and teachers who like their jobs remain in it (Muchinsky and Paul, 1989: 49).

2.5.1.3 Educational Level

Studies conducted on the relationship between the level of education and job satisfaction showed no consistent pattern (Kh Metle, 2003: 604). An investigation made by Crossman and Abou-Zaki (2003: 370), in the Lebanese banking sector found that no statistically significant relationship existed between job satisfaction and education (P: 0.094). In support of the above ideas Kremer et al (1990:76) writes that age, education, marital status, and seniority did not have any statistically significant effect on job satisfaction. However, Weaver (1978) as cited by Gaziel (1986: 36) finds that individuals with more education are less job satisfied. The reason is that individuals with more education have more options in the job market and need to develop high identification with a particular job.

2.5.1.4 Work Experience

Ronen (1978) cited in Oshagbemi (2003:220), maintains that employee satisfaction declines within the first year of employment, and remains low for several years, after which it increases. Furthermore, he wrote that employee expectations are high at the time of appointment, but when these expectations not met, the resultant effect leads to a drop in job satisfaction. As the employee become more mature and experienced, the initial expectations decline to a more realistic level there by making such expectations more attainable, coinciding with increased job satisfaction. Contrary to the above, Savery (1996), cited in Sarker, et al (2003:750), states that longer tenure may lead to boredom and lower levels of job satisfaction

2.5.2 Institutional Determinants of Instructors' Job satisfaction

The Institutional (Organizational) factors' impact on job satisfaction include the Nature of Work (work itself), Remuneration, Working conditions, Promotion opportunities and Career development, Training and Performance evaluation management, Communications and Co-workers' relations, Supervision, and Administrative systems, etc.

2.5.2.1. Remuneration and Instructors' Job Satisfaction

According to research findings, the perception of fairness in remuneration is highly associated with employee job satisfaction. This refers to how pay, benefits, and promotions are distributed among the employees. Are people paid adequately and fairly relative to others? Research has found that satisfaction enhanced by the use of pay systems believed to be fair with respect to

both the level of compensation received, and the mechanisms used to determine that pay (Greenberg, J et al, 1996:167).

Several other authors maintain that the key in linking remuneration to satisfaction is not the absolute amount that is paid, but rather, the perception of fairness (Aamodt, 1999:66-67). In most cases, however, the payment that public organizations employee receives, with the same qualification is less than private organizations. The same works in higher education institutions, because in Ethiopia the government finances the higher education.

....A university career has become less attractive with ever-increasing levels of bureaucracy. Academics are no longer happy as their pay now lags badly behind equivalent or lesser-qualified jobs and consider they are grossly underpaid compared with newly qualified solicitors. You cannot even compare their salaries with their equivalents in private practice where they earn more than 5 times an academic's salary (Metcalf, H. et al, 2005:44).

2.5.2.2 The Work Itself and Instructors' Job Satisfaction

Studies show that there is positive correlation between the nature of job and job satisfaction. Luthans (1998:370) indicates that 'the nature of work performed by employees has a significant impact on their level of job satisfaction.' Research indicates that individuals of higher level in organization hierarchy are more satisfied than individuals at the low level of organization hierarchy. Thus, professionals, managers, craft-workers are reported to be more satisfied than operators and laborers (Vroom, 1984). According to Dubrin (1992:42), job satisfaction 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.

It is often asserted that an individual derives satisfaction from jobs that permit him/her to use his/her skills and abilities. Research findings indicate that there is positive relationship between workers' reports of the extent to which their job permits them to use their abilities and their job satisfaction has been obtained (V room, op. cit).

In general, most research conducted on the issue indicated that there is positive relationship between occupational prestige and job satisfaction. High level of job satisfaction was reported among employees with high occupational prestige.

2.5.2.3. Nature of Supervision and Instructors' Job Satisfaction

Job satisfaction is considerably improved when supervisors are perceived to be fair, helpful, competent, and effective. If the supervisors have good ability of problem solving, coaching, training, and listening for others, that has important contribution on the worker performance. Nevertheless, if the supervisors are insensitive, incompetent, and careless, it will have negative effect on employee job satisfaction. In this regard, Robbins (1995) writes that studies generally find that employee satisfaction is increased when the immediate supervisor understands and friendly offers praise for good performance, listens to employees' opinions, and shows a personal interest in them. Coch & French (1948) cited in Feldman and Arnold (1985:209), add that in two well-known field experiments in factory settings, for instance, groups that participated in decisions about changes in the workflow displayed a much higher level of job satisfaction.

Thus, the more considerate, supportive, or employee oriented the supervisor, the greater his/her subordinates will strive to do their job well. Employee oriented supervisors tend to get better productivity, motivation and work satisfaction.

.....a summary of relevant research suggests that supervisors who have the most favorable and cooperative attitudes in their work groups are likely to be supportive, friendly and helpful rather than hostile. They are kind, but firm, and never threaten. They are genuinely interested in the well-being of subordinates and strive to be sensitive to their subordinates. They are just, if not generous. They try to the best interest of both their employees and their company in mind. They show confidence rather than suspicion and distrust of their subordinates (Bass, 1964:213).

Therefore, assigning supervisors who have good skills in handling the instructors well at the work place is vital for the institutions to boost employee job satisfaction.

2.5.2.4. Interpersonal Relations among Instructors

The nature of the relationship among employees within the work group is very essential for employees especially the degree to which the worker is accepted as part of the department and the friendliness and support of his or her fellow employees within the department. But, if there is interpersonal conflict, lack of teamwork, unfriendliness among employees and rivalries among managers and supervisors are there, this can have a major negative effect on employee

work performance and consequently on employee job satisfaction. Social influence from co-workers can be an important determinant of a worker's job satisfaction because co-workers are usually around, often have similar types of jobs and often have certain things in common with a worker (Greenberg, J. et al 1996: 159).

Luthans (1998:370) postulates that work groups characterized by co-operation and understanding amongst their members tend to influence the level of job satisfaction or dissatisfaction. When cohesion is evident within a work group it usually leads to effectiveness within a group and the job becoming more enjoyable. However, if the opposite situation exists and colleagues are difficult to work with, this may have a negative impact on job satisfaction. Feldman & Arnold (1985:193) found that the quality of close friendships was associated with both career success and job satisfaction of employees.

Luthans (op.cit), however, contends that satisfactory co-worker relations are not essential to job satisfaction, but that in the presence of extremely strained relationships, job satisfaction is more than likely to suffer. Nevertheless, the growing body of literature on the subject seems to indicate that co-worker relations are taking on an ever-increasing role, not just in the realms of productivity, but also in determining the experience of work and its meaning.

According to Feldman and Arnold (1985:196), the work group does serve as a source of satisfaction to individual employees. It does so primarily by providing group members with opportunities for interaction with each other. They further explained that the work group is an even stronger source of job satisfaction when members have similar attitudes and values. Co-workers with similar attitudes and values can also provide some confirmation of a person's self-concept: '*we're ok and you're ok*'; '*there are lots of other people who feel the way you do*'. Walker and Guest (1952:65), also write that in a study of the automobile industry, it was found that isolated worker disliked their jobs and gave social isolation as the principal reason.

2.5.2.5. Promotions, Career Development and Instructors' Job Satisfaction

There is substantial evidence that promotional opportunities do affect job satisfaction. Probably, the most well-known research was a study of Canadian oil refinery which found that people who felt that they deserved to have been promoted were absent more frequently than those who were not dissatisfied with their promotional opportunities (Patchen, 1960). The desires to be promoted among employees are very strong, especially among university teachers. Locke (1976:77), suggests that the roots of this desire for promotion include the desire for

higher earnings, the desire for social status, the desire for psychological growth (made possible by greater responsibility), and the desire for justice (if one feels he or she has earned the promotion).

When instructors given further educational opportunity, encouragement, and guidance based on relevant teaching methods, they may feel both satisfied and successful. Moreover, development of teachers can be obtained by providing them with adequate education (or in-service training) and by creating favorable conditions to promote appropriate posting and follow-up support for actual utilization of teachers effectively (Anderson, 1995:571).

If instructors are indifferent to receiving a promotion or if they think the promotion they get do not match with level of performance, they will be disappointed in their jobs. However, if they desire a promotion and believe that their chances of receiving it directly related to their level of performance they would contribute a lot for the development of their career. In the working world, promotions are indicators of a person's worth or success. Those who feel that promotions are stuck in their jobs will tend to be more dissatisfied with their work. Especially, the issue of promotion has stronger value in higher education institution among academic staff.

2.5.2.6. Expectations and Instructors' Job Satisfaction

Locke (1976:74) explains that the needs and expectations of uneducated workers differ from that of the educated people. These differences in expectation of the workers make significant variations of what satisfies employees. According to him, the same job can be satisfying to one person and dissatisfying to the other one. This difference is to be accounted only to educational status and lack of awareness. Creating job satisfaction is, therefore, about making the right fit between jobs and employees' educational status and preferences that arise from this difference in educational level.

Feldman and Arnold (1985:200) said that three factors influence the formation of job expectations most heavily:

First, the individual makes adjustment about what assets he/she brings to the institution. Generally, Employee with more prior work experience, more seniority, and more successful work histories will have higher expectations about the job than younger, less experienced, less successful employees. Second, the Employee will make adjustment about what sorts of demands the job makes on the employees ability. Do I have a lot

responsibility? Do I make important decisions? Third, the Employee looks around at other employees and their circumstances to see if the benefits of his or her job are fair and reasonable.

From the above argument, one can understand that satisfaction is a very personal experience that depends heavily on an individual's expectations. Expectation can have powerful influence on a person's level of satisfaction.

2.5.2.7 Working Conditions and Instructors' Job Satisfaction

Working conditions are other very important determinants of instructors' job satisfaction. In this regard, Coolahan (2003:65), states that instructors' output increases if they have comfortable surroundings, sufficient working space, efficient equipments etc. He added that they might not stay in their profession or do their best if they do not have physical surroundings that will help them in their work. To this effect at present, the growing number of students in a class also seems to worsen the condition and increase the physical and mental strain of instructors. However, Vorster (1992:62), maintains that working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely good or extremely poor. Moreover, employee complaints regarding working conditions frequently related to manifestations of underlying problems.

Teacher's workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. The working environment of teachers also determines the attitude and behaviour of teachers towards their work (Bishay, 1996:326).

Bishay further indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners. Moreover, within the teaching profession, for example, there are different working conditions based on the allocation of resources to institutions. In disadvantaged institutions working conditions are often not conducive to teaching and learning.

2.5.2.8. Administration in Higher Education and Job Satisfaction of Instructors

A good and interactive Administrative system is the backbone for the success of any institution, this is true particularly since higher education institutions are labor intensive. Contrary to this, however, leaders in the universities (Department Heads, Deans, and Higher officials of the

institutions) usually assume positions without having prior administrative training or faculty experience in Higher Education Institutions. Nevertheless, this does not mean that administration in higher education institution requires no leadership experts. That is, in order to introduce institutional change, effective and committed leadership in higher education institution is necessary. Dressel states that successful administrator of a college must be effective in enlisting the understanding and support diverse group of people in the mission of the institution (Dressel, 1981:102).

Moreover, Higher Education Administrators have to be fair and transparent while they discharge their duties. Besides, they have to invite instructors in all level of decision-making. In this regard, Davis (1981:153), states that participation gives an opportunity to release participants own resources of initiative and creativity toward the objectives of the organization. He adds that participation is more than getting consent for something that has already been decided. It uses the creativity of all employees. Griffith (1979:242), has underlined the importance of teachers' participation in decision-making as decisive factor that can enhance changes that under go in their institutions. He adds that participation has also significant influence on productivity and helps reduce resistance to change.

Lyons and Collins (1980:125) have argued teacher's morale and confidence as well as competence, must be built up from within the profession. Those who are untrained or inexperienced must be helped and guided towards making a worthwhile contribution. Those who are competent must be encouraged to release their full potential to bring about desired changes.

Generally, the higher education administrators should know its staff and find out what they want. This is a very important part of teacher job satisfaction. Who are my staffs? How long have they worked for the institution? What ambition do they have? What do they expect from the leaders? How do they view their job and their position within the institution? The answer to these questions will assist one in analyzing the different needs of their staff (Cartwright.R *et al*, 1993:210). Thus, the presence of positive relationship between the school administrator and the teachers, absence of conflict laden relationships, having inputs into decisions, less emphasis on formal authority, information sharing and support for teachers improve retention (Kersaint *et al*, 2005:77).

2.6. Consequences of Job Satisfaction and Dissatisfaction on Instructors

Extremes in satisfaction and morale are of major significance to individual instructor and the institution. According to Dubrin (1992:42), the following are the consequences of job satisfaction and dissatisfaction: productivity, cooperative behavior and good citizenship, absenteeism and turnover, job stress and burn out, safety, and life satisfaction etc that are discussed bellow.

2.6.1. Productivity

A long-standing debate has been there among scholars whether high job satisfaction and morale improve productivity. The most accurate answer is that in the long run, there are many instances in which job satisfaction does increase productivity. However, this is not always the case. For instance, "dissatisfied hard chargers" are productive because they hope that hard work will lead them to a better job. Another exception is that a satisfied employee might have faulty equipment that lowers his or her productivity. The general explanation seems to indicate that productivity and job satisfaction are two independent variables and determined by independent sets of influencing variables. A worker may be highly dissatisfied with the work environment and may produce more to prove his/her abilities to management. Thus, job satisfaction is a complex attitude that is determined by a large number and often-conflicting variables. Hence, to expect any relationship between satisfaction and productivity may be difficult (Saiyadain, 1999:32). However, Dubrin (1992:43) writes that high job satisfaction is particularly important for the productivity of employee whose work involves extensive contact with people. One study showed that employee with high job satisfaction were more likely to:

- *Listen to others*
- *Show awareness and concern for the feelings of others*
- *Be tactful*
- *Have good emotional control*
- *Accept criticism*

Thus, these behaviors are more likely to improve the productivity of academic staffs whose jobs involved extensive contact with other staffs and students in the institution.

2.6.2. Cooperative Behaviors and Good Citizenship

Durbin (1992:44) explains that although high satisfaction may not always lead to high productivity, it often leads to good results in other aspects of job performance. These helpful aspects of performance center around cooperative behavior and good citizenship. Specifically, employees with high job satisfaction are likely to:

- Help co-workers with a job-related problem
- Accept orders without a fuss
- Tolerate temporary impositions without a complaint
- Help to keep the work area clean and uncluttered
- Make timely and constructive statements about the department or its administrators to outsiders
- Promote a work climate that is tolerable and minimizes the distractions caused by conflict between staffs
- Protect and conserve the Institution resources, such as parts, supplies and money etc.

2.6.3. Absenteeism and Turnover

Instructors who dislike their jobs remain absent more frequently and are more likely to quit. This is one of the best-documented facts about the negative consequences of low job satisfaction. Evidence also exists that if the cause of discontent modified, job satisfaction will increase, and turnover will decrease. To supplement this argument Saiyadain (1998:129), said ‘most researches on absenteeism and job satisfaction show the higher the rate of absenteeism, the lower is the job satisfaction’. Cherrington (1989:316) adds that several studies have shown that job satisfaction is correlated with attendance at work, which means that managers should try to maintain a positive work environment. Individuals who are highly satisfied with their jobs are seldom absent from work and faithfully see that their job is performed in spite of personal illnesses, family emergencies, or bad weather. He further explained that pressures to attend might appear in the form of incentives for attendance or punishments for failure to attend.

Dailey (1988:47) wrote that apparently, absenteeism and turnover are not alternative ways of expressing dissatisfaction they are both caused by many of the same factors. As working conditions become undesirable, instructors may first start to miss a few days and then leave permanently. Dailey added that the two variables most significantly related to turnover are job dissatisfaction and economic conditions. The highest turnover levels are found in institutions where instructors report the greatest dissatisfaction. Consequently, most explanations of turnover maintain that instructors leave their jobs when alternative jobs that have better satisfy their needs become available. Therefore, turnover levels are generally high in institutions with poor working conditions, undesirable jobs, wage inequities, and limited opportunities for advancement.

Thus, to reduce turnover, Universities should improve the quality of the work environment, has to set a system where instructors can receive fair compensation and provide opportunities for advancement i.e., career development.

2.6.4. Job Stress and Burnout

Chronic job dissatisfaction is a powerful source of stress and burnout. The instructors may not see a satisfactory short-term solution to escaping this type of stress. An instructor who feels trapped in dissatisfying job may withdraw by such means as high absenteeism or tardiness; or the employee may quit. Instructors under prolonged job stress stemming from job dissatisfaction often consume too much alcohol, tobacco, prescription, drugs and illegal drugs. These are costly to the institution in terms of time lost from the job and payments for medical expenses including increased medical insurance premiums (Durbin, 1992:51-52).

Especially in universities, the instructors' stress and conflict arise because of work overload on them beyond their experience and interest and without providing much time to complete the job effectively. In this regard, Dailey (op.cit) said that work over load comes in two forms. Quantitative over load is defined as having too much /many things to do and not enough time in which to do them. Qualitative overload represents a poor match between employee work experience and job demands. When these conditions are chronic, they can lead to maladaptive responses such as alcoholism, drug abuse, personal problems at home, persistent anxiety and tension, and higher accident rates.

Scholars recommend various means to reduce employee tension and stress which can seriously hamper their performance such as: participation at the work i.e., employee participation in work unit decision making can satisfy the needs for responsibility, autonomy, and control. To cope-up with these conditions the universities require to design, and redesign and structure their job/activities from time to time. The other recommended solution for stress is creating a favorable physical working environment. Therefore, universities have to lay the necessary infrastructure for the instructors.

2.6.5. Safety

Poor safety practices are another negative consequence of low satisfaction and morale. Some of the items mentioned above can be attributed to job accidents. When people are discouraged about their jobs, they are more likely to have accidents. An understanding reason behind such

accidents is that discouragement may take attention away from the task and inattention leads directly to accidents. Many injuries from power tools can be attributed to the operator not paying careful attention to his or her work (Durbin, 1992:56).

2.6.6. Life Satisfaction

Job satisfaction has a spillover effect on satisfaction with life in general. A four-year of research of 1,100 workers investigated the link between job and life satisfaction. It was found that increases in satisfaction with supervision, pay and promotion are likely to increase life satisfaction. Conversely, decreases in these factors used to decrease life satisfaction (Dubrin, 1992:57).

In 1989 Cherrington stated that workers do not compartmentalize their lives into life at work and life away from work. What happens at home influences life at work and vice versa. Life satisfaction is a term that refers to the degree of satisfaction people achieve in both the work and non-work aspects of their lives (Cherrington, 1989:318). Thus, administrators of the universities have to be concerned about ways to improve the life satisfaction of the instructors in the universities.

2.7 Job Satisfaction as a Predictor of Organizational Commitment

Although there is certainly a chicken-and-egg debate over issues regarding the relationship between job satisfaction and organizational commitment, several researchers have made the case that job satisfaction is a predictor of organizational commitment (Porter, 1974:604). Many studies used different facets of satisfaction to predict employee attributes such as performance, organizational commitment, and service quality (Dienhart & Gregoire, 1993:33). They also added that studies conducted on managers shows that leadership behavior was affected by commitment, which affected by job satisfaction and job performance. As an attitude, difference between commitment and job satisfaction seen in several ways (Mowday, R. *et al.*, 1979:225), Commitment is a more global response to an organization, and job satisfaction is more of a response to a specific job or various facets of the job. Wagner (1995:73) writes that job satisfaction is an attitude toward work-related conditions, facets, or aspects of the job. Therefore, commitment suggests more of an attachment to the employing organization as opposed to specific tasks, environmental factors, and the location where the duties performed. When discussed on these terms, commitment should be more consistent than job satisfaction over time.

Although day-to-day events in the work place may affect an employee's level of job satisfaction, such transitory events should not cause an employee to reevaluate seriously his or her attachment to the overall organization (Mowday, R., *et al.* op.cit).

In general, if people are favorable with their organizations, their commitment will increase. This can work especially in higher education institutions where most of its Instructors sent to other institutions after certain years service for higher education to upgrade their knowledge either local or abroad. If they are satisfied well with their institutions after completing their education, they will be back to their institutions.

2.8 Summary of the Chapter

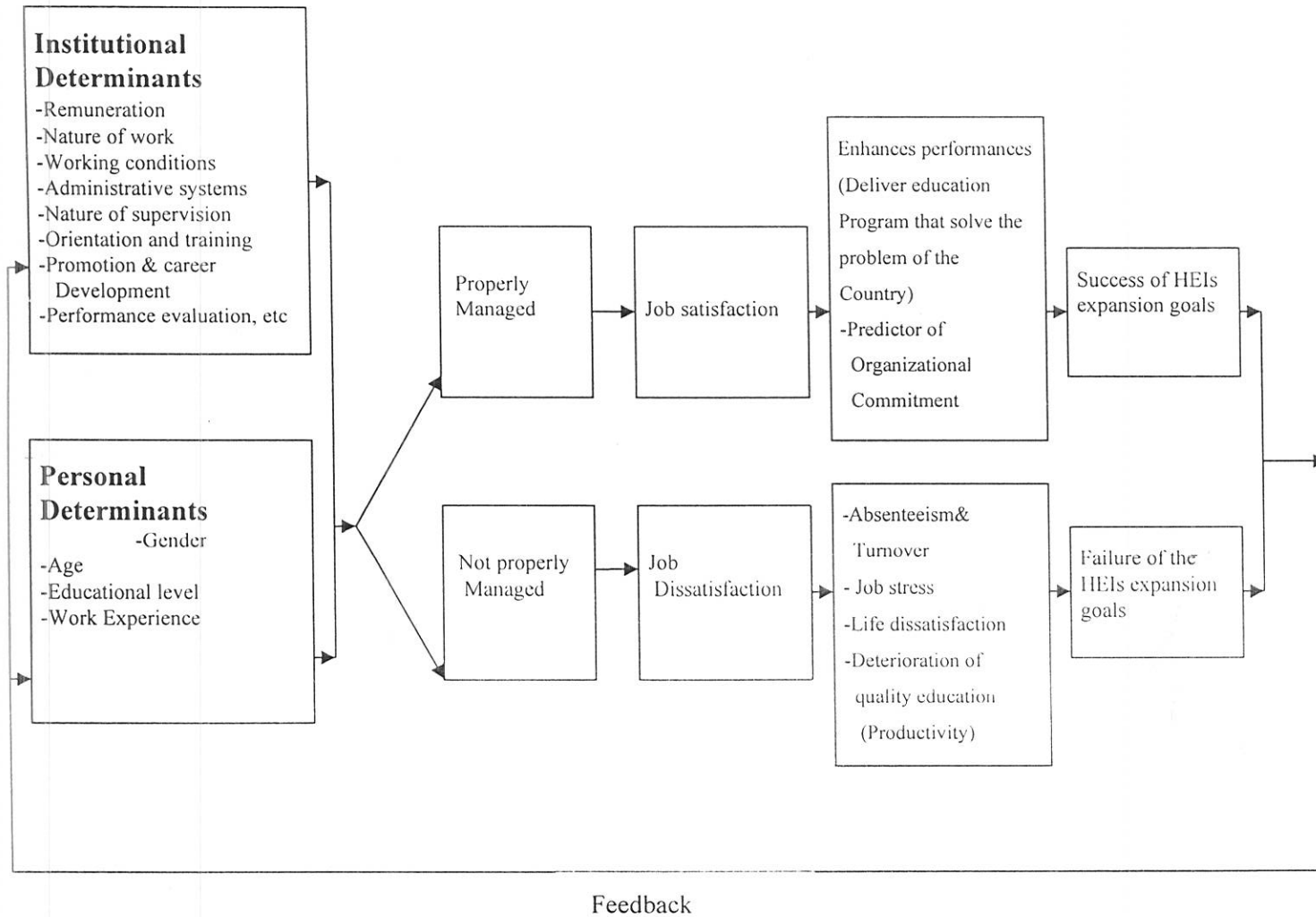
This chapter has provided relevant theoretical framework on employee job satisfaction with the intent that good practices of the above mentioned activities can help any organization including educational institutions to improve job satisfaction, consequently performances, and commitment and highlighted the absence of universal definitions. It also discussed some theories related to job satisfaction. Moreover, it sought to provide an overview of the literature pertaining to job satisfaction determinants.

From the literature review, it is evident that job satisfaction is important to individuals, organizations, and society. High job satisfaction levels viewed as health indicators. Job satisfaction, viewed as one of the outcomes of personal and organizational operations, can be a reflection of effectiveness and efficiency. Organizations influence individuals' life satisfaction via job satisfaction that in turn contributes to the well being of society.

Concerning its measurement practices scholars on the discipline has tried to develop different instruments. Job satisfaction is related to attitude that is impossible to directly observe from the action of the human beings. Thus, instruments like questionnaire, interview, and observation method are the most commonly practiced for measuring job satisfaction.

Instructors' job satisfaction affected by different factors. However, there is no precise and clear consensus among the authors on the dimensions. Dimensions like work itself, pay, benefits, administration, nature of supervision, working conditions, promotion and career development, etc are the most significant ones.

Figure 2.1: summarizes the theoretical framework of the study in schematic Diagram



Source: Own Diagram

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

3.1. Introduction

This Chapter deals with presentation, analysis and interpretation of the data collected from sample instructors at Dire-Dawa and JigJiga universities to find appropriate answers to the basic questions raised at the beginning of the research. To this effect, the necessary data for the study were collected by using instruments like questionnaire, unstructured interview, informal discussion and observation.

Since both universities under discussion are newly established, it is hard to get secondary data, or even published materials related to these institutions. Thus, the researcher forced to make analyses mainly on information gathered through questionnaire and personal observation.

In this regard, one set of questionnaire was prepared which contained *seven* sections. Before the actual questionnaire was distributed to the selected sample population, ten (10) copies of the questionnaire i.e. five (5 for each institution) were distributed as a pilot test. Based on the suggestions and comments thereby, the final questionnaire was redesigned, and distributed to the sample instructors in both universities.

Table 3. 1: Number and Percentages of the Questionnaire Distributed and Collected in DD and JJ Universities

No.	Institutions	Distributed (No)	Collected	
			No	%
1	Dire-Dawa University (DDU)	80	71	88.75
2	JigJiga University (JJU)	80	59	73.75
	Total	160	130	81.25

As it is presented in Table 3.1, a total of 160 copies of the questionnaire were distributed in both universities (i.e., 80 each institution). Out of 80 questionnaires distributed to each institution, 71 questionnaires were filled and returned from Dire-Dawa and 59 copies of the questionnaire were filled and returned from JigJiga universities. The response rate was less in JigJiga (73.75 per cent) when compared to Dire-Dawa (88.75 per cent).

3.2. Demographic Characteristics of Sample Respondents

Table 3.2: Description of Respondents by Sex, Age and Marital Status

Items	Characteristics	Institutions				Total	
		DDU		JJU		No	%
		No	%	No	%		
1. Sex	Male	60	84.5	53	89.8	113	86.9
	Female	11	15.5	6	10.2	17	13.1
	Total	71	100	59	100	130	100
2. Age	21-25	39	54.9	28	47.5	67	51.5
	26-30	19	26.8	21	35.6	40	30.8
	31-35	10	14.1	7	11.9	17	13.1
	36-40	3	4.2	0	0	3	2.3
	41-45	0	0	3	5.1	3	2.3
	Total	71	100	59	100	130	100
3. Marital status	Married	13	18.3	16	27.1	29	22.3
	Single	58	81.7	41	69.5	99	76.2
	Divorced	0	0	2	3.4	2	1.5
	Total	71	100	59	100	130	100

Item 1 of Table 3.2, illustrates the sex characteristics of the respondents. Out of the total (n=130) respondents, 113 (86.9 per cent) and 17 (13.1 per cent) are males and females, respectively. This implies that the majority of the sample populations are males. The facts obtained from academic staff profile of both universities also show that there are a few numbers of females as compared to males in both universities. However, the data in the Table depicts, the percentages of female respondents is higher in Dire-Dawa, 15.5 per cent (11) than JigJiga Universities, which is 10.2 per cent (6).

It is possible to infer from the above report that participation rate of female instructors is very low in both institutions. To put it concisely, males constitute an over whelming majority than females in both of the two universities which is reflection of many organizations in our country. However, the higher institutions are the role models for the societies in tackling socio-economic problems that females face; hence, universities have to design ways to increase the number of female instructors in these institutions.

As far as age is concerned, item 2 of the same Table shows that majority of the respondents (n=67 or 51.5 per cent) fall in the age category of 21-25 years. This is followed by (n= 40 or 30.8 per cent) of the respondents in the age category of 26-30 years. The age category of 31-35 years old constitutes (n=17 or 13.1 per cent) of the sample. The minority of the respondents (n=3 or 2.3 per cent) each fall in the age category of 36-40 and 41-45 years old, respectively. The data depicts that almost all of the respondents, (n=124 or 95.4 per cent) of both institutions

are below 35 years age. Thus, the study reflects the ideas/responses of the youngsters and middle age respondents. Moreover, the data may imply that a good potential work group (young instructors) who can render services if properly motivated fills both institutions. On the other hand, according to Nionmiya, et al (1990:37) findings, young groups of teachers may be less likely to be satisfied with the job, partly because they feel some difficulty in adapting to their work. Therefore, the necessary orientation and on-the job-training have to be given in order to enhance their performance and motivate them.

Item 3 of Table 3.2, illustrates the marital status of the (n=130) respondents who participated in the survey from both universities. Overall, data shows that the majorities of the respondents, 76.2 per cent (99) are single followed by 22.3 per cent (29) and 1.5 per cent (2) married and divorced from both institutions, respectively. However, the data indicates that more married academic staffs of sample respondents are found (27 per cent) in JJ than (18.3 per cent) in DD university. It may be inferred from the data that those single instructors may not probably stay in the institution while most of the married instructors are likely to continue since marriage may lead to stability to some extent.

Table 3.3: Description of Qualification and Academic Rank of Instructors

Items	Characteristics	Institutions				Total	
		DDU		JJU			
		No	%	No	%	No	%
1. Academic qualification	Bachelor's	55	77.5	42	71.2	97	74.6
	Master's	14	19.7	14	23.7	28	21.6
	PhD	2	2.8	3	5.1	5	3.8
	Total	71	100	59	100	130	100
2. Academic rank in the institution	GAI	22	31	19	32.2	41	31.5
	GAI	24	33.8	16	27.1	40	30.9
	Assistant Lec.	9	12.7	7	11.9	16	12.3
	Lecturer	14	19.7	14	23.7	28	21.5
	Assistant Prof.	1	1.4	1	1.7	2	1.5
	Associate Prof.	1	1.4	2	3.4	3	2.3
	Total	71	100	59	100	130	100

Item 1 of Table 3.3, displays the educational level (qualifications) of the sample population. As indicated in Table majority of the respondents, 74.6 per cent (97) has an educational level of Bachelors, whilst 21.6 per cent (28) possesses an educational level of Masters, and 3.8 per cent (5) of the respondents are PhD holders. Thus, the data depicts that Bachelor degree holders predominantly dominate both institutions. It may be deduced from this that low number of Masters and PhD staff presence may affect the quality of education in both institutions. It also shows inability of these institutions to attract qualified teaching staffs toward the institutions.

To this fact, Teshome (2007:105) writes that the health of an institution depends largely on its staff. The critical situation in the expansion of higher education in Ethiopia that has a great bearing on quality is the adequacy and capacity of academic staff. The issue here is not only the shortage but also the poor caliber and ability of those employed by the institutions. These may arise out of the juniority of the staff. Many institutions are staffed largely with junior academic staff with little experience and preparation. Recent graduates of several programs are assigned to teach classes immediately upon graduation.

Item 2 of the same Table displays the academic rank of the sample instructors in both universities. Overall data shows that 31.5 per cent (41) are GAI, whilst 30.9 percent (40) GAI, 12.3 per cent (16) Assistant Lecturers and 21.5 per cent (28) are Lecturers. In addition, minorities of the respondents, 1.5 per cent (2) and 2.3 per cent (3) hold Assistant Professors and Associate Professor ranks in these institutions, respectively.

Table 3.4: Description of the Respondents by years of Service

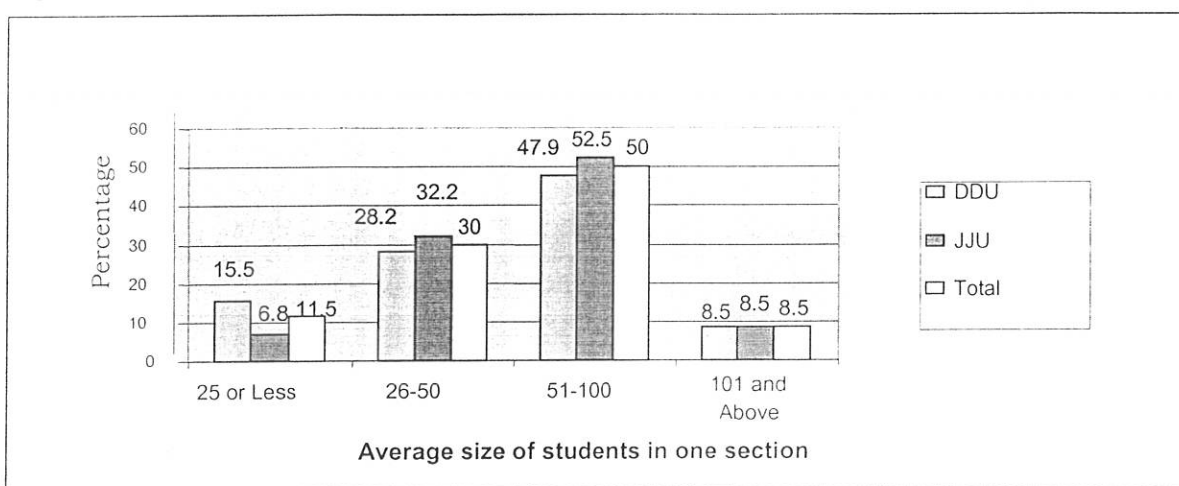
Items	Characteristics	Institutions				Total	
		DDU		JJU			
		No	%	No	%	No	%
Total years of service in higher educational institution(s)	<1 year	32	45.1	29	49.2	61	46.9
	1-2 years	29	40.8	24	40.7	53	40.8
	3-5 years	5	7.0	5	8.5	10	7.7
	6-10 years	2	2.8	1	1.7	3	2.3
	>11 years	3	4.2	0	0	3	2.3
	Total	71	100	59	100	130	100

Table 3.4, shows total years of service in higher educational institution(s). Accordingly, the data indicates that 87.7 per cent (114) of the respondents from both universities fall below two years experience. While 7.7 per cent (10) and 2.3 per cent (3) have reported, 3-5 and 6-10 years teaching experience in higher educational institution, respectively. Moreover, a few number of the sample respondents 2.3 per cent (3) have above 10 years experience in higher educational institution(s). This may show that instructors in both universities have little teaching experience in higher education that may in turn have an impact on carrying out their professional duties and responsibilities expected from them satisfactorily. Moreover, lack of enough experienced academic staff further complicates the situation for these staffs. The presences of experienced instructors in these institutions are essential because it helps the young groups to share their knowledge and discharge their responsibilities effectively. Thus, in this regard to develop a good attitude among youngsters toward good performances attention has to be given to attract experienced instructors to their institutions.

3.3. Instructors' opinion/views about the Nature of their Job in their Institutions

The nature of the work is one of the factors that affect instructors' satisfaction level as it is reviewed in the literature. As stated by (Ayalew, 1991:117; and Duret and Hogan, 1998:18), the management has to distribute fair teaching loads among instructors and rearrange assignments in order to prevent overloading and enhance morale of instructors so that instructors can be well prepared and render professional assistance to their students. Conversely, excessive overload, which can bring physical and mental strains, may negatively hamper performance and personal health of the instructors. In this regard, the researcher tried to assess the respondents' views by asking some of the core factors that reflect the nature of work in Dire-Dawa and JigJiga universities which look alike.

Figure 3.1: Average Size of students in one Class (section) Handled by Instructors.



As shown in the Figure 3.1, the average size of students per a class thought by majority of sample instructors (50 per cent) from both institutions lie in the ranges of 51-100 students. This is followed by 26-50 range, 30 per cent. Minority of the respondents, (8.5 per cent) said they have 25 or less students in one class (section). Thus, the above listed data reveals average percent of the sample instructors handled a class size of 51-100, which may lower their satisfaction because giving assignments and correcting their exams may overload the instructors. The burden may increase when more sections and different types of courses taught in a semester. The researcher further asked the instructors whether they are satisfied with the number of students (class size) handled per semester.

As it is revealed in Table 3.5 on item 1, 50 per cent of respondents from both institutions reported their satisfaction towards the number of students they teach per semester. On the other hand, 33.8 per cent respondents stated dissatisfaction with number of students per semester

handled. Moreover, 16.2 per cent from both institutions preferred to be neutral in their responses. Similarly, chi-square test of instructors toward the item in both institutions shows statistically no significance opinion difference toward the item among instructors ($p > 0.05$ level at χ^2 of 2.033). Thus, we can infer from this data that even though majority of the respondents said they handle 50-100 students in one section, the instructors have no objection toward it. The number of sections handled and variety of courses taught per semester appear to be reasonable in these universities.

Table 3.5: Satisfaction of Instructors with Number of Students, Courses, and Level of Courses Handled.

Items	Characteristics	DDU			JJU			Total		χ^2	P value
		No	%	\bar{X}	No	%	\bar{X}	No	%		
1. How satisfied are you with number of students you teach? Average $\bar{X} = 2.78$	V. satisfied	10	14.1	2.76	5	8.5	2.80	15	11.5	2.033	.730
	Satisfied	25	35.2		25	42.4		50	38.5		
	Neutral	12	16.9		9	15.3		21	16.2		
	Dissatisfied	18	25.4		17	28.8		35	26.9		
	V. dissatisfied	6	8.5		3	5.1		9	6.9		
	Total	71	100%		59	100%		130	100%		
2. How satisfied are you with the number of courses you teach? Average $\bar{X} = 4.29$	Very satisfied	30	42.3	4.39	19	32.2	4.21	49	37.7	3.714	.446
	Satisfied	33	46.5		28	47.5		61	46.9		
	Neutral	3	4.2		3	5.1		6	4.6		
	Dissatisfied	4	5.6		5	8.5		9	6.9		
	V. dissatisfied	1	1.4		4	6.8		5	3.8		
	Total	71	100%		59	100%		130	100%		
3. How satisfied are you with level of the courses you teach? Average $\bar{X} = 4.06$	Very satisfied	33	46.5	4.23	30	50.8	3.86	63	48.5	4.360	.359
	Satisfied	27	38.05		24	40.7		51	39.2		
	Neutral	5	7		4	6.8		9	6.9		
	Dissatisfied	5	7		-	-		5	3.8		
	V. dissatisfied	1	1.4		1	1.7		2	1.5		
	Total	71	100%		59	100%		130	100%		

$\alpha = 0.05$

Besides, on item 2 sample respondents asked their satisfaction level toward the number of courses taught per semester. Accordingly, (84.6 per cent) responded that they are satisfied with it. A significantly, a few sample instructors (10.7 per cent) expressed dissatisfaction because they handle a variety of courses per semester. However, comparatively, opinions collected shows instructors in DDU ($\bar{X} = 4.39$) are more satisfied with number of courses handled than JJU ($\bar{X} = 4.21$). This implies that the number of courses they handle per semester is less than JJU instructors. Overall, the result reveals that majority of sample instructors in both universities are not with heavy teaching loads of variety of courses per semester ($P > 0.05$ level and Average $\bar{X} = 4.29$). It can be concluded from the data that currently teaching load may not lower satisfaction level and as a result may not increase the instructors' propensity to leave those institutions. In response to item 3 of the same Table, majority of sample respondents

(87.7 per cent) have agreed that their satisfaction with level of courses they taught per semester. At the same time an association between level of courses and institutions shows that there is no opinion difference among the instructors in both institutions ($p > 0.05$ level).

In general, the above data regarding the nature of work in both institutions show that currently since majority of them handle reasonable amount of workload, it seems they are not seriously dissatisfied with nature of work in both institutions. This implies that currently both institutions have ample workforce if used for a research work that can solve the problem of the region. According to, interview conducted with both institutions' administrators; currently the instructors' workload is reasonable and fair because the universities are operating under-capacity. However, they acknowledge in advance that workload problem may be serious when the institutions start to operate with full capacity at the end of 2009. Because in 2009 both universities are planning to launch other additional new departments so that they can operate in full capacity and play an active role to achieve the missions of higher education expansion program.

3.4 Satisfactions of Instructors with Working conditions in their Universities

As noted by Coolahan (2003: 66), teachers' working conditions influence their job satisfaction, career commitment, and turnover intention. Low qualities of working conditions impede the quality of teachers' performance, reduce teachers' initiation to innovation, and minimize teacher retention. Furthermore, Teshome (2007:107) describes that poor working environment as expressed through the poorly established or equipped laboratories, libraries, workshops and office spaces affect staff attraction and retention. He adds that in the established institutions there is a parochial system practiced by some senior faculty that goes to the extent of locking facilities, equipments and other materials for fellow faculty...creating artificial push factors. Many faculty members are serving the universities under such challenging situations in their belief to improving the system and the environment dedicating them to creating a better future for the students. There is generally a concern and dissatisfaction that they have received neither the recognition nor opportunities for personal development nor rewards which their contribution merits.

Table 3.6: Instructors' Overall Opinion on Their Institutions' Working Conditions

Items	Characteristics	DDU		JJU		Total		χ^2	P value
		No	%	No	%	No	%		
1. How satisfied are you with the physical settings where you work such as office, labs etc?	Very satisfied	1	1.4	-	-	1	0.8	4.746	.314
	Satisfied	9	12.7	4	6.8	13	10		
	Neutral	4	5.6	1	1.7	5	3.8		
	Dissatisfied	18	25.4	22	37.3	40	30.8		
	Very dissatisfied	39	54.9	32	54.2	71	54.6		
	Total	71	100%	59	100%	130	100%		
2. How satisfied are you with resources available to support you work (library and administrative) services in your institutions?	Very satisfied	-	-	1	1.7	1	0.8	4.022	.403
	Satisfied	10	14.1	7	11.9	17	13.1		
	Neutral	-	-	2	3.4	2	1.5		
	Dissatisfied	22	31	20	33.9	42	32.3		
	Very dissatisfied	39	54.9	29	49.2	68	52.3		
	Total	71	100%	59	100%	130	100%		

$\alpha = 0.05$

Considering this in Table 3.6, general questions that assess overall view of the working conditions in these institutions asked. As we can observe from item number 1, 85.4 per cent of sample instructors gave a negative response on whether there is a suitable and well-furnished office, labs etc. in their institutions. For the same item in Table 3.6, 13.8 per cent of both institutions responded positive answer to the current physical settings in their institutions.

Overall, in both universities, one can infer that instructors are not happy with the current office, labs, and so on facilities. For instance with regard to computer lab, the researcher observed that one small room lab is shared by 2448 total students admitted in JigJiga University.

Similarly, in item number 2, sample instructors asked to give their opinion on the availability of other resources that can play a significant role for the effectiveness and efficiency of teaching-learning operations going on in both institutions. As indicated on the Table, majority of the respondents from both institutions, (84.6 per cent) reported their dissatisfaction with current available library and administrative support services in their institutions.

The researcher observed the following working situations in both institutions:

- One small computer lab serving the whole campus.
- Those students from Physical sciences (like chemistry, physics, etc) take their practical experiment learning by traveling to Haramaya University from both Institutions.
- More than 20 instructors and faculty deans, department heads together are sharing one room for office.
- There is lack of cafeteria services.
- Even instructors cannot have water to wash their hands after class.

- Many instructors together in one office share one computer.
- Lack of tables in their offices.
- Absence of shelves to put their materials etc.
- A library with a few books on the shelf.

Therefore, one can infer from the data that inadequacy of the above-mentioned infrastructures may result in two problems. First, it can seriously affect the teaching-learning process currently going in the universities. Second, it causes unfavorable working situations for instructors, which may in turn trigger in the near future instructors' turn over from the institutions. Since both institutions are established in hot climatic areas the shortages of water, ventilators and cafeteria services around their work place have intensified their dissatisfaction.

As it is reviewed in chapter two, instructors are concerned with their work situations. They require facilitated conditions such as well set offices with adequate furnitures and a classroom that help them perform their duties and responsibilities effectively in a planned and well organized manner. That is, they prefer to perform their duties with relatively modern facilities and with adequate equipment. Therefore, the institution has to make available the necessary facilities depending on the need to the instructors working areas.

The chi-square test depicted on Table 3.6 show that no association exists between item 1 and 2 and institutions ($p > 0.05$ level at critical value of 4.746 and 4.022, respectively). Therefore, this implies that there is no significance opinion difference among the respondents in both institutions.

Table 3.7: Instructors' Opinion Toward Office Furnitures and Classroom Facilities

Items	Character Stics	DDU			JJU			Total		χ^2	P value
		No	%	\bar{X}	No	%	\bar{X}	No	%		
1. The classrooms are adequate to accommodate my instructional activities Average $\bar{X} = 2.48$	Stro. agree	9	12.7	2.73	3	5.1	2.17	12	9.2	6.784	.148
	Agree	19	26.8		8	13.6		27	20.8		
	Neutral	7	9.9		7	11.9		14	10.8		
	Disagree	16	22.5		19	32.2		35	26.9		
	Stro. disagree	20	28.2		22	37.3		42	32.3		
	Total	71	100%		59	100%		130	100%		
2. There is adequate furniture in my office Average $\bar{X} = 1.90$	Stro. agree	5	7	2.01	2	3.4	1.76	7	5.4	3.414	.491
	Agree	9	12.7		7	11.9		16	12.3		
	Neutral	5	7		1	1.7		6	4.6		
	Disagree	17	23.9		14	23.7		31	23.8		
	Stro. disagree	35	49.3		35	59.3		70	53.8		
	Total	71	100%		59	100%		130	100%		
3. There is adequate reference materials in the institution Average $\bar{X} = 1.78$	Stro. agree	2	2.8	1.77	-	-	1.80	2	1.5	2.428	.658
	Agree	5	7		5	8.5		10	7.7		
	Neutral	6	8.5		6	10.2		12	9.2		
	Disagree	20	28.2		20	33.9		40	30.8		
	Stro. disagree	38	53.5		28	47.5		66	50.8		
	Total	71	100%		59	100%		130	100%		
4. When I face problems with materials that I have in my office, maintenance service can be easily obtained. Average $\bar{X} = 1.75$	Stro. agree	3	4.2	1.89	1	1.7	1.59	4	3.1	7.301	.121
	Agree	7	9.9		5	8.5		12	9.2		
	Neutral	7	9.9		-	-		7	5.4		
	Disagree	16	22.5		16	27.1		32	24.6		
	Stro. disagree	38	53.5		37	62.7		75	57.7		
	Total	71	100%		59	100%		130	100%		

$\alpha = 0.05$

By extending the above discussion sample instructors from both universities requested on item number 1 of Table 3.7 classroom adequacy for instructional activities. Accordingly, 59.2 per cent responded, “disagree”. While, 30 per cent of the respondents confirmed the current classrooms are adequate to accommodate their instructional activities. From this data, it may be deducted that most of the instructors are dissatisfied with the instructional classroom conditions for that it may not enable them to perform their duties efficiently and effectively. However, comparatively the data depicts that more disagreement toward the item found (69.5 per cent, $\bar{X} = 2.17$) in JJU than (50.7 per cent, $\bar{X} = 2.73$) in DDU.

For item 2 and 3 of the same Table 3.7, majority of the respondents (77.6 per cent) and (81.6 per cent) of the respondents from both institutions said there is no adequate office furniture and

reference materials in the institutions, respectively. Thus, the data clearly shows that instructors perform their day-to-day activities in both institutions under inadequate office furniture and reference materials. Hence, this can have a significant impact on efficiency and effectiveness and consequently can result in negative job satisfaction of instructors. Furthermore, item number 4 of Table 3.7 displays responses provided by sample instructors towards the maintenance service received from supporting staff when they face problem with materials that they use to discharge their duties. Majority of the respondents, (82.3 per cent) confirmed that it is very difficult to get easily and urgently the required services; while 12.3 per cent responded to the item positively.

In general, it is natural to expect that most human beings prefer to live and work in favorable locations and hours, a suitable working conditions, safe and nice physical settings and modern technology that can enhance the successful accomplishment of their duties efficiently and effectively. Thus, the presence of better working conditions might attract many professional and experienced people to the institutions. However, as displayed in the above discussion both institutions lack so many necessary infrastructures that require urgent attention for their fulfillment from the concerned stakeholders of the institutions. Thus, unless these problems are solved urgently the experienced and qualified people may leave the universities and even fresh graduates assigned by MoE may not be interested to join these institutions.

Table 3.8: Instructors' Satisfaction Level with Their Institutions' Work Schedule and Climatic Conditions

Items	Characteristics	DDU		JJU		Total		χ^2	P value
		No	%	No	%	No	%		
1. Deadline in my university is realistic	Strongly agree	8	11.3	5	8.5	13	10	0.594	0.964
	Agree	18	25.4	18	30.5	36	27.7		
	Neutral	19	26.8	15	25.4	34	26.2		
	Disagree	15	21.1	12	20.3	27	20.8		
	Strongly disagree	11	15.5	9	15.3	20	15.4		
	Total	71	100%	59	100%	130	100%		
2. The class schedule are convenient for me	Strongly agree	13	18.3	9	15.3	22	16.9	8.658	0.070
	Agree	20	28.2	10	16.9	30	23.1		
	Neutral	6	8.5	7	11.9	13	10		
	Disagree	12	16.9	22	37.3	34	26.2		
	Strongly disagree	20	28.2	11	18.6	31	23.8		
	Total	71	100%	59	100%	130	100%		
3. The climate is convenient for me	Strongly agree	5	7	2	3.4	7	5.4	4.043	0.400
	Agree	4	5.6	5	8.5	9	6.9		
	Neutral	12	16.9	6	10.2	18	13.8		
	Disagree	19	26.8	12	20.3	31	23.8		
	Strongly disagree	31	43.7	34	57.6	65	50.0		
	Total	71	100%	59	100%	130	100%		

As can be observed from Table 3.8, item number 1 and 2 reveal, instructors' views on the convenience of set deadline and class schedule programs. Accordingly, (37.7 per cent, 40 per cent) rated "agree" to the item 1 and 2, respectively. While, (36.2 per cent, 50 per cent) of respondents from both universities expressed their disagreement with currently practiced deadline setting and class schedules practiced in their institutions.

Item 3 of the same Table 3.8, assesses the convenience of the climatic conditions for work and life for the sample instructors. Majority of the respondents, (73.8 per cent) reported that the climatic conditions in which their university is located are not favorable to them. Comparatively Dire-Dawa is hotter than JigJiga, some times even temperature records up to 45 degree centigrade. Usually, it is impossible to move from 11:00 A.M up to 2:00 P.M. The classroom requires ventilators. Between 11:30 A.M to 2:00 P.M, no class is held. On the other hand, even though the temperature of JigJiga is not as hotter like Dire-Dawa, yet there exist very windy and dusty climatic conditions.

Overall, data shows both institutions instructors are not comfortable with climatic conditions where their institutions located. Thus, the absence of desert and hardship allowances and necessary facilities like ventilators in the work area may further complicate the situations ($P > .05$ level at χ^2 of 4.043).

In general based on the facts obtained from the above consecutive Tables, it may be deduced that most of the instructors are dissatisfied with the current unfavorable and inadequate working conditions in their institutions.

3.4.1. Instructors' perceptions toward their Work load Relative to other Institutions.

To make easy the analysis the researcher made (significantly more and somewhat more) as "more", (somewhat less and significantly less) as "less". Bearing this in mind, the data collected on concern questions makes in the following Table 3.9.

Table 3.9: Instructors' Perceptions Toward Their Work load Relative to Other Institutions.

Items	Characteristics	DDU		JJU		Total	
		No	%	No	%	NO	%
1. Work load -teaching	Significantly more	6	8.5	7	11.9	13	10.1
	Somewhat more	12	16.9	15	25.4	27	20.8
	The same	22	31	21	35.6	43	33.1
	Somewhat less	23	32.4	10	16.9	53	25.4
	Significantly less	4	5.6	2	3.4	5	4.6
	I don't know	4	5.6	4	6.8	8	6.2
	Total	71	100%	59	100%	130	100%
2. Work load-advising students	Significantly more	4	5.6	6	10.2	10	7.7
	Somewhat more	8	11.3	10	16.9	18	13.8
	The same	19	26.8	11	18.6	30	23.1
	Somewhat less	24	33.8	16	27.1	40	30.8
	Significantly less	12	16.9	12	20.3	24	18.5
	I don't know	4	5.6	4	6.8	8	6.2
	Total	71	100%	59	100%	130	100%
3. work load -service (like committee, etc)	Significantly more	9	12.7	6	10.2	15	11.5
	Somewhat more	11	15.5	9	15.3	20	15.4
	The same	14	19.7	11	18.6	25	19.2
	Somewhat less	17	23.9	13	22	30	23.1
	Significantly less	13	18.3	12	20.3	25	19.2
	I don't know	7	9.9	8	13.6	15	11.5
	Total	71	100%	59	100%	130	100%

In response to items 1, 2 and 3, an overall total percentage shows that (30.9 per cent, 21.5 per cent, and 26.9 per cent) responded “more” than other institutions, respectively. On the contrary, (30 per cent, 49.3 per cent and 42.3 per cent) of the respondents rated for the items “less” than other institutions, respectively. While, (33.1 per cent, 23.1 per cent and 19.2 per cent) reflected the “same” with other institutions for the items, respectively. Thus, it may be inferred from the data that the workload perception of the instructors compared to other institutions are fair. This might be because (as shown on Table 3.5) they handle reasonable number of students per class and number of courses per semester.

3.5 Satisfaction of Instructors with adequacy of Orientation and Training Program in their Universities

It is believed that sufficient orientation should be provided to instructors in order to perform their duties easily and satisfactorily. In addition to this, higher educational institutions have to provide adequate training to upgrade the instructors' skills prepare them for new technologies and enrich their potentials. Furthermore, Teshome (2007:107) maintains the necessity of on-the-job training in higher education institutions of instructors as follows: most of the staff do

not have pedagogical training, the methodology used, use of different teaching aids, examination and assessment, student support and other practices of the teaching and learning are seriously affected.

Moreover, he added that in many institutions in Ethiopia problems are usually reported in the areas of student handling, teaching technology that do not concern students, student support, focus on students' learning, experiences, assessment and evaluation. Based on this assumption, an attempt has been made to assess the adequacy of orientation and training programs in Dire-Dawa and JigJiga universities. As it can be observed opinions of sample respondents on orientation and training programs are presented in Table 3.10.

Table 3.10: Adequacy of Orientation and Training Opportunities

Items	Characteristic s	DDU		JJU		Total		χ^2	P value
		No	%	No	%	No	%		
		1. The university gave orientation to new staff members	Stro. agree	17	23.9	2	3.4		
Agree	17	23.9	6	10.2	23	17.7			
Neutral	8	11.3	2	3.4	10	7.7			
Disagree	14	19.7	15	25.4	29	22.3			
Stro. disagree	15	21.1	34	57.6	49	37.7			
Total	71	100%	59	100%	130	100%			
2. I have been provided adequate technical training to keep my hardware and software functioning	Stro. agree	4	5.6	-	-	4	3.1	8.037	.090
Agree	4	5.6	2	3.4	6	4.6			
Neutral	9	12.7	5	8.5	14	10.8			
Disagree	20	28.2	11	18.6	31	23.8			
Stro. disagree	34	47.9	41	69.5	75	57.7			
Total	71	100%	59	100%	130	100%			
3. The university provides me on going training to improve my performance	Stro. agree	4	5.6	1	1.7	5	3.8	12.714	.013*
Agree	11	15.5	5	8.5	16	12.3			
Neutral	12	16.9	3	5.1	15	11.5			
Disagree	19	26.8	12	20.3	31	23.8			
Stro. disagree	25	35.2	38	64.4	63	48.5			
Total	71	100%	59	100%	130	100%			

$\alpha = 0.05$

Item 1 of Table 3.10, assesses whether these universities provide orientation for new staff members or not. Accordingly, 47.8 per cent of DDU and 13.6 per cent of JJU responded that they received orientation. Conversely, (40.8 per cent, 83 per cent) of DDU and JJU said they did not receive orientation, respectively. As can be concluded from the data, DDU is in a better position in providing orientation to new staff members than JJU. Therefore, concerning orientation sample instructors at Dire-Dawa are by far more satisfied than JigJiga University. The chi-square also shows that ($P < 0.05$ level at critical value of 27.229). This shows that there is significant opinion difference among instructors of DD and JJ universities. On item 2 of the same Table 3.10, respondents were asked on 'the adequacy of technical training to keep their hardware and software functioning'. As displayed in Table 3.10, majority of respondents from both institutions (72.3 per cent) indicated that did not receive it ($P > 0.05$ level at χ^2 8.037). In

the next item of the same Table 3.10, somewhat similar responses, that is, 62 per cent and 84.7 per cent of DDU and JJU reflect that they have not received so far any training to improve their performance. However, the chi square test depicts that $p < 0.05$ level) shows that JJU instructors highly disagree toward the item. In this regard, administrators of both universities told that they are trying to link their institutions to search scholarship opportunities for their staff to inland and outside universities. Moreover, Dire Dawa University is planning to provide “Higher Diploma Program (HDP)” training for education faculty instructors. Besides, at the beginning of this year both institutions sent a few staff for the second degree in Addis Ababa University in various fields.

Most of the instructors lack pedagogical training and are new to the teaching profession. To tackle this problem efforts are undergoing in Ministry of Education. Teshome (2007:107) wrote that the recent establishment of Pedagogical Resource Centers (PRCs) and the input in terms of training and materials from the Academic Development Resource centers (ADRCs) might have improved the situation in many of the universities. Therefore, the administrators of both institutions are to put their efforts to improve and make smooth learning–teaching process by adopting examples of other institutions that improve and upgrade their instructors through on-the-job training.

Table 3.11: Training Opportunities Given To Instructors From Both Universities

Institutions		Number of academic staff	Academic year			%
			2006	2007	2008	
DDU	Total current academic staff	166	-	-	166	-
	Opportunities given	20	-	-	20	12
JJU	Total current academic staff	160			160	-
	Opportunities given	15			15	9.4
Total					21.4	

Source: Academic officer of DDU and Personnel Department of JJU

The above Table 3.11 indicates that there were no training opportunities in 2006 and 2007 for the instructors for further educations which might have opened the ways for their future development. In fact, the measures taken in 2008 to train academic staff for Master level seem to be normal (12 per cent of DDU and 9.4 per cent of JJU).

3.6 Promotion and Career Development opportunities

As it is reviewed in the literature part, the availability of promotion and career development of instructors in higher educations is another very critical factor that determines their satisfaction with the institution. Therefore, administrators of these universities are to inform the instructors in advance about the criteria of promotion and the systems should also be transparent. Considering these, some questions were raised for sample respondents to know their feelings regarding the administration of promotion and career development in their institutions.

Table 3.12: Instructors' Perception on Promotion and Career Development in Their Institutions

Items	Characteristics	DDU			JJU			Total	
		No	%	\bar{X}	No	%	\bar{X}	No	%
1. I received adequate orientation through my department concerning promotion Average \bar{X} =2.68	Stro. agree	13	18.3	3.01	8	13.6	2.27	21	16.2
	Agree	19	26.8		4	6.8		23	17.7
	Neutral	10	14.1		7	11.9		17	13.1
	Disagree	14	19.7		21	35.6		35	26.9
	Stro. disagree	15	21.1		19	32.2		34	26.2
	Total	71	100%		59	100%		130	100%
2. My department has provided me rules/ regulations in writing Average \bar{X} =2.12	Stro. agree	6	8.5	2.37	2	3.4	1.81	8	6.2
	Agree	11	15.5		7	11.9		18	13.8
	Neutral	18	25.4		7	11.9		25	19.2
	Disagree	13	18.3		11	18.6		24	18.5
	Stro. disagree	23	32.4		32	54.2		55	42.3
	Total	71	100%		59	100%		130	100%
3. I know what to do to be rewarded Average \bar{X} =2.51	Stro. agree	13	18.3	2.52	13	22	2.49	26	20
	Agree	13	18.3		8	13.6		21	16.2
	Neutral	16	22.5		8	13.6		24	18.5
	Disagree	5	7		5	8.5		10	7.7
	Stro. disagree	24	33.8		25	42.4		49	37.7
	Total	71	100%		59	100%		130	100%
4. There is good chance for career development in this university Average \bar{X} =2.15	Stro. agree	3	4.2	2.39	2	3.4	1.86	5	3.8
	Agree	16	22.5		6	10.2		22	16.9
	Neutral	12	16.9		12	20.3		24	18.5
	Disagree	21	29.6		10	16.9		31	23.8
	Stro. disagree	19	26.8		29	49.2		48	36.9
	Total	71	100%		59	100%		130	100%

Accordingly, in Table 3.12, (33.9 per cent) of respondents from both institutions rated “agree” to the item 1, while 53.1 per cent responded, “Disagree” to the item. As indicated in the same Table 3.12, for items 2, 3, and 4, (60.8 per cent, 45.4 per cent, and 60.7 per cent) responded negatively to the items, respectively. Thus, over all data (Average \bar{X} for items 1, 2, 3 and 4= 2.68, 2.12, 2.51 and 2.15, respectively) show that instructors are not satisfied with promotion and career development in their institutions.

3.7. Administration of Performance Appraisal in DireDawa and JigJiga Universities

Instructors' performance evaluation is the process of estimating the value of instructors' works. It is a serious activity. Since instructors deal with complex problems, they should be valued as professionals, which mean their standards should be developed by their peers and their evaluation should focus on the degree to which they solve professional problems competently (Coker *et al* cited in Sawa, 1995:3). Hence, to assess the extent of satisfaction of instructors with currently practiced performance evaluation system in both universities some questions were asked to sample instructors which can be seen on Table 3.13.

Table 3.13: Instructors' Opinion Toward Administration of Performance Appraisal in Dire-Dawa and JigJiga Universities.

Items	Characteristics	DDU		JJU		Total		χ^2	P value
		No	%	No	%	No	%		
		1. My department has provided me in writing evaluation criteria	Stro. agree	17	23.9	3	5.1		
Agree	12	16.9	10	16.9	22	16.9			
Neutral	10	14.1	5	8.5	15	11.5			
Disagree	11	15.5	17	28.8	28	21.5			
Stro. disagree	21	29.6	24	40.7	45	34.6			
Total	71	100%	59	100%	130	100%			
2. performance evaluation criteria which is being used by this university can accurately measures my competence	Stro. agree	7	9.9	10	16.9	17	13.1	7.065	0.132
Agree	11	15.5	17	28.8	28	21.5			
Neutral	11	15.5	10	16.9	21	6.2			
Disagree	21	29.6	11	18.6	32	24.6			
Stro. disagree	21	29.6	11	18.6	32	24.6			
Total	71	100%	59	100%	130	100%			
3. The university rewards special performance	Stro. agree	3	4.2	3	5.1	6	4.6	3.652	0.455
Agree	2	2.8	2	3.4	4	3.1			
Neutral	7	9.9	12	20.3	19	14.6			
Disagree	15	21.1	8	13.6	23	17.7			
Stro disagree	44	62	34	57.6	78	60			
Total	71	100%	59	100%	130	100%			
4. Evaluation result is communicated to me timely	Stro. agree	14	19.7	1	1.7	15	11.5	12.805	0.012*
Agree	13	18.3	10	16.9	23	17.7			
Neutral	7	9.9	9	15.3	16	12.3			
Disagree	18	25.4	13	22	31	23.8			
Stro. disagree	19	26.8	26	44	45	34.6			
Total	71	100%	59	100%	130	100%			
5. The management of this university help instructors to improve their weakness after evaluation	Stro. agree	4	5.7			4	3.1	3.469	0.628
Agree	4	5.7	5	8.5	9	7.0			
Neutral	10	14.3	12	20.3	22	17.1			
Disagree	14	20.0	12	20.3	26	20.2			
Stro. disagree	38	54.3	30	50.9	68	52.7			
Total	71	100%	59	100%	130	100%			

As displayed in Table 3.13, sample instructors in both universities were asked their view whether they are informed about the performance evaluation criteria, accuracy of the criteria currently used to measure their performance and whether the outcome of evaluation are communicated to them timely or not, etc. In connection to this through interview conducted with both university administrators the researcher comes to realize that performance evaluations of instructors are done by students, department heads and faculty deans and colleagues. As can be observed on the Table 3.13 item 1, the majority of the respondents, 45.1 per cent of DDU and 69.5 per cent of JJU gave negative responses toward the item. On the other hand, 40.8 per cent, and 22 per cent of DDU and JJU respondents gave positive responses to the question, respectively.

Furthermore, respondents were asked in item number 2, to give their views on criteria used to measure their performance. Accordingly, 59.2 per cent of DDU and 37.2 per cent of JJU indicated their disagreement, while 25.4 per cent and 45.7 per cent of DDU and JJU said that performance criteria currently used can accurately measure their performance, respectively.

Similarly, on items 3 and 4 of the same Table 3.13, the respondents were asked, “whether rewards are provided by universities for special performances and whether the evaluation outcome was communicated to them timely or not”. Majority of the sample instructors, (83.1 per cent, 52.2 per cent) of DDU and (71.2 per cent, 66 per cent) of JJU indicated their disagreement to the items, respectively. Moreover, on item number 5 of the same Table 3.13, the respondents were asked to give their opinion on efforts made by management to improve weaknesses of the instructors which are identified in evaluation. Majority of respondents, (74.3 per cent, 71.2 per cent) of DDU and JJU confirmed that the management of the institution takes no action on the issues, respectively.

Overall the data shows that except for items 1 and 4 (where $p < 0.05$) there is no significant opinion difference toward performance management in both institutions ($p > 0.05$ level for items 2, 3 and 5). Performance appraisal provides valuable feedback to instructors. It also assists administrators in identifying the teachers who need training and promotion. Besides, to make appraisals meaningful they should be accompanied by an effective feedback system that ensures the instructors to get the right messages concerning performance.

3.8 Communication and Interpersonal-Relations in Higher Education Institution

Communications play very important role to run efficiently and effectively the administrative machineries of higher educational institutions. On the other hand, it helps the instructors at DD and JJ universities to be aware of what is going in their institutions and can open a door for them to participate and contribute their knowledge to the institutions. Moreover, as it was reviewed in the literature the interpersonal relations among instructors are also one of the very important factors that determine the satisfaction/dissatisfaction levels of instructors in an institution.

Table 3.14: Instructors' Opinion on Their Institutions Communication and Inter-personal Relations

Items	Characteristics	DDU		JJU		Total		χ^2	P Value
		No	%	No	%	No	%		
1. My supervisor urgently communicates to the higher officials and find solution to problem that face staff in the department	Strongly agree	8	11.3	5	8.5	13	10	1.586	.811
	Agree	10	14.1	12	20.3	22	16.9		
	Neutral	12	16.9	7	11.9	19	14.6		
	Disagree	27	23.9	14	23.7	31	23.8		
	Strongly disagree	24	33.8	21	35.6	45	34.6		
	Total	71	100%	59	100%	130	100%		
2. The academic staff members' opinion is reflected in policies governing academic environment	Strongly agree	9	12.7	2	3.4	11	8.5	5.117	.276
	Agree	10	14.1	11	18.6	21	16.2		
	Neutral	16	22.5	11	18.6	27	20.8		
	Disagree	19	26.8	22	37.3	41	31.5		
	Strongly disagree	17	23.9	13	22	30	23.1		
	Total	71	100%	59	100%	130	100%		
3. I have access to sufficient teaching and research assistants to enable me to perform my professional responsibilities	Strongly agree	3	4.2	1	1.7	4	3.1	2.074	.722
	Agree	8	11.3	7	11.9	15	11.5		
	Neutral	9	12.7	4	6.8	13	10		
	Disagree	19	26.8	18	30.5	37	28.5		
	Strongly disagree	32	45.1	29	49.2	61	46.9		
	Total	71	100%	59	100%	130	100%		
4. There is good cooperation among Instructors in the Institution	Strongly agree	21	29.6	12	20.3	33	25.4	6.490	.165
	Agree	28	39.4	22	37.3	50	38.5		
	Neutral	4	5.6	6	10.2	10	7.7		
	Disagree	11	15.5	5	8.5	16	12.3		
	Strongly disagree	7	9.9	14	23.7	21	16.2		
	Total	71	100%	59	100%	130	100%		

$\alpha = 0.05$

Table 3.14 in item 1, the respondents were asked to reveal whether supervisors urgently communicate their department problems to higher officials. The majority of the respondents (58.4 per cent) reported, "Disagree" to the item. In the same Table (items 2 and 3), majority of the respondents (54.6 per cent, 75.4 per cent) gave negative response toward the items from

both institutions, respectively. Almost majority of the respondents did not have access to items 2 & 3. This implies that both institutions face problems of communication which is an important factor for instructors' satisfaction. Thus, it can be concluded from these responses that the currently practiced communications systems are not enabling the Instructors to add inputs to the activities of the institutions.

However, as it is discussed in the literature review chapter, communication is a vital instrument for any organization to perform its work satisfactorily. Thus, if the instructors are not well informed about the happenings in the university, this may hamper their belongingness and commitment toward the institution. In another way, this will create a feeling of one's isolation from the institution. Consequently, it can create job dissatisfaction for instructors, and consequently the decision to quit these institutions, which can hamper the mission of higher education expansion in general. Besides, the chi-square test for these items ($P > 0.05$) also depicts no significance response difference among respondents of both institutions.

Finally, in the same Table item number 4, the researcher asked the respondents what the interpersonal relations among the instructors' looks like in their institutions. As can be seen in the Table, most of the respondents from both institutions (63.9 per cent) reported that they have a good relationship among themselves in their institutions.

One can infer from these findings that, in both institutions the relationships among instructors are positive. Thus, further attention should be provided in order to strengthen and nurture it through get-together ceremony in their institutions. Moreover, this can create a good opportunity for the academic administrators to interact with instructors so that atmosphere of cooperation and understanding can be created in the institutions.

3.9. Nature of Supervision in Higher Educational Institutions

Department heads' and deans' willingness to hear and solve instructors' problems and their interest to participate them in the decision making process for issues that concern them are some major factors that increase the instructors' satisfaction level toward their institutions. To this fact, some findings are drawn on the relationship of department heads (supervisor) practice in assisting and enhancing their job satisfaction that has been discussed in the previous Chapter Two.

Table 3.15: Instructors' Views on the Supervision and Use of Authority of Department Heads

Items	Characteristic s	DDU			JJU			Total		χ^2	P value
		No	%	\bar{X}	No	%	\bar{X}	No	%		
1. My supervisor handles my work related issues satisfactorily Average \bar{X} =2.41	Stro. Agree	10	14.1	2.58	2	3.4	2.20	12	9.2	5.276	.260
	Agree	12	16.9		11	18.6		23	17.7		
	Neutral	13	18.3		13	22		26	20		
	Disagree	17	23.9		12	20.3		29	22.3		
	Stro. disagree	19	26.8		21	35.6		40	30.8		
	Total	71	100%		59	100%		130	100%		
2. My supervisor is fair in course allocation Average \bar{X} =2.28	Stro. Agree	7	9.9	2.21	2	3.4	2.36	9	6.9	4.224	.377
	Agree	6	8.5		7	11.9		13	10		
	Neutral	22	31		13	22		35	26.9		
	Disagree	10	14.1		9	15.3		19	14.6		
	Stro. disagree	26	36.6		28	47.5		54	41.5		
	Total	71	100%		59	100%		130	100%		
3. My supervisor understands me in all problems and helps me to overcome Average \bar{X} =2.55	Stro. Agree	8	11.3	2.77	9	15.3	2.29	17	13.1	8.613	.072
	Agree	20	28.2		7	11.9		27	20.8		
	Neutral	19	26.8		11	18.6		30	23.1		
	Disagree	12	16.9		15	25.4		27	20.8		
	Stro. disagree	12	16.9		17	28.8		29	22.3		
	Total	71	100%		59	100%		130	100%		
4. My supervisor asks me for my input to help make decisions Average \bar{X} =2.75	Stro. agree	11	15.5	2.87	8	13.6	2.59	19	14.6	8.701	.069
	Agree	20	28.2		12	20.3		32	24.6		
	Neutral	17	23.9		6	10.2		23	17.7		
	Disagree	14	19.7		18	30.5		32	24.6		
	Stro. disagree	9	12.7		15	25.4		24	18.5		
	Total	71	100%		59	100%		130	100%		

$\alpha = 0.05$

Based on this, the respondents were asked to express their opinions on how well they evaluate the performance of their department heads. In this respect, as indicated in Table 3.15 item 1, (53.1 per cent) said their supervisors did not handle satisfactorily their work related issues. Similarly, toward the same item, (26.9 per cent) reported their agreement to the request. Besides, in item 2, fairness of the department heads in course allocation was requested. Majority of the respondents, (56.1 per cent) commented that their department heads are not fair in course allocation. While, significant percent of the respondents from both institutions (26.9 per cent) preferred to differ their response.

Moreover, items 3 and 4 of Table 3.15 assess whether the supervisors help instructors to overcome the problems they face and invites them to participate in the departmental decision making process. With this regard, (33.9 per cent, 39.2 per cent) of respondents are reported that their department heads cooperate with them and allow them to participate in making the

decisions, respectively. While, (43.1 per cent, 43.1 per cent) responded to the items that their department heads do nothing to help them when they face problems and deprive them the opportunity of making inputs into the decisions made in their department, respectively. However, the above data towards the items 3 and 4 (\bar{x} =2.77, 2.87) for DDU and \bar{x} =2.29, 2.59) of JJU, reflect that JigJiga instructors are more dissatisfied than Dire Dawa instructors. In other words, sample instructors from DDU have better cooperation with their supervisors and more will take part in their department decision-making process than JJU instructors.

Similarly, the chi-square test for the items among centers assure that there is no opinion difference towards the items between Dire Dawa and JigJiga universities instructors ($p > 0.05$ levels). Therefore, it can be deduced from the data that most of the instructors in both institutions are not happy with the supervision systems in their institutions. Thus, this can hinder the employee initiation and commitment to participate willingly in the activities of the institutions.

3.10. Governance and Administration issues

Figure 3.2: Instructors Opinion Toward Supporting Staff Performance

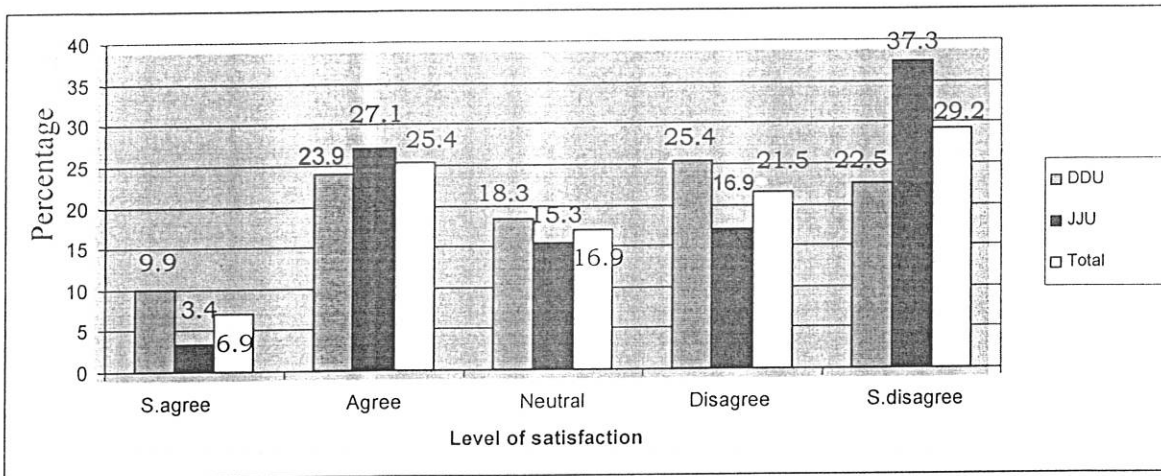


Figure 3.2 above indicates opinion of instructors on administrative staff. As can be seen in the figure, 50.7 per cent of the respondents rejected that they did not receive adequate support from non-academic staff. On the contrary, 32.3 per cent of the respondents confirmed that they received adequate support from administrative staffs while, 16.9 per cent of the respondents remained to be neutral on this question. Moreover, the researcher observed there are many open vacant positions that should be filled by supporting staffs in both institutions. It can be seen from organization structure of DDU (Appendix C). In general, one may deduce from the data

that instructors receive low technical support from supporting staff and this may be contributing factor toward low satisfaction of instructors in these universities.

Table 3.16: Levels of Instructors' satisfaction with Administrative Issues in Their Universities

Items	Characteristics	DDU		JJU		Total		χ^2	P Value
		No	%	No	%	No	%		
1. The management of this university do not equally treats all instructors	Strongly agree	24	33.8	32	54.2	56	43.1	6.099	.192
	Agree	21	29.6	13	22.3	34	26.2		
	Neutral	14	19.7	6	10.2	20	15.4		
	Disagree	5	7	4	6.8	9	6.9		
	Strongly disagree	7	9.9	4	6.8	11	8.5		
	Total	71	100%	59	100%	130	100%		
2. The staffs receive appropriate information about the agenda/ actions of the senate council and its committees	Strongly agree	3	4.2	4	6.8	7	5.4	2.907	.573
	Agree	10	14.1	4	6.8	4	10.8		
	Neutral	5	7	-	10.2	11	8.5		
	Disagree	22	31.9	22	37.3	44	33.8		
	Strongly disagree	31	43.7	23	39	54	41.5		
	Total	71	100%	59	100%	130	100%		
3. The staff has an appropriate level of influence over the selection of department head/chairman	Strongly agree	15	21.1	14	23.7	29	23.3	15.060	.005
	Agree	11	15.5	4	6.8	15	11.5		
	Neutral	6	8.5	-	-	6	4.6		
	Disagree	17	23.9	7	11.9	24	18.5		
	Strongly disagree	22	31	34	57.6	56	43.1		
	Total	71	100%	59	100%	130	100%		
4. The staff opinions are included in the evaluation of their dean	Strongly agree	7	9.9	5	8.5	12	9.2	1.530	.821
	Agree	8	11.3	4	6.8	12	9.2		
	Neutral	11	15.5	7	11.9	18	13.8		
	Disagree	15	21.1	15	25.4	30	23.1		
	Strongly disagree	30	42.3	28	47.5	58	44.6		
	Total	71	100%	59	100%	130	100%		
5. There is a formal mechanism for staff to express views on their department heads/deans higher officials of this university	Strongly agree	5	7	6	10.2	11	8.5	9.341	.053
	Agree	8	11.3	15	25.4	23	17.7		
	Neutral	5	7	-	-	5	3.8		
	Disagree	27	38	16	27.1	43	33.1		
	Strongly disagree	26	36.6	22	37.3	48	36.9		
	Total	71	100%	59	100%	130	100%		
6. The management of this institution is sensitive to differences in workloads and expectations associated with differences in workloads.	Strongly agree	2	2.8	2	3.4	4	3.1	1.318	.858
	Agree	12	16.9	10	16.9	22	16.9		
	Neutral	18	25.4	15	25.4	33	25.4		
	Disagree	16	22.5	9	15.3	25	19.2		
	Strongly disagree	23	32.4	23	39	46	35.4		
	Total	71	100%	59	100%	130	100%		

$\alpha = 0.05$

In Table 3.16, several questions were raised for both groups to know how they judge the systems of administration currently practiced at both universities. Accordingly, on item 1, a general question was asked to the respondents', 'the higher officials of this university are biased'. As displayed on the Table, majority of the respondents, (69.3 per cent) indicated

agreement to the query. In addition, 15.4 per cent of the respondents from both institutions prefer to be neutral in their choice. Thus, fair treatment of all instructors is one of the reflections of good administration in any institution. However, the opinion collected toward the issues of fair and equal treatment in both institutions shows that the administrators need to revisit their governance and administrative practices in their universities. Teshome (2007:156-157), suggests the following solutions to solve the governance, leadership and management practices of Ethiopian Higher Educational Institutions.

1. Leaders and managers at all levels should be appointed and placed only on the basis of competence, ability, vision and commitment to achieve institutional and national missions and goals without any impartiality on the basis of any other criteria.
2. The autonomy of higher education institutions must be respected, strengthened and be accompanied by high level of responsibility and accountability as well as a widest possible participation of staffs and students in decision making.
3. Ministry of education needs to build its own human resource capacity to be able to positively engage and lead, as well as proactively support the sector and institutions. It has to effectively implement based on civil service reform for improvement of attitudes of its own work force and managers and better delivery. It shall strive to mobilize competent and committed professional in its organization and system support agencies.
4. Leaders and managers need to go through induction training upon first assignments, have experience and skill transferred from former leaders and pass through planned, rigorous, and continuous training in building their managerial and leadership skills. Learning from experiences of other countries, through coaching or shadowing and experience sharing and exchange visits, needs to be encouraged to build capacity. Such exposures should also be transferred to other institutional leaders, managers, and staff as a requirement up on return from visits and trainings.

On item 2 of Table 3.16, the sample instructors were asked "whether they receive appropriate information about the action of senate or not". Accordingly, (75.3 per cent) responded, "no information received". Moreover, in the same Table for items 3 and 4, the sample respondents were asked their opinion over the selection and evaluation of their chairman and dean, respectively. Accordingly, majority of the respondents (61.6 per cent, 67.7 per cent) responded that they did not get a chance to participate in selection of department head and their opinion are not included in the evaluation of their deans, respectively. However, an association between

item 3 and institutions ($p < 0.05$ level) reveals that there are opinion differences among respondents. This implies that more disagreement towards the item is reflected among JigJiga respondents than Dire-Dawa.

Similarly, the respondents were asked whether there is a formal mechanism for staff to express their views /opinions/ weakness on their department heads/deans/higher officials of their universities. As noted on item 5 of Table 3.16, 70 per cent of the respondents from both institutions reported negatively to the question. While 26.2 per cent said, there is a mechanism for staff to express their grievances. Supervisors, deans, and higher officials of the institutions on the instructors can make some times unjustifiable and unfair decisions. So in order to defend from such kind of unjustifiable /unfair treatment channel should be provided to instructors to express formally their grievances and complaints. However, the opinions gathered on the issues from both universities are very discouraging and should be given very important attention to improve the situations. Finally, in the same Table 3.16 item 6, sample instructors of both universities were requested to give their opinions whether ‘the officials of this institution are sensitive to differences in work loads and expectations associated with differences in work loads.’ As indicated in the Table, 54.6 per cent confirmed that the officials are not sensitive to differences in workloads while 47.9 per cent of respondents replied that the officials are aware of the issues and expectations associated with the issues. Moreover, 25.4 per cent of respondents from both institutions preferred to be neutral in their answer.

3.11 Instructors’ Perceptions toward the Benefit Packages offered by the Institutions

Providing appropriate kinds and types of benefits for instructors has been mentioned in chapter two as main factors that determines academic staff satisfaction in higher education institutions. Teshome (2007:106) suggests the shortage of particularly senior and experienced faculty in Ethiopian Higher Education Institutions may be largely attributed to the poor salaries and benefits, as well as lack of convenient working environments. Considering these facts, sample respondents from both institutions were asked how they evaluate the compensations, benefits, and incentives provided to instructors by the institutions.

Table 3.17: Instructors' Overall Satisfaction toward Compensation, Benefits, and Incentives

Item			Institutions		Total	χ^2	P value
			DDU	JJU			
Taking all aspects, are you satisfied with compensation, benefits and incentives offered by your university?	yes	Count	13	8	21	.537	.464
		% within center	18.3%	13.6%	16.2%		
	No	Count	58	51	109		
		% within center	81.7%	86.4%	83.8%		
	Total	Count	71	59	130		
		% within center	100%	100%	100%		

$\alpha = 0.05$

The data in Table 3.17 shows that majority of instructors (83.8 per cent) responded that the currently offered compensation, benefits and incentives are insufficient to satisfy them. Thus, attention has to be given by the concerned stakeholders to tackle this situation ($p > 0.05$ level at χ^2 0.537). Thus, there is no significance opinion difference toward the request among Dire Dawa and JigJiga universities.

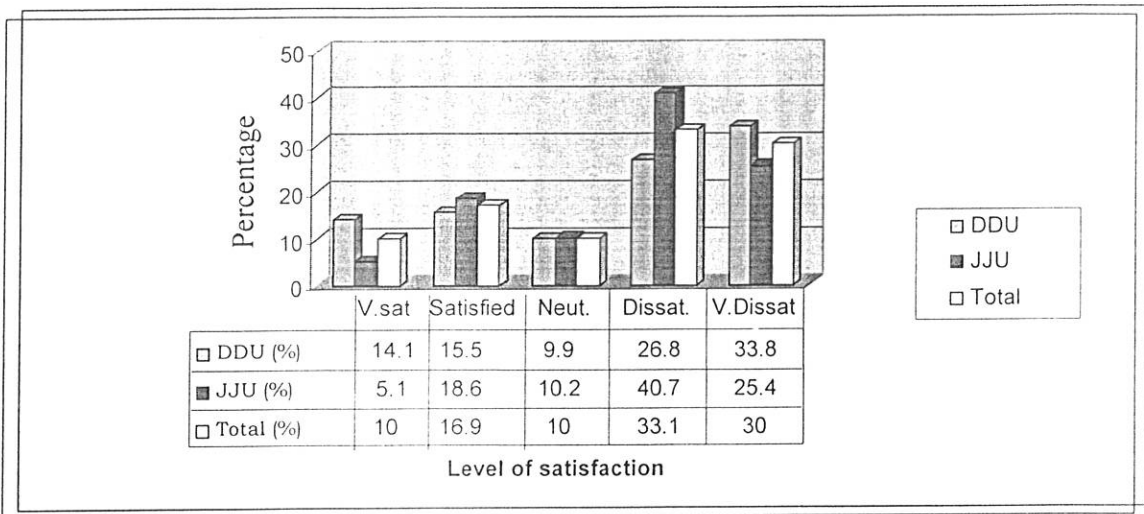
Moreover, detailed information regarding the benefit packages offered by these universities and perception of instructors toward them were also assessed. In this regard, the data revealed in the (Appendix F), shows that for all items concerning incentives currently offered by both universities, majority of the respondents are dissatisfied with them in both institutions, except for House allowance (78.9 per cent, 47.4 per cent) which is reported their satisfaction at Dire Dawa and JigJiga Universities, respectively.

One can infer from this that since cost of living is rising from time to time, especially in eastern part of the country where these universities are located. Hence, poor provision of these incentives may seriously hamper instructors' job satisfaction in both universities.

3.12. Instructors' Overall Satisfaction With Their Institutions

As stated in the Review of Literature Part many factors can affect instructors' job satisfaction. Poor working conditions, inefficient and weak supervisions and lack of good interpersonal relations among instructors, poor communications, non-participative administration and uncompetitive benefit packages have been mentioned in previous Tabular analysis of this thesis. These are the main factors that can deteriorate the commitment and loyalty of instructors in their institutions. Consequently, it results in instructors' turnover from their institutions. In the light of these issues, some questions were asked to the respondents to know about their plans to remain in or leave the institutions.

Figure 3.3: Instructors' Overall Perceptions of Their University as a Place to Work



In Figure 3.3, instructors' overall judgment with their institution as a place to work is displayed. Accordingly, 63.1 per cent of instructors responded they are not comfortable with their institutions. Conversely, (26.9 per cent) reported they are comfortable with their institutions. Therefore, the above data may imply that because of dissatisfaction with overall environment of the universities, the institutions may lose very important instructors to other institutions in the near future.

Table 3.18: Instructors Identification With Their University

Items	Characteristics	DDU		JJU		Total		χ^2	P value
		No	%	No	%	No	%		
How satisfied are you with how well you "fit" (e.g., your sense of belonging, your comfort level) in your Institution?	Very satisfied	5	7	2	3.4	7	5.4	1.165	.280
	Satisfied	20	28.2	13	22	33	25.4		
	Neutral	7	9.9	8	13.6	15	11.5		
	Dissatisfied	23	32.4	4	33.9	43	33.1		
	Very dissatisfied	16	22.5	5	27.1	32	24.6		
	Total		71	100%	59	100%	130		

$\alpha = 0.05$

As indicated in the above Table 3.18, the respondents were asked about their sense of belongingness to their institutions. Majority of the respondents, (57.7 per cent) from both institutions reported that they did not have any sense of belongingness to their institutions. While, 30.8 per cent of the respondents have indicated a good feeling toward their universities. The positive feeling of employees toward their organizations reflects the possible retention of employees in the organizations. However, as indicated in the data, majority of the instructors in both universities feel they are not comfortable with their institutions. Hence, this shows that

they are significantly dissatisfied with the institutions. This may further imply that the instructors are not feeling stable in their institutions. ($P > 0.05$ at χ^2 of 1.165)

Table 3. 19: Instructors' Overall Intention to Work for Their Institutions in Future.

Items	Characteristics	DDU		JJU		Total		χ^2	P value
		No	%	No	%	No	%		
1. Are you planning to stay in this university until retirement?	Yes	16	22.5	10	16.9	26	20	.628	.428
	No	55	77.5	49	83.1	104	80		
	Total	71	100%	59	100%	130	100%		
2. If you were seeking another position based on your experience, where would be most likely to find it?	At this university	22	31	10	16.9	32	24.6	6.152	.292
	In another academic institution	37	52.1	35	59.3	72	55.4		
	In self employment	7	9.9	4	6.8	11	8.5		
	In the private sector institution	1	1.4	3	5.1	4	3.1		
	In non-academic public sector	3	4.2	5	8.5	8	6.2		
	Other (like NGO etc)	1	1.4	2	3.4	3	2.3		
	Total	71	100%	59	100%	130	100%		
3. How many more (months) years are you likely to stay in this university after earning your MA/MSc/MBA /PhD etc?	Less than 6 months	13	18.3	11	18.6	24	18.5	5.302	.380
	Less than 1 year	11	15.5	11	18.6	22	16.9		
	1-2 years	17	23.9	22	37.3	39	30		
	3-5 years	14	19.7	8	13.6	22	16.9		
	6-10 years	9	12.7	5	8.5	14	10.8		
	Above 10 years	7	9.9	2	3.4	9	6.9		
	Total	71	100%	59	100%	130	100%		

$\alpha = 0.05$

On item 1 of Table 3.19, respondents were asked whether they plan to stay in their institutions until retirement. As it is revealed in the Table, majority of the respondents from both institutions, (80 per cent) indicate that they have no intention to work for the current institution until retirement. From the above data one can conclude that majority of instructors are seriously in search of jobs in where they will serve with better service conditions. Similarly, on item number 2, majority of the respondents, (55.4 per cent) said they want to work in other academic institutions. However, 24.6 per cent of the respondents contrarily have confirmed they prefer to stay in the present institution.

Finally on item 3, the researcher requested sample instructors 'how many more years they like to stay in the present universities after earning MA/MSc/PhD etc?' As shown in Table 3.19, 65.4 per cent of the respondents from both institutions said that they would stay in the present institutions for less than 2 years. While, (16.9 per cent) responded from both institutions to exit

in 3-5 years, and the other sample instructors (10.8 per cent, 6.9 per cent) prefer to stay from 6-10 years and above in their present universities, respectively.

In order to further investigate the reasons why they plan to resign from their university, open-ended questions were posed to sample respondents. Accordingly, they responded the following points;

- ☞ Lack of necessary facilities like Internet, cafeteria, adequate library, transport services, and misbehavior of the students, etc.
- ☞ Lack of office facilities, instructional material for teaching, extra income and scholarship opportunities, etc.
- ☞ Lack of equal opportunity on training to all staffs due to management bias.
- ☞ Insecurity and bad geographical location of universities
- ☞ There is no sufficient benefits offered compared to other institutions
- ☞ Lack of experienced and learned academicians from whom one can learn in the universities.
- ☞ Lack of participative management.

Table 3.20: Instructors' Turnover From DDU and JJU

No		Institutions		Total	
		DDU	JJU	Number	%
1	All academic staff from payroll (2 years data)	182	180	362	-
2	Instructors currently existing in the institutions (Including those sent for education)	166	160	326	-
Difference (1-2) / (%)		16 (8.9%)	20 (11.1%)	36	9.94

Source: Academic program officer of DDU and Personnel Department of JJU

The data depicted on above Table 3.20, shows that turnover percentage of (8.9 per cent and 11.1 per cent) was recorded in DDU and JJU universities, respectively. Overall from two institutions 9.94 per cent of staff loss happened within two years. As it is discussed in the chapter two, high turnover is the reflection of staff dissatisfaction toward their institutions, poor administration, poor working, and service conditions, promotion and career development practices, etc. Therefore, to reduce this situation it draws serious attention of concerned stakeholders of both institutions. However, if attention is not given, the teaching and learning processes in both institutions may be seriously hampered.

Finally, the respondents were asked to give their comments/suggestions what to be done to improve their satisfaction level in their institutions. Accordingly, the following are their responses:

- ✓ In addition to classroom course offering, the university should encourage research activities in line with societal needs to alleviate problems of the society and encourage discovery learning.
- ✓ The university should work hard to reduce or eliminate factors that create dissatisfaction in instructors through regular discussions with instructors.
- ✓ Since the universities are located in remote areas they must be treated differently from other universities in terms of incentives, land for house construction and hardship allowance, etc.
- ✓ In order to upgrade teaching experience continuous pedagogical training has to be provided, and workshops are to be organized.
- ✓ Adequate orientation programs have to be organized for newly employed academic staff
- ✓ Working conditions like office furniture and reference materials have to be provided.
- ✓ Experienced persons have to be appointed in the positions of administration
- ✓ Scholarship opportunities are to be provided equitably to all instructors.
- ✓ All necessary materials and staff recruitment should be made immediately to make learning and teaching process in the university effective.
- ✓ Participative administration should be practiced.

3.13 Summary of the chapter

This chapter has generally assessed factors influencing job satisfaction and consequently performance of instructors in Dire Dawa and JigJiga Universities. The data collected using instruments were analyzed and interpreted using different statistical tools.

A number of factors that can be taken as a cause for instructors' job dissatisfaction and consequently for their poor performance in both institutions (DDU and JJU) were identified. The most significant one are poor working conditions, lack of adequate training opportunities, poor communication system and management practices, inadequate benefits and incentives activities and the like.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this part of the thesis, summary of the major findings and conclusions drawn based on the findings and recommendations that assumed useful to alleviate the problems are presented.

4.1 Summary of the Findings

In the previous chapter, an attempt has been made to find and assess the main factors that determine job satisfaction of instructors and ultimately their performances and retention in Dire-Dawa and JigJiga Universities. Based on Analysis and Interpretation made, the following major findings were found.

1. The data depicted in Table 3.2 item 1, show that majority of the respondents (86.9 per cent) are males, females are only 13.1 per cent. With regard to educational level most of them, (74.6 per cent) are Bachelors, followed by (21.6 per cent and 3.8 per cent), Masters and PhD holders, respectively. Majority of the respondents, (95.4 per cent, and 87.7 per cent) reported they are less than 35 years age and have below 2 years' experience of teaching in higher educational institutions, respectively.
2. As indicated on Figure 3.1, more than average percentages of the respondents (58.5 per cent) showed that they handle 51-100 and above students in one section. However, majority of them (49.5 per cent) from both institutions responded no objection toward handling 51-100 and above students in one section. Moreover the findings reveal that instructors are satisfied with number and level of courses (Average \bar{X} =4.29 and 4.06) they handle, respectively.
3. Due to inadequate physical facilities where they work (such as office, labs) and insufficient facilities (library and administrative services), majority of the respondents (85.4 per cent and 84.6 per cent) are found dissatisfied in both institutions, respectively. Moreover, Table 3.7 shows that majority of them (Average \bar{X} =2.48, 1.90 and 1.78), expressed their inconvenience with classrooms, office furniture and reference materials available and Average \bar{X} =1.75 reported dissatisfaction toward maintenance services provided by technical supporting staff in their respective universities.

4. The findings show that respondents feel discomfort with current work schedule and climatic conditions where both institutions are located. Table 3.9, shows that average percentages of the respondents from both institutions (30 per cent, 49.3 per cent and 42.3 per cent) indicate concerning teaching, advising and service (like committee) workloads are fair and tolerable, respectively.
5. Most of the respondents in both institutions (81.5 per cent and 72.3 per cent) are not provided with adequate technical training to maintain their hardware and software, and to improve their performances, respectively. However, regarding orientation provided to new staff, majority of DDU (47.8 per cent) indicated they have received it, while (83 per cent) of JJU reported that their university did not give orientation to new staff members ($P < 0.05$ level). Besides, the provision of training opportunities, the efforts made to improve their teaching skill are also found not sufficient as compared to needs and demands.
6. Instructors' perceptions of promotion and career development opportunities in both institutions were not satisfying. The finding reveal that (60.8 per cent, 45.4 per cent and 60.7 per cent) answered that the departments did not provide them rules and regulations regarding rewards and career development, they did not know what to do to be rewarded and believe there is no good chance for career development in both universities, respectively.
7. In Table 3.13, majority of the respondents in both institutions (58.4 per cent and 72.9 per cent) reported that they did not receive any information (feedback) concerning performance evaluation and the management did nothing to remove their weakness after evaluation.
8. The communication systems in both institutions are found inadequate and their opinions are not reflected in academic policies of the institutions. However, interpersonal relations among instructors (63.9 per cent) in both institutions appear to be good i.e. there is good cooperation among instructors in both institutions.
9. On the supervision and use of authority by department heads, majority of the respondents expressed their dissatisfaction. The findings indicate that (53.1 per cent, 56.1 per cent and 43.1 per cent) in both universities are of the view that their supervisors are inefficient in handling the department affairs, not fair in course allocation and not willing to cooperate with them when they face problems.
10. As shown on Figure 3.2, majority of the respondents (50.4 per cent) responded that they received inadequate technical support from non-academic staff in their universities. In Table 3.16, item 1 respondents (69.3 per cent) say that the management of both institutions

do not equally treat them. Furthermore, the respondent from both institutions expressed that they do not receive adequate information about the decisions of the senate and do not participate in the selection and evaluation of their deans. Majority of them, (70 per cent) from both institutions disclosed that there is no formal mechanism available to the staff to express their complaints and grievances for redressal through administration decisions.

11. The majority of the respondents (83.8 per cent) from both institutions are unhappy toward currently offered compensation and benefits packages, which are insufficient except the House allowance.
12. According to Figure 3.3, majority of the respondents (63.1 per cent) overall have weak perception of their respective universities as a place to work and (57.7 per cent) indicated that they did not have a sense of belongingness to their institutions. Moreover, the findings indicate that (80 per cent) of the respondents have planned not to stay at their present institution until retirement and even (65.4 per cent) of total respondents in both institutions intend to quit within two years. Overall the findings indicate that the most significant factor for instructors' dissatisfaction are poor working conditions, training, incentives and administrative systems practiced by both institutions.

4.2. Conclusions

The purpose of this study is to identify and assess the factors that determine the level of job satisfaction of instructors in newly established higher educational institutions: the cases of Dire-Dawa and JigJiga universities. To answer the research questions raised at the beginning of the study, pertinent review of literature, theories, and research findings related to these issues was made.

To collect the relevant data for the study the researcher mainly employed questionnaire as data gathering tool. A questionnaire that consists of *seven* sections was prepared. Then after having been checked and commented by advisor, it was pilot tested in the field in order to avoid irrelevant, vague and ambiguous question items. By taking into consideration comments received, necessary corrections and modifications were made to it before final distribution to sample respondents. In addition to questionnaire, the researcher also used unstructured interview method with higher officials of both universities and observation method using check-list items to supplement the questionnaire.

The subjects of the study were all instructors of DD and JJ universities. To procure data for the study out of total (326) instructors in both institutions, 80 sample instructors were selected from each university using stratified and simple random sampling on the basis of faculty, which counted to 160 sample respondents out of the total population. However, out of the total (160) copies of the questionnaire distributed to sample respondents in DD and JJ universities, 71 (88.75 per cent) and 59 (73.75 per cent), respectively were filled, returned and used in the analysis of data.

Data thus collected were analyzed using descriptive statistics, such as frequency, percentages, and means. In order to assure the conclusions chi-square tests were also applied for some selected variables to identify whether there is opinion difference among instructors in DD and JJ universities. Based on the major findings, the following conclusions are made:

- With respect to age distribution of the respondents the study indicated that, majority of them were below 35 years old. This indicates that if the institutions properly utilize them they have a good human resource potential for the future. However, as indicated in the literature the expectations of young employees are very high. Because of the inconveniences due to present unfavorable service and working conditions, both institutions may loose large number of staff within two years. Moreover, the study reveals that majority of the respondents are first-degree holders and have less than 2 years work experience in higher educational institutions. This implies that most of the instructors are not qualified enough and therefore the quality of education is affected. Nevertheless, with respect to the nature of job, the data reveals that instructors have no dissatisfaction.
- Findings of the study show that despite many of instructors are fresh graduates assigned to these institutions with little or no experience, the institutions' efforts in taking remedial actions are not found encouraging. Therefore, the instructors in both institutions are experiencing deterioration of standards of teaching which greatly affect their satisfaction in their jobs.
- Awareness about promotion, rules and regulations and the instructors' expectations of promotion and advancement opportunities in return for their job performance are found to be poor or unsatisfying. Thus, in the absence of such kind of expectations toward upward movement, obviously, instructors could end up with less job satisfaction, which in turn would end up in their turnover from the institutions. Moreover, efforts made by both

institutions to use performance evaluation in tackling the problem of instructors were found poor.

- The poor communication system practiced in the institutions may result in instructors' job dissatisfaction and their decisions to resign from the institutions. This condition could finally create obstacles for the successful accomplishment of the missions of higher education expansion designed by government in general and quality of education delivered by both institutions in particular.
- The existing administrative system in both institutions does not allow them to take part in the academic governance and quality circles that will make them feel important and get job satisfaction.
- The currently used mechanisms for staff attraction and retention including incentives packages, recognition and reward system are poor. Given the better incentives and working conditions in other organizations, only a few staff will prefer to stay under such conditions in these institutions. Thus, unless urgent actions are taken, the conditions will further weaken the commitment and loyalty of the instructors to discharge their professional responsibilities to the institutions.
- Overall satisfaction of instructors in both institutions is very poor. Almost every body asserting that they are dissatisfied with current working conditions, training, benefit packages offered and currently practiced administrative system of their institutions.

4.3 Recommendations

The findings indicate that instructors' job satisfaction level in DD and JJ universities is low. Low job satisfaction results in low morale and finally in job quittance. Given the resource constraints Ethiopia faces, it is not possible to improve the situation immediately at one time and enhance the satisfaction level of instructors. However, the following recommendations may be considered as the possible solutions to improve instructors' job satisfaction status in Dire-Dawa and JigJiga Universities:

1. Improving the Working Conditions

A conducive work environment is one of the very important factors for instructors to discharge effectively and satisfactorily their professional duties and responsibilities. However, the study shows that in both universities classrooms and offices are overcrowded, there are no sufficient and adequate reference materials, office furniture, and technical

support from administrative staff provided to instructors. To improve the situations the following points are recommended:

- The universities have to align the necessary budget to fulfill those urgently required facilities like reference materials and office furniture, etc.
- Both institutions have to hire experienced administrative staff and provide them the necessary training in line with civil service reform to improve their technical support to instructors.
- The institutions have to find ways to link with the donors (both internal and external) to acquire reference materials and other needed resources.

2. Management of Orientation and Training Programs

- Instructors need to go through orientation upon first assignments; experience and skill should be transferred from leaders through planned, well-organized, and continuous manner.
- Since most of the instructors do not go through pedagogy, the necessary training programs have to be so designed and delivered to instructors as to upgrade their skills and knowledge toward the profession.
- To update instructors with the changing situations continuous discussions in the form of workshops, seminars and panel discussions have to be planned and delivered for instructors.
- Both MoE and higher education officials of the institutions should create a cooperation dialogue with internal and external institutions to search scholarship opportunities and strengthen institutional capacity of both universities.

3. Improving the Benefit Packages and Reward systems

Recently the government has increased the salary of academic staff in higher education. However, given the rising living costs in the country the improved salaries do not totally solve the economic and financial problems of the instructors in these higher educational institutions. Thus, in this regard;

- Ways have to be devised through which staff can earn additional income (for instance expanding distance and continuing education programs) and the necessary alternative benefit packages such as transportation, subsidized cafeteria, desert and hardship allowances, etc.

- To solve the problem of house rent for instructors, the management of both institutions has to negotiate with Administrators of the Region to acquire plots of lands for the instructors so that they build their own houses and live with their families around the institutions.

4. Strengthening the Personnel Department Facilities

The personnel department plays a significant role in the management of employees of higher education institutions. Thus, the contribution of effective personnel management department is vital in providing functions like staff attraction, performance evaluation, promotion, orientation and training services etc. Therefore, the DD and JJ universities are required to give very urgent attention to building and strengthening Personnel Administration Departments which will take care of the academic employees' problems, particularly.

5. Establish Participative Administration

- The institutions have to place competent and well-experienced persons as deans and department heads.
- Since most of the department heads and deans in these institutions have little work experience in supervision; in order to reverse this situation there is need to provide them sufficient training in human relations as well as communications skills to improve their supervisory skills.

6. Establish Transparent Performance Evaluation Systems

- To know the strong and weak side of the instructors the universities have to practice transparent and objective performance evaluations systems.
- In advance instructors are to be informed about the criteria of evaluation and finally the outcome of the evaluation soon should be communicated to them. Moreover, ways are to be devised to remove the weaknesses of the instructors through short-term training and panel discussions, etc.

7. Management of Promotion and Career Development

- The necessary information about promotion and career development processes and criteria has to be provided to staff.
- Instructors are to be informed the university legislations and working manuals and procedures, so that unnecessary inconsistencies in promotion and career development practices can be avoided.

In general, the universities at Dire-Dawa and JigJiga have to find ways to mobilize fund and foster close working relationships with all stakeholders both inside and outside the country. These linkages would facilitate and enhance innovation, create a favorable environment, improve management efficiency and provide a number and variety of incentives to instructors in these institutions and widen the university alumni. In connection to these, staff development and retention strategies need to be designed through participatory discussions with staff members and put into implementation with components of periodic follow-up review as well as further consultations for improvement by stakeholders in future.

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF BUSINESS AND ECONOMICS
QUESTIONNAIRE

Instructors' Satisfaction Survey in Dire-Dawa & JigJiga Universities

Dear Respondent,

The main aim of this questionnaire is to collect data for a research work titled "*Factors that determine the level of Job satisfaction of Instructors in newly established Higher Educational Institutions: The cases of Dire Dawa & JigJiga Universities*" which will be used for the academic purpose.

It is inherent that the availability of satisfied and committed instructors could bring a profound impact on the achievement of goals and objectives of any educational institution. Thus, the objective of this study is to identify the major constraints in instructors' job satisfactions and suggest the possible solutions to tackle the problems.

Therefore, your free will and strong cooperation in providing the reliable information is important for the success of this research. Moreover, I would like to assure you that all the information that you provide in this section will be kept confidential.

*Thank you very much for sparing your precious time in filling up the
Questionnaire.*

Muhammedamin Hussen

March 2008

Addis Ababa, Ethiopia

General Information

1. You don't need to write your name in the questionnaire.
2. Your participation is voluntary and there is no penalty if you do not participate.
3. Put "✓" for the multiple choice questions or write your response in the space provided.
4. I promise you that your responses will not be identified with you personally and will not influence your present or future employment with the Institution.

Name of your Institution

Dire-Dawa University

JigJiga University

I. Demographic Background

1. Sex

Male

Female

2. Age

21- 25

26- 30

31-35

36-40

41-45

46-50

51-55

Above 55

3. Marital status

Married

Single

Divorced

Other

4. Do you have primary responsibility for any of the following? (Please tick "✓" all that apply)

Spouse /Partner

Child (ren)

Parents

Other dependents

5. What is the highest degree you have earned?

Bachelors

Master's

Doctorate

6. What is your academic rank?

- Graduate Assistant I
- Graduate Assistant II
- Assistant Lecturer
- Lecturer
- Assistant Professor
- Associate professor
- Professor

7. Total year(s) service in the Higher Educational Institution(s)

- Below one year
- One to two years
- Three to five years
- Six to ten years
- Above ten years

(Please, specify) _____

II. The Nature of the work in the Institution. (The next set of items explores your day-to-day activities as a member of this university.)

8. What is the average size of students you teach in one class or section ?

- 25 or less
- 26 to 50
- 51 to 100
- 101 and above

9. How satisfied are you with the number of students you teach?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

10. How satisfied are you with level of the courses you teach?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

11. How satisfied are you with the number of courses you teach?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

III. Working Conditions in the Institution

12. How satisfied are you with the physical settings where you work (office, labs and parking, etc)?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

13. How satisfied are you with resources available to support your work (library, technology and administrative services, etc)?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

14. Please, indicate your level of satisfaction with office furniture and classroom facilities in Your Institution by putting a “✓” mark inside the table.

No.	Level of satisfaction with Office furniture and Class room facilities	Choices				
		(5) Strongly agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly disagree
1	The class rooms are adequate to accommodate my instructional activities					
2	There is adequate office furniture in my office					
3	There is adequate reference materials in the institution					
4	When I face problems with materials that I have in my office, maintenance service can be obtained easily					

15. Please indicate your level of satisfaction with your institution work schedule and climatic condition putting a “✓” mark inside the table.

No	Level of satisfaction with work schedule and climatic condition	Choices				
		(5) Strongly agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly disagree
1	Deadline in my university is realistic					
2	The class schedules are convenient for me					
3	The climate is convenient for me					

16. Consider your assigned workload in teaching, advising, and service like committee membership. In comparing yourself with other institution you know, would you say your workload is less than, the same as, or more than theirs? (Please tick “✓” inside the table).

No	Workload	Choices					
		Significantly More	Somewhat More	The same	Somewhat Less	Significantly Less	Don't Know
1	Teaching						
2	Advising						
3	Service						

IV. Training and orientation program.

17. Please indicate by putting a “✓” mark inside the table showing the level of satisfaction with training and orientation program in your university.

No	Level of satisfaction with Orientation and Training program In your Institution	Choices				
		(5) Strongly agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly disagree
1	The university gave orientation to new staff members					
2	I have been provided adequate technical training to keep my hard ware and software functioning					
3	The university provides me on going training to improve my Performance					

V. Promotion, Career Development and Evaluation

18. How you evaluate the promotion and career development practices of your institution. Please indicate by putting a “✓” mark inside the table.

No.	Level of satisfaction with promotion and career development	Choices				
		(5) Strongly agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly disagree
1	I received adequate orientation through my department concerning promotion					
2	My department has provided me rules/regulations in writing					
3	I know what to-do to be rewarded					
4	There is good chance for career development in this university					

19. How you evaluate the performance appraisal practices of your Institution. Please indicate by putting a “✓” mark inside the table.

No.	Performance Appraisal Management	Choices				
		(5) Strongly agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly disagree
1	My department has provided me in writing evaluation criteria					
2	Performance evaluation criteria which is being used by this university can accurately measures my competence					
3	The university rewards special performances					
4	Evaluation result is communicated to me timely					
5	The management of this university help Instructors to improve their weakness after evaluation					

VI. Nature of Supervision and Communication

20. Please indicate the level of satisfaction with supervision in your Institution by putting a “✓” mark inside the box.

No.	Nature of Supervision in your Institution	Choices				
		(5) Strongly agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly disagree
1	My supervisor handles my work related issues satisfactorily					
2	My supervisor is fair in course allocation					
3	My supervisor understands me in all problems and helps me to overcome					
4	My supervisor asks me for my input to help make decisions					

21. Please indicate the level of your satisfaction with Communication and Interpersonal Relations in your Institution by putting a “✓” mark inside the box.

No.	Nature of communication in your Institution	Choices				
		(5) Strongly agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly disagree
1	My supervisor urgently communicates to the higher officials and find solution to problems that face staff in the department					
2	The academic staff members' opinion is reflected in policies governing the academic environment					
3	I have access to sufficient teaching and research assistants to enable me to perform my professional responsibilities					
4	There is good cooperation among Instructors in the Institution					

VII. Governance and Administration issues.

22. I received adequate technical support from supporting staff

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

23. Please indicate the level of satisfaction with your Institution governance administration systems by putting a “✓” mark inside the table.

No	Level of satisfaction with Administration issues in the Institution	Choices				
		(5) Strongly agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly disagree
1	The management of this university equally treats all instructors’					
2	The staffs receive appropriate information about the agenda/actions of the senate council and its committees					
3	The staff has an appropriate level of influence over the selection of department head/ Chairman					
4	The staff opinions are included in the evaluation of their dean					
5	There is a formal mechanism for staff to express views on their Department Heads					
6	The management of this institution are sensitive to differences in work loads and expectations associated with differences in work loads					

VIII. Benefits package

24. Taking all aspects, are you satisfied with compensation, benefits and incentives offered by your university?

Yes

No

25. The following are a series of statements related to benefit packages. Please indicate the level of satisfaction by putting a “✓” mark inside the table.

No	Level of satisfaction with benefits package provided by the Institution	Choices				
		(5) Strongly agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly disagree
1	Transportation allowance					
2	Educational (Scholarship) opportunities					
3	Desert allowance					
4	Cafeteria service					
5	Earn additional money					
6	Amount of vacation					
7	Sick leaves					
8	Annual leave					
9	House allowance					
10	Education opportunities for family members					
11	Internet services					
12	Land for House construction					

13. If any other (Please specify.)

26. All things considered, how satisfied are you with your Institution as a place to work?

Very satisfied

Satisfied

Neutral

Dissatisfied

Very dissatisfied

27. How satisfied are you with how well you "fit" (e.g., your sense of belonging, your comfort Level) in your Institution?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

28. Are you planning to stay in this university until retirement?

- Yes
- No

29. If you were seeking another position based on your experience, where would be most likely to find it? Please tick "✓" one number inside the box.

- At this university
- In another academic institution
- In self-employment
- In the private sector Institution
- In a non - academic public sector

Other (Please specify) _____

30. How many more years (months) are you likely to stay in this university after earning your MA/MBA/MSc/PhD, etc?

- (1) Less than six months
- (2) Less than one year
- (3) One to two years
- (4) Three to five years
- (5) Six to ten years
- (6) Above ten years

INTERVIEW QUESTIONS

To: University Management

1. What opportunities are there for Instructors to do research, avail opportunities for scholarships and short-term training for teaching skill improvement, and participation in seminars and workshops, etc?
2. What are the incentives you offer to the Instructors of your University?
3. What is the maximum teaching load that an Instructor is expected to shoulder?
4. How is the performance evaluation managed in your Institution? What are the opinions of Instructors on the criteria of performance evaluation?
5. How do you assess the promotion and career development prospects of the Instructors of your University?

University Board

Mayor of Dire-Dawa

President of Haramaya University

Deputy Mayor of Dire-Dawa

Capacity Building Bureau Head(DD)

Education Bureau Head (DD)

Acting President of Dire-Dawa University

President of Bilal Hospital

Dire-Dawa University Acting President

Technical Advisor to the President / University Strategy and Policy Advisor

Anti-Corruption and Ethical office

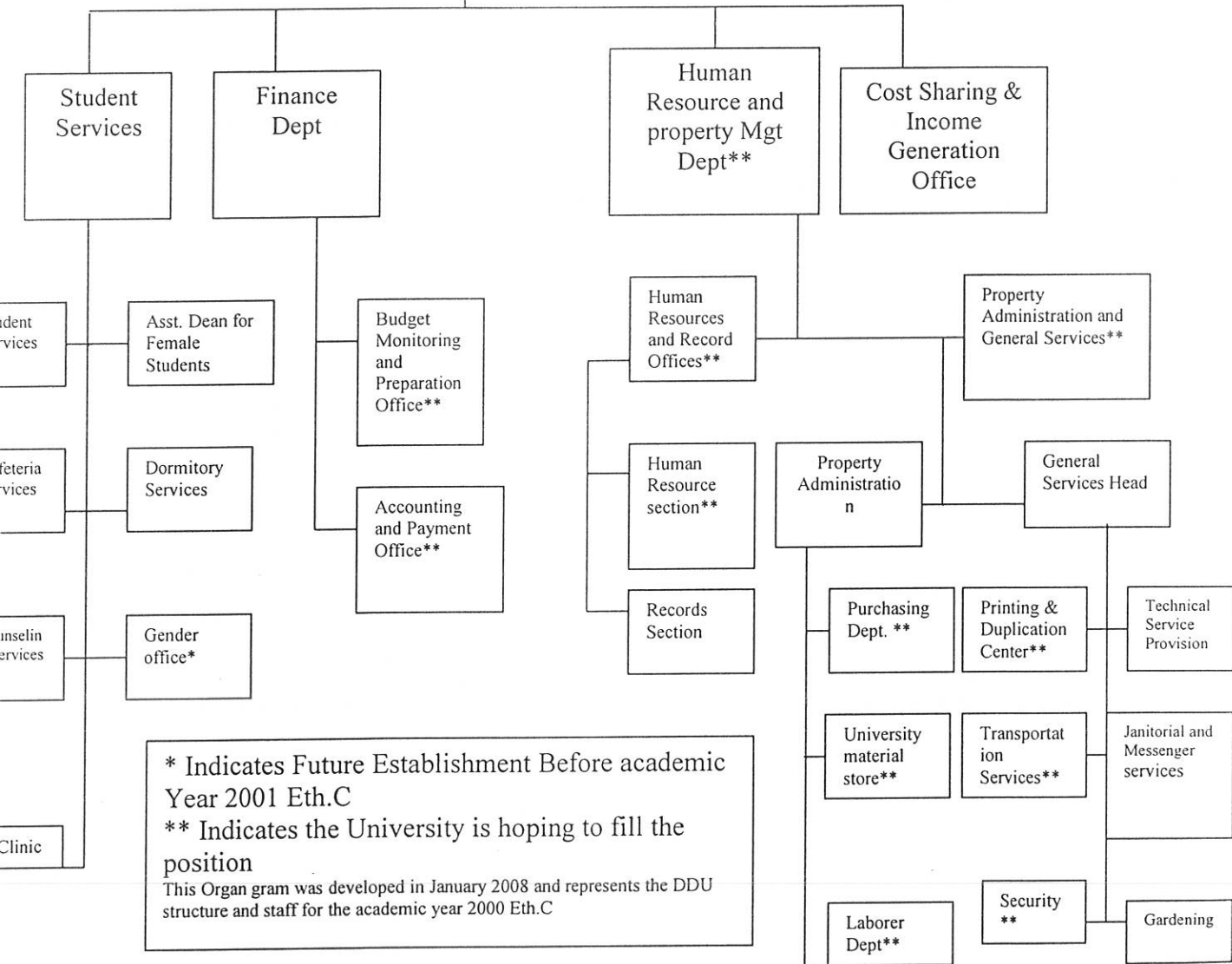
Planning Office*

Administrative and Development Vice President (ADVP)

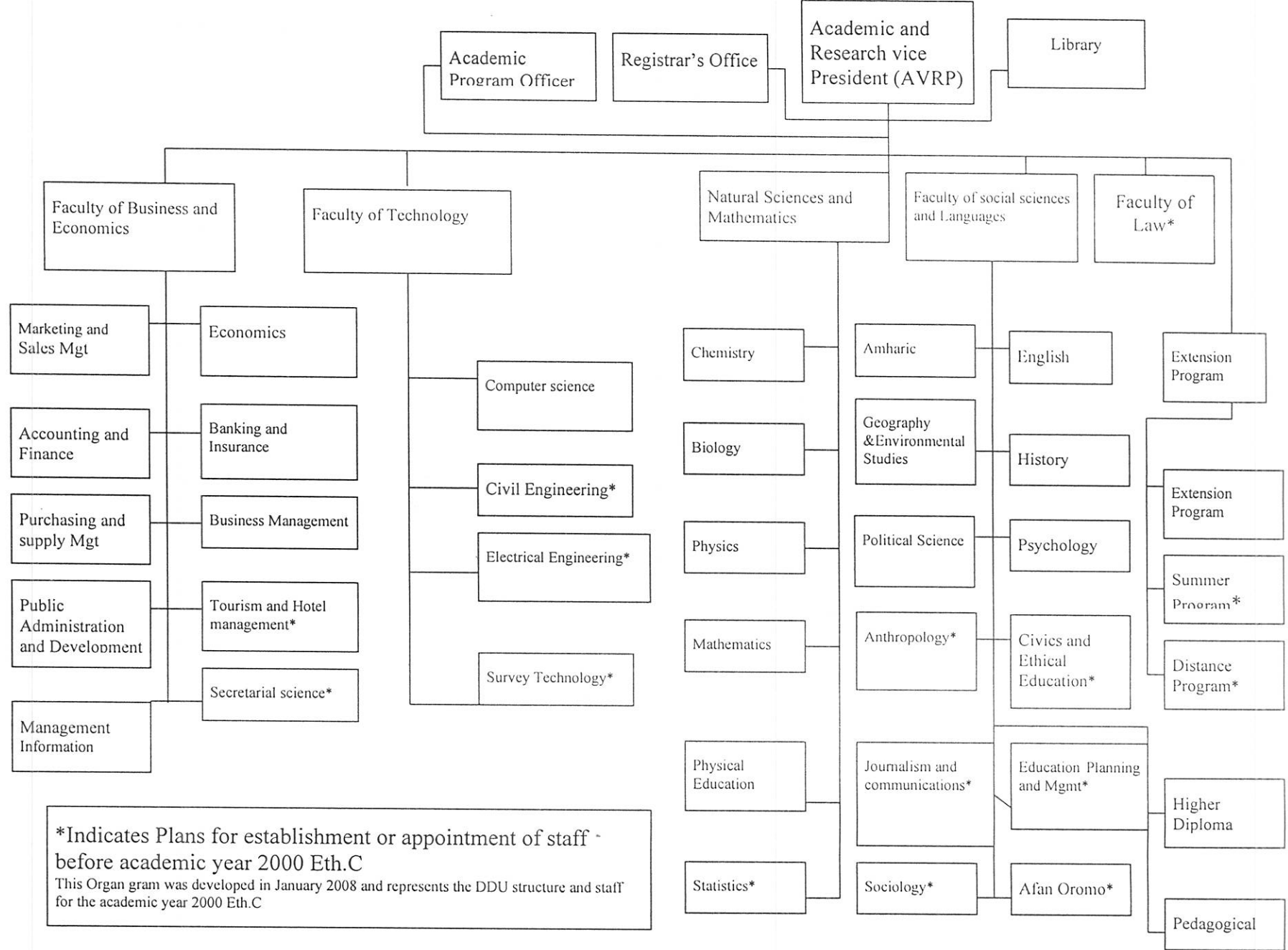
Academic and Research Vice President (AVRP)

Administrative Services, and Staff –DireDawa University 2000 Eth.C

Administrative and Development Vice President



* Indicates Future Establishment Before academic Year 2001 Eth.C
 ** Indicates the University is hoping to fill the position
 This Organ gram was developed in January 2008 and represents the DDU structure and staff for the academic year 2000 Eth.C



*Indicates Plans for establishment or appointment of staff - before academic year 2000 Eth.C
 This Organ gram was developed in January 2008 and represents the DDU structure and staff for the academic year 2000 Eth.C

Instructor Name: _____

Appendix- D

Course Title: _____ Course Code: _____ Academic Year: _____ Semester: I II

Please circle the appropriate answer for yourself.

Sex: male female Year: I II III

Department: _____

For the following questions please give your honest feedback regarding the course instructor. Your feedback is extremely important and will be taken seriously. Your identity will remain confidential.

The options for feedback on this section include a range from 'Strongly Disagree' to 'Strongly Agree' (በጣም አልስማማም ስማም አስማማለሁ). Please mark the appropriate circle according to your experiences with this instructor.

Strongly Disagree በጣም አልስማማም	Disagree አልስማማም	Neutral ማለት አልቻልኩም	Agree አስማማለሁ	Strongly Agree
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1. The instructor started class on the first day of the semester class schedule.
2. The instructor gave a complete course outline at the beginning of the course.
3. The instructor informed students of the evaluation process.
4. The instructor does not show bias in student evaluations.
5. The instructor covered all topics that were presented in the original course outline.
6. The instructor covered all topics relevant to the midterm, assignments, etc.
7. The instructor shows interest in teaching the course.
8. The instructor considers student learning differences while teaching.
9. The instructor is knowledgeable about the subject matter.
10. The instructor provided additional and tutorial sessions as needed.

0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

The options for feedback on this section include a range from 'Never' to 'Always' (ምንም ጊዜ አልስማማም- ሁልጊዜ). Please make the appropriate circle according to your experiences with this instructor.

Never ምንም ጊዜ አልስማማም	Rarely አልፎ አልፎ	Sometimes አንዳንድ ጊዜ	Often አብዛኛውን ጊዜ	Always ሁልጊዜ
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1. The instructor is present for all class sessions or provides a make-up class.
2. The instructor is punctual for class sessions.
3. The instructor is well prepared and organized for class sessions.
4. The instructor covers course topics in a timely fashion.
5. The instructor delivers the subject matter clearly.
6. The instructor speaks loudly and clearly enough for students to understand.
7. The instructor is able to answer student question.
8. The instructor is open and receptive to student comments and criticisms.
9. The instructor attempts to relate the course to practical and realistic conditions.
10. The instructor uses appropriate instructional teaching aids.
11. The instructor gives exercises, assignments, and/or term papers.

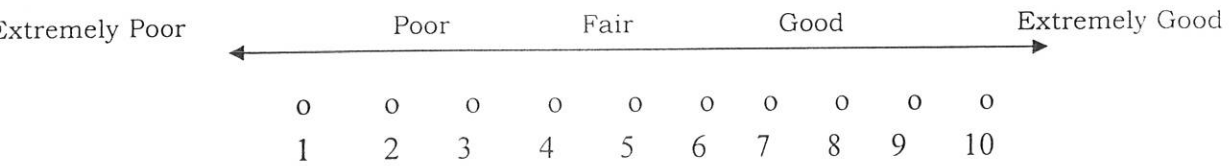
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The options for feedback on this section include a range from 'Never' to 'Always' (ምንም ጊዜ አልሰማማም- ሁልጊዜ). Please make the appropriate circle according to your experiences with this instructor.

Never ምንም ጊዜ አልሰማማም	Rarely አልፎ አልፎ	Sometimes አንዳንድ ጊዜ	Often አብዛኛውን ጊዜ	Always ሁልጊዜ
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22. The instructor assigns homework that furthers the understanding of the material.	0	0	0	0	0
23. The instructor returns assignments with answers and/or useful feedback.	0	0	0	0	0
24. The instructor is available during their consultation.	0	0	0	0	0
25. The instructor is willing to assist students who ask for additional help.	0	0	0	0	0
26. The instructor is disciplined and a role model.	0	0	0	0	0
27. The instructor maintains a professional relationship with all of their students.	0	0	0	0	0
28. The instructor is free from discriminations based on ethnicity.	0	0	0	0	0
29. The instructor is free from discrimination based on religion.	0	0	0	0	0
30. The instructor is free from discrimination based on gender.	0	0	0	0	0

Overall rate the **quality** of this instructor as:



What are the **strengths** of the instructor? What should the instructor be sure to **repeat for future courses**?

Suggest points or areas where the instructor could **improve**:

Please give any **additional feedback**:

THANK YOU !

If you would like to speak with someone confidentially regarding this instructor, please contact the Academic program officer Ato Melaku Masresha or the Assistant Dean for Female Students W/rt Meseret Desalegne.

EXISTING AND PLANNED FACULTIES WITH RESPECTIVE DEPARTMENTS (DDU)

Faculty Name	Departments	
	<i>Existing</i>	<i>Planned up to 2001</i>
Business and Economics	Accounting & Finance	Secretarial Science and Office Management
	Banking and Insurance	Hydrolic Engineering
	Business Management	Electrical Engineering
	Economics	Manufacturing Engineering
	Marketing and Sales Management	Architecture Engineering
	Purchasing and Supply Management	Construction Technology and Management
	Public Administration and Development Management	Textile Engineering
Social Science and Language	Amharic	Computer Hardware Engineering
	English	Chemical Engineering
	History and Civics	Surveying Technology
	Geography and Environmental study	Drafting technology
	Political Science and International Relations	Archeology
	Psychology	Civics and Ethical Education
Natural Science and Mathematics	Biology	Anthropology
	Chemistry	Journalism and Communication
	Mathematics	Tourism and Hotel Management
	Physics	Geology
	Sport and Physical Education	Statistics
Technology	Computer Science and Information Technology	Law

Source: Academic program Officer of DDU

EXISTING AND PLANNED FACULTIES WITH RESPECTIVE DEPARTMENTS (JJU)

S / n	Faculty Name	Departments	
		<i>Existing</i>	<i>Planned up to 2003</i>
1	Business and Economics	Economics	
		Accounting	
		Marketing Management	
		Procurement and Management Supply	
		Banking and Insurance	
		Management	
2	Applied Natural Sciences	Applied Mathematics	
		Applied Computer Science	Computer Science and IT
3	Applied Sciences	Geography and Environmental studies	Drafting /surveying
		Sociology	Construction Building
4	Education	Biology	Electronic / Communication
		Physics	
		Mathematics	
		Chemistry	Political science and International relations
		History	Civics
		Geography and Environmental studies	Psychology
		English and Foreign Languages	Journalism and communication
	Health Science	Ethiopian Languages and Literature	Somali Language and Literature
		Health Officer	Environmental Health
		Nursing	Laboratory Technology
	Veterinary Medicine	Veterinary Medicine	
	Law	Law	

Source: Academic program Officer of JJU

Instructors' views toward Incentives offered by their Institutions

Items	Characteristics	DDU		JJU		Total	
		No	%	No	%	No	%
1. Transportation allowance	Strongly satisfied	2	2.8	1	1.7	3	2.3
	Satisfied	8	11.3	10	16.9	18	13.8
	Neutral	10	14.1	9	15.3	19	14.6
	Dissatisfied	14	19.7	17	28.8	31	23.8
	Stro. dissatisfied	37	52.1	22	37.3	59	45.4
	Total	71	100%	59	100%	130	100%
2. Desert allowance	Strongly satisfied			1	1.7	1	.8
	Satisfied	1	1.4	1	1.7	2	1.5
	Neutral	2	2.8	1	1.7	3	2.3
	Dissatisfied	5	7.0	4	6.8	9	6.9
	Stro. dissatisfied	63	88.7	52	88.1	115	88.5
	Total	71	100%	59	100%	130	100%
3. cafeteria service	Strongly satisfied	-	-	1	1.7	1	.8
	Satisfied	1	1.4	3	5.1	4	3.1
	Neutral	2	2.8	3	5.1	5	3.8
	Dissatisfied	5	7.0	7	11.9	12	9.2
	Stro. dissatisfied	63	88.7	45	76.3	108	83.1
	Total	71	100%	59	100%	130	100%
4. Earn additional money	Strongly satisfied	1	1.4	-	-	1	.8
	Satisfied	1	1.4	9	15.3	10	7.7
	Neutral	5	7.0	5	8.5	10	7.7
	Dissatisfied	8	11.3	7	11.9	15	11.5
	Strongly dissatisfied	56	78.9	38	64.4	94	72.3
	Total	71	100%	59	100%	130	100%
5. Amount of vacation	Strongly satisfied	1	1.4	1	1.7	2	1.5
	Satisfied	3	4.2	6	10.2	9	6.9
	Neutral	16	22.5	9	15.3	25	19.2
	Dissatisfied	13	18.3	13	22.0	26	20.0
	Stro. dissatisfied	38	53.5	30	50.8	68	52.3
	Total	71	100%	59	100%	130	100%
6. Sick leave	Strongly satisfied	5	7.0			5	3.8
	Satisfied	8	11.3	6	10.2	14	10.8
	Neutral	32	45.1	21	35.6	53	40.8
	Dissatisfied	7	9.9	7	11.9	14	10.8
	Stro. dissatisfied	19	26.8	25	42.4	44	33.8
	Total	71	100%	59	100%	130	100%
7. Annual leave	Strongly satisfied	4	5.6	3	5.1	7	5.4
	Satisfied	5	7.0	4	6.8	9	6.9
	Neutral	26	36.6	15	25.4	41	31.5
	Dissatisfied	6	8.5	10	16.9	16	12.3
	Stro. dissatisfied	30	42.3	27	45.8	57	43.8
	Total	71	100%	59	100%	130	100%

Cont...

8. House allowance	Strongly satisfied	33	46.5	15	25.4	48	36.9
	Satisfied	23	32.4	13	22.0	36	27.7
	Neutral	3	4.2	7	11.9	10	7.7
	Dissatisfied	3	4.2	5	8.5	8	6.2
	Strongly dissatisfied	9	12.7	19	32.2	28	21.5
	Total	71	100%	59	100%	130	100%
9. Educational opportunities for family members	Strongly satisfied	-	-	2	3.4	2	1.5
	Satisfied	1	1.4	3	5.1	4	3.1
	Neutral	11	15.5	12	20.3	23	17.7
	Dissatisfied	6	8.5	4	6.8	10	7.7
	Strongly dissatisfied	53	74.6	38	64.4	91	70.0
	Total	71	100%	59	100%	130	100%
10. Internet services	Strongly satisfied	1	1.4			1	.8
	Satisfied	1	1.4	1	1.7	2	1.5
	Neutral	5	7.0	3	5.1	8	6.2
	Dissatisfied	7	9.9	6	10.2	13	10.0
	Strongly dissatisfied	57	80.3	49	83.1	106	81.5
	Total	71	100%	59	100%	130	100%
11. Land for house construction	Strongly satisfied	1	1.4	2	3.4	3	2.3
	Satisfied	4	5.6	4	6.8	8	6.2
	Neutral	8	11.3	10	16.9	18	13.8
	Dissatisfied	6	8.5	3	5.1	9	6.9
	Strongly dissatisfied	52	73.2	40	67.8	92	70.8
	Total	71	100%	59	100%	130	100%
12. Scholarship Opportunities	Strongly satisfied	2	2.8	1	1.7	3	2.3
	Satisfied	7	9.9	9	15.3	16	12.3
	Neutral	10	14.1	9	15.3	19	14.6
	Dissatisfied	14	19.7	18	30.5	32	24.6
	Strongly dissatisfied	38	53.5	22	37.3	60	46.2
	Total	71	100%	59	100%	130	100%

DECLARATION

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

Declared by:

Name : Muhammedamin Hussen

Signature: 

Date : June 30, 2008

Confirmed by:

Name : Dr. Chakradhar Dash (PhD)

Signature: Chakradhar Dash

Date : June 30, 2008

Place and Date of submission Addis Ababa University, June 30, 2008