

Job Satisfaction of Teachers:
The case of Admas University College, Royal University College
and Saint Mary University College

By

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Declaration

I, Arif Ahmed declare that this work entitled “Job Satisfaction of Teachers: The case of Admas University College, Royal University College and Saint Mary University College” is my own effort and study. It has not been presented for any degree in any other universities and that all sources of materials used for the project have been duly acknowledged.



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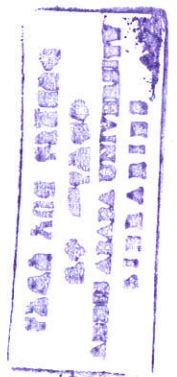
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List of Tables	Page
Table 1- Summaries of demographic characteristics of Respondents.....	29
Table 2- Facets Satisfaction of Admas University College Teachers.....	30
Table 3- Facets Satisfaction of Royal University College Teachers.....	31
Table 4- Facets Satisfaction of Saint Mary University College Teachers.....	32
Table 5- Facets Satisfaction of Accounting Department Teachers.....	33
Table 6- Facets Satisfaction of Management Department Teachers.....	34



List of Appendices	Page
Appendix A- Questionnaire.....	46
Appendix B-Coding of the questions.....	50
Appendix C-Job Satisfaction Levels.....	54

Table of Contents

	<u>Page</u>
Acknowledgments.....	iv
List of Tables.....	v
List of Appendices.....	vi
Abstract.....	ix
Chapter 1: Introduction	
1.1.Introduction to the Study.....	1
1.2.Significance of the study.....	3
1.3.Statement of Research Problem.....	3
1.4.Purpose and Objective of the study.....	5
1.5.Research Questions.....	5
1.6.Scope of the study.....	6
Chapter 2: Literature Review	
2.1. Meaning of Job Satisfaction.....	7
2.2. Importance of Job Satisfaction.....	8
2.3. Theoretical Frameworks of Job Satisfaction.....	9
2.4. Measurement of Job Satisfaction.....	13
2.5. Job Satisfaction as Criterion Variable.....	14
2.6. Ways to improve job satisfaction.....	16
2.7. Teachers' Job Satisfaction Research.....	22



Chapter 3: Research Methodology

3.1. Design and Method.....	24
3.2. Data Collection.....	24
3.3. Data Analysis.....	26
3.4. Variables and Measures.....	26

Chapter 4: Findings

4.1. Analysis of Job Satisfaction of Teachers.....	30
4.1.1. Job Satisfaction on basis of Institution.....	30
4.1.2. Job Satisfaction on basis of department.....	33
4.1.3. Job Satisfaction on basis of Gender.....	35
4.1.4. Job Satisfaction on basis of Age.....	35
4.1.5. Job Satisfaction on basis of Marital Status.....	36
4.1.6. Job Satisfaction on basis of educational qualification.....	36
4.1.7. Job Satisfaction on basis of Years of Service.....	36

Chapter 5: Conclusions and Recommendations

5.1. Conclusions.....	38
5.2. Recommendations.....	41

References.....	43
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Appendices.....	4
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Abstract

Exploring factors of job satisfaction and dissatisfaction of teachers of private university college located in Addis Ababa was the purpose of this study. Data were collected through Job Satisfaction Survey involving 48 permanent teachers of Admas, Royal and Saint Mary University Colleges. This study obtained that pay, promotion, contingent rewards and fringe benefits were found to be source of job dissatisfaction whereas supervisions, co-workers relationships, nature of work, operating procedures and communications were sources of job satisfaction. A due attention should be given by college administrators to increase their teachers' job satisfaction through offering comparable and attractive salary, fringe benefits, contingent rewards and opportunities for growth and development.



Chapter One

Introduction

1.1. Introduction to the study

There is no dispute over the decisive role that education is playing in the economic, social, cultural and technological achievements of today's world. To state it more precisely, education is the key for development.

Teachers are the ones who directly affect student achievement, mediate student encounter with content, control classroom activities most directly related to learning; in the absence of them even technology-based-innovations have little success of working (Chapman, Snyder, & Burchfield 1993). Hence, teachers are the ones who play a central role in the educative process through implementing the purposefully designed curriculum to achieve the desired national educational goals. Successful implementation of the curriculum, however, depends to a large extent, on favorable working conditions that bolster teachers' job satisfaction, career commitment and intention to remain in the profession.

Significantly, job satisfaction is very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, core competencies, educational resources as well as strategies, in genuinely determining educational success and performance.

It is clear that research on job satisfaction emerged with investigation of job satisfaction in the field of industry and business administration with a special emphasis being laid on the working

classes. Later on, many researchers are giving due attention to job satisfaction in the field of education with more concentration being placed on the teaching sector.

In hinge sight, over the last several years, the declining society's respect for teachers and their work seems to have gradually eroded their social status. A number of studies show that teachers' generally view their profession as offering them low social status and prestige compared to other professions (Habte 1967; Mengesha 1971; Lemma 1995; Haile 1999). Teaching career in Ethiopia had enjoyed relatively high status and prestige (Semela & Admassu 2001). However, at the moment there is some evidence to confirm that a teaching career is accorded low status in Ethiopia. There are two vivid reasons to justify this point. First, as a result of the decline in public respect for teachers' some manifestations of the positive images for teaching career gradually disappeared. This can be partly verified from a typical case observed by Semela & Admassu (2001). Second, more than ever, secondary school leavers and college candidates seem to show little interest to join the profession. Thus, most young people do not aspire to take up teaching as their future career. A survey study (Teferra M. et al. 1985) attempted to assess the degree to which secondary school students want to join a teacher education college, found that very few of them expressed interest. While on the contrary, the overwhelming majority of the respondents indicated a career plan outside teaching.

(Source: www.kaad.de/Boerse/Projekte/Tesfaye.htm: Accessed on May 23, 2008)



1.2. Significance of the study

This study will have the following benefits:

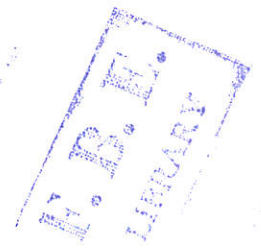
- ✚ Help the researcher to acquire knowledge as to how to assess job satisfaction.
- ✚ The findings of this research paper will help the institutions under study and other similar institutions to understand the level of their teachers' job satisfaction and to take any necessary action thereof.
- ✚ Can be used as a reference material to those researchers who are interested to pursue their research on this area.

1.3. Statement of Research Problem

Given the diverse existing literature related to teachers' job satisfaction, this study will be undertaken to gain a better understanding of the levels of job satisfaction of teachers as will be measured by Job Satisfaction Survey developed by Paul Spector. Three private university colleges (Admas University College, Saint Mary University College and Royal University College) are used in this study to investigate the teachers' job satisfaction.

It is believed that for the successful existence and operation of the university colleges, teachers' job satisfaction is primary requirement. The administrators of the university colleges accuse the teachers of negligence, laziness, purposeful overtiredness, and lack of dedication and eagerness to work. They further argue that teachers' level of efficiency and effectiveness does not necessitate the constant request for salary increase, incentives and better working conditions. While teachers on their part argue that the existing salary structure, benefits and working

conditions do not satisfy their basic needs as such and feel that they are not motivated enough and have enhanced working conditions. They further believe that nepotism and intimacy play major roles toward acknowledgment of ones work evidenced through giving more overtime work, promotion, salary increment and the likes. The teachers' argument is in line with Adams' equity theory of motivation. Adams' Equity Theory calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition). According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees. The theory is built-on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive.



1.4. Purpose and Objective of the study

This study focuses on exploring the factors that might affect the job satisfaction of teachers of private university colleges. Exploration in this paper will provide in depth understanding of the critical factors contributing to job satisfaction or dissatisfaction of teachers of three selected private academic institutions located in Addis Ababa.

The researcher will undertake this research based on the following objectives:

- ❖ To find out the impact of 9 Paul Spector's dimensions of job satisfaction on the level of job satisfaction.
- ❖ Investigate the current levels of job satisfaction of teachers
- ❖ Investigate if there is a difference in the levels of job satisfaction of the three university college teachers.
- ❖ To recommend some measures that will enhance the job satisfaction of teachers by identifying the areas of satisfactions and dissatisfactions.

1.5. Research Questions

It would be appropriate to frame relevant research questions for determining the general direction of research efforts. The research questions addressed in this particular study were defined as follows.

1. To what extent does each of the 9 facets of job satisfaction (pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication) affect the overall job satisfaction of teachers?

2. Which factors/dimensions are most important to teachers' job satisfaction?
3. Are there significant differences on the levels of job satisfaction among teachers of selected private academic institutions?

1.6. Scope of the study

The study was aimed to assess job satisfaction of permanent teachers who are working in private university colleges found in Addis Ababa. The study only covered three private university colleges selected on the basis of easy access to the subjects of the study and their perceived public acceptances. To this effect the study was confined only to Admas University College, Royal University College, and Saint Mary University College teachers. Only accounting department and management department instructors were included in this study.



Chapter Two

Literature Review

In this chapter, the literature and theoretical framework related to the purposes of this study is provided.

2.1. Meaning of Job Satisfaction

Locke (1976) defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. When any job fulfills one’s expectation that is job satisfaction.

Dawis and Lofquist (1984) defined job satisfaction as “a pleasurable affective condition resulting from one’s appraisal of the way in which the experienced job situation meets one’s needs, values, and expectations”.

According to Hackman (1975), if you want X from your work then you are satisfied to the extent that it provides you with X. On the other hand the job characteristics model suggests the causes of job satisfaction are objective characteristics.

Basically, job satisfaction is about liking your job and finding fulfillment in what you do. It combines an individuals feelings and emotions about their and how their job affects their personal lives. Paul Spectors defines job satisfaction as a cluster of evaluative feelings about the job. He identified 9 facets of job satisfaction.

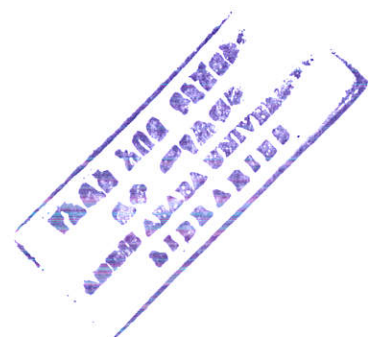
1. Pay- amount and fairness or equity of salary.
2. Promotion-opportunities and fairness of promotion.
3. Supervision-fairness and competence at managerial tasks by ones supervisor
4. Benefits- insurance, vacation, and fringe benefits

5. Contingent procedures-sense of respect, recognition and appreciation.
6. Operating procedure-policies, procedures, rules, and perceived red tape.
7. Coworkers- perceived competence and pleasantness of ones colleagues.
8. Nature of work- enjoyment of the actual tasks themselves.
9. Communication- sharing information within the organization (verbally or in writing)

There is no one definition that sums up job satisfaction but there are many theories on what contributes positively or negatively to those feelings. Today the classic theories of Maslow, Herzberg, and Vroom on job satisfaction are the basis for much of the modern day studies. These classic theories have served as a basis for the evolution of job satisfaction research and have served as a springboard for research inside and outside the field of education. Because these classic theories have transcended into the field of education, from a historical perspective, it is important to look at the classic theories of job satisfaction. In their book on theories of job satisfaction, Campbell, Dunnette, Lawler and Weik(1970) divide the present –day theories of job satisfaction into two groups, content theories which give an account of the factors that influence job satisfaction and process theories that try to give an account of the process by which variables such as expectations, needs, and values relate to the characteristics of the job to produce job satisfaction. Maslows Needs hierarchy theory and its development by Herzberg into the Two Factor theory of job satisfaction are examples of content theories. Equity, fulfillment and Vrooms expectancy theory are examples of process theory.

2.2. Importance of Job Satisfaction

Spector (1997) presented three reasons to clarify the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values they will attempt to



treat their employees honorably and with respect. Job satisfaction assessment can then serve as an indicator of the extent to which employees are dealt with effectively. High levels of job satisfaction could also be a sign of emotional wellness or mental fitness. Second, organizations can take on a utilitarian position in which employees' behavior would be expected to influence organizational operations according to the employees' degree of job satisfaction/dissatisfaction. Job satisfaction can be expressed through positive behaviors and job dissatisfaction through negative behaviors. Third, job satisfaction can be an indicator of organizational operations. Assessment of job satisfaction might identify various levels of satisfaction among organizational departments and, therefore, be helpful in pinning down areas in need of improvement. Spector (1997) believed that each one of the reasons is validation enough of the significance of job satisfaction and that the combination of the reasons provides an understanding of the focus on job satisfaction.

2.3. Theoretical Frameworks of Job Satisfaction

Three theoretical frameworks of job satisfaction can be identified in the literature.

Framework one is based on content theories of job satisfaction. Framework two is grounded in process theories of job satisfaction. Framework three is rooted in situational models of job satisfaction (Thompson & McNamara, 1997).

Framework One: Content Theories

Content theorists assume that fulfillment of needs and attainment of values can lead to job satisfaction (Locke, 1976). Need hierarchy theory and Herzberg's motivator-hygiene theory are examples of content theories.

Maslow's Need Hierarchy Theory

According to Maslow's view of individual needs, job satisfaction is said to exist when the job and its environment meet an individual's needs. The hierarchy of needs focuses on five categories of needs arranged in ascending order of importance. Physiological, safety, belongingness and love are the lower-level needs in the hierarchy. The higher-level needs are esteem and self-actualization. When one need is satisfied, another higher-level need emerges and motivates the person to do something to satisfy it. A satisfied need is no longer a motivator. Whaba and Bridwell (1976) did an extensive review of the research findings on the need hierarchy concept. The results of their review indicate that there was no clear evidence showing that human needs are classified into five categories, or that these categories are structured in a special hierarchy. Even though hardly any research evidence was discovered in support of the theory, it enjoys wide acceptance.

Herzberg's Motivator-Hygiene Theory

The study of job satisfaction became more sophisticated with the introduction of Herzberg's motivator-hygiene theory. This theory focuses attention upon the work itself as a principal source of job satisfaction. To Herzberg the concept of job satisfaction has two dimensions, namely intrinsic and extrinsic factors. Intrinsic factors are also known as motivators or satisfiers, and extrinsic factors as hygienes, dissatisfiers, or maintenance factors. The motivators relate to job content (work itself) and include achievement, recognition, work itself, responsibility and advancement. The hygienes relate to job context (work environment) and involve, for example, company policy and administration, supervision, salary, interpersonal relations, and working conditions. Motivators are related to job satisfaction when present but not to dissatisfaction when

absent. Hygienes are associated with job dissatisfaction when absent but not with satisfaction when present. Before the emergence of the motivator-hygiene theory, only single scales had been used to measure job satisfaction. Scores on the high end of the scale reflected high levels of job satisfaction, whereas scores on the low end represented high dissatisfaction. Research based on the motivator-hygiene theory should apply different scales for job satisfaction and dissatisfaction because the opposite of job satisfaction is no job satisfaction and the opposite of job dissatisfaction is no job dissatisfaction.

Framework Two: Process Theories

Process theorists assume that job satisfaction can be explained by investigating the interaction of variables such as expectancies, values, and needs (Gruneberg, 1979). Vroom's expectancy theory and Adams' equity theory are representative of the second framework.

Vroom's Expectancy Theory

Vroom's expectancy theory suggests that people not only are driven by needs but also make choices about what they will or will not do. The theory proposes that individuals make work-related decisions on the basis of their perceived abilities to perform tasks and receive rewards. Vroom established an equation with three variables to explain this decision process. The three variables are expectancy, instrumentality, and valence. Expectancy is the degree of confidence a person has in his or her ability to perform a task successfully. Instrumentality is the degree of confidence a person has that if the task is performed successfully, he or she will be rewarded appropriately. Valence is the value a person places on expected rewards.

Expectancy, instrumentality, and valence are given probability values. Because the model is multiplicative, all three variables must have high positive values to imply motivated performance choices. If any of the variables approaches zero, the probability of motivated performance also approaches zero. When all three values are high, motivation to perform is also high. Vroom's expectancy theory suggests that both situational and personality variables produce job satisfaction.

Adams' Equity Theory

The primary research on equity theory was done by Adams. Equity theory proposes that workers compare their own outcome/input ratio (the ratio of the outcomes they receive from their jobs and from the organization to the inputs they contribute) to the outcome/input ratio of another person. Adams called this other person "referent." The referent is simply another worker or group of workers perceived to be similar to oneself. Unequal ratios create job dissatisfaction and motivate the worker to restore equity. When ratios are equal, workers experience job satisfaction and are motivated to maintain their current ratio of outcomes and inputs or raise their inputs if they want their outcomes to increase. Outcomes include pay, fringe benefits, status, opportunities for advancement, job security, and anything else that workers desire and receive from an organization. Inputs include special skills, training, education, work experience, effort on the job, time, and anything else that workers perceive that they contribute to an organization.

Framework Three: Situational Models

Situational theorists assume that the interaction of variables such as task characteristics, organizational characteristics, and individual characteristics influences job satisfaction.



Situational Occurrences Theory

The situational occurrences theory of job satisfaction was proposed by Quarstein, McAfee, and Glassman. The two main components of the theory are situational characteristics and situational occurrences. Examples of situational characteristics are pay, promotional opportunities, working conditions, company policies, and supervision. Individuals tend to evaluate situational characteristics before they accept a job. Situational occurrences tend to be evaluated after accepting a job. Situational occurrences can be positive or negative. Positive occurrences include, for example, giving employees some time off because of exceptional work or placing a microwave in the work place. Negative occurrences include, for example, confusing email messages, rude remarks from coworkers, and copiers, which seem to break down a great deal.

2.4. Measurement of Job Satisfaction

Unlike productivity, absenteeism, and turnover, job satisfaction is present only inside an individual's mind and cannot be measured directly. Methods for indirectly measuring job satisfaction include observing employees, interviewing them, and asking them to complete a questionnaire. Many organizations and researchers favor questionnaires because personal observations and interviews are very time consuming (Cherrington, Nyal, & McMullin, 1989). Job satisfaction can be measured using single-item, general, or facet measures.

Single-Item Job Satisfaction Measure

A description of a single-item measure has been given. Single-item job satisfaction measures is based on the assumption that job satisfaction is one-dimensional. Evidence points toward an overestimation of job satisfaction when the construct is measured using a single-item measure.

General Job Satisfaction Measure

General job satisfaction scales, like single-item measures, are used to determine the overall level of job satisfaction. An instrument available to measure overall job satisfaction

Facet-Specific Job Satisfaction Measure

If a study of job satisfaction is conducted to identify areas of dissatisfaction to improve upon them, facet-specific levels of job satisfaction should be assessed. Numerous standardized reliable and valid instruments are available for this type of approach.

2.5. Job Satisfaction as Criterion Variable

Originally job satisfaction was studied as a predictor of behaviors such as performance, absenteeism, and turnover. More recently the interest has shifted toward identifying factors that influence or predict job satisfaction. Personal and work-related characteristics can influence job satisfaction Locke (Locke, 1976; Spector, 1997).

Personal Characteristics

Personal characteristics such as age, gender, education and tenure are often included in job satisfaction studies to describe the participants and to determine relationships among the variables. Research evidence often shows the presence of relationships between the personal characteristics and job satisfaction, but the evidence tends to be mixed. Sometimes positive relationships are identified and sometimes negative ones for the same variables.

Age: Mixed evidence exists in the literature concerning the relationship between age and job satisfaction. Herzberg et al. (1957), after an extensive review of job satisfaction literature, concluded that the association is best described by a U-shaped function. Initially satisfaction is

high, then decreases, and eventually, after hitting a low point, increases again with age. Hulin and Smith (1965) indicated that job satisfaction increases in a positive linear fashion with respect to age. As workers grow older, they tend to be more satisfied with their jobs. Older workers have lower expectations than younger workers, and they tend to be better adjusted to the work situation. Quinn, Staines, and McCullough (1974) claimed that older workers are more satisfied with their work because they move into better work or more desirable positions across their careers.

Iiacqua et al. (1995) did a study to analyze factors that affect job satisfaction and dissatisfaction of faculty in higher educational institutions. Age was among the factors found to affect job dissatisfaction. Younger, less experienced faculty expressed more job dissatisfaction than experienced tenured faculty. Spector (1997) suggested two reasons why job satisfaction might increase with age. One, better benefits such as pension, for example, and rewards, pay, for example, could increase satisfaction. Two, Spector stated that, "...people adapt to the job by adjusting their expectations to be more realistic, so that they are happier with less as they get older".

Gender: Research investigating the relationship between gender and job satisfaction uncovered three possibilities. First, females are more satisfied than males (i.e., Hoppock, 1935). Second, males are more satisfied than females (i.e., Hulin & Smith, 1964; Locke, Fitzpatrick, & White, 1983). Third, no difference exists between males and females with respect to job satisfaction (i.e., D'Arcy, Syrotuik, & Siddique, 1984; Golding, Resnick, & Crosky, 1983; Iiacqua et al., 1995).

Thompson and McNamara (1997) synthesized job satisfaction research findings published in the first 26 volumes of *Educational Administration Quarterly*. They reported that neither age nor gender was of value in the prediction of job satisfaction.

Gruneberg (1979) presented several reasons for the inconsistent results of the investigations concerning the relationship between gender and job satisfaction. Males and females might occupy different job levels in the same organization. Their promotion prospects might vary, as might pay and the level of need satisfaction in the same job. Women might perceive stronger social satisfaction in a position that requires few skills and offers limited promotion opportunities than men do and thus might experience greater job satisfaction than men.

Education: A review of job satisfaction studies that included education as a variable indicates that the relationship between education and job satisfaction can be negative or positive. Carrell and Elbert (1974), for example, reported negative direct effects of education on job satisfaction. They concluded that younger workers, who have a higher level of formal education, may be dissatisfied with performing the routine tasks required in most jobs.

Tenure: Gruneberg (1979) already pointed out that the relationships between tenure, defined as length of service, and job satisfaction was unclear. It is possible that an increase in job tenure can be associated with a decrease in job satisfaction (DeSantis & Durst, 1996). It is also possible, as evidence provided by Bedeian, Ferris, and Kacmar (1992) has shown, that tenure and job satisfaction are positively related.

2.6. Ways to improve job satisfaction

You've dreamed about an ideal job in which you're motivated, inspired, respected and well paid. But in reality, you've had to settle for something that falls a bit short of your ideal. Maybe it started as your dream job and for a time you loved it. But now you find it harder and harder to get through the day.



Lack of job satisfaction can be a significant source of stress. Reasons why you may not be completely satisfied with your job include:

- Conflict between co-workers
- Conflict with your supervisor
- Not being appropriately paid for what you do
- Not having the necessary equipment or resources to succeed
- Lack of opportunities for promotion
- Having little or no say in decisions that affect you
- Fear of losing your job through downsizing or outsourcing

Sometimes it's the job itself that causes dissatisfaction. Take some time to think about what motivates and inspires you. You may even want to work with a career counselor to complete a formal assessment of your interests, skills and passions. Then explore some strategies to increase your job satisfaction. People tend to approach work from three perspectives. They view work as a job, a career or a calling. Usually all three perspectives are important, but one or the other is the priority.

- **Job.** If you approach work as a job, you focus primarily on the financial rewards. In fact, the nature of the work may hold little interest for you. What's important is the money. If a job with more pay comes your way, you'll likely move on.
- **Career.** If you approach work as a career, you're interested in advancement. You want to climb the career ladder as far as possible or be among the most highly regarded professionals in your field. You're motivated by the status, prestige and power that come with the job.

- Calling. If you approach your job as a calling, you focus on the work itself. You work less for the financial gain or career advancement than for the fulfillment the work brings.

Do you recognize your approach to work? One approach isn't necessarily better than the others, but it's helpful to reflect on why you work if you're unsatisfied with your job and is ready to move on. Do you recall what drew you to your job?

Strategies to improve your job satisfaction

Depending on the underlying cause of your dissatisfaction, there may be several ways to increase your job satisfaction.

Company and administrative policies: An organization's policies can be a great source of frustration for employees if the policies are unclear or unnecessary or if not everyone is required to follow them. Although employees will never feel a great sense of motivation or satisfaction due to your policies, you can decrease dissatisfaction in this area by making sure your policies are fair and apply equally to all. Also, make printed copies of your policies-and-procedures manual easily accessible to all members of your staff. If you do not have a written manual, create one, soliciting staff input along the way. If you already have a manual, consider updating it (again, with staff input). You might also compare your policies to those of similar practices and ask yourself whether particular policies are unreasonably strict or whether some penalties are too harsh.

Supervision: To decrease dissatisfaction in this area, you must begin by making wise decisions when you appoint someone to the role of supervisor. Be aware that good employees do not always make good supervisors. The role of supervisor is extremely difficult. It requires

leadership skills and the ability to treat all employees fairly. You should teach your supervisors to use positive feedback whenever possible and should establish a set means of employee evaluation and feedback so that no one feels singled out.

Salary: The old adage "you get what you pay for" tends to be true when it comes to staff members. Salary is not a motivator for employees, but they do want to be paid fairly. If individuals believe they are not compensated well, they will be unhappy working for you. Consult salary surveys or even your local help-wanted ads to see whether the salaries and benefits you're offering are comparable to those of other offices in your area. In addition, make sure you have clear policies related to salaries, raises and bonuses.

Interpersonal relations: Remember that part of the satisfaction of being employed is the social contact it brings; so allow employees a reasonable amount of time for socialization (e.g., over lunch, during breaks, between patients). This will help them develop a sense of camaraderie and teamwork. At the same time, you should crack down on rudeness, inappropriate behavior and offensive comments. If an individual continues to be disruptive, take charge of the situation, perhaps by dismissing him or her from the practice.

Working conditions: The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Do everything you can to keep your equipment and facilities up to date. Even a nice chair can make a world of difference to an individual's psyche. Also, if possible, avoid overcrowding and allow each employee his or her own personal space, whether it is a desk, a locker, or even just a drawer. If you've placed your employees in close quarters with little or no personal space, don't be surprised that there is tension among them.

Before you move on to the motivators, remember that you cannot neglect the hygiene factors discussed above. To do so would be asking for trouble in more than one way. First, your employees would be generally unhappy, and this would be apparent to your patients. Second, your hardworking employees, who can find jobs elsewhere, would leave, while your mediocre employees would stay and compromise your practice's success. So deal with hygiene issues first, then move on to the motivators:

Work itself: Perhaps most important to employee motivation is helping individuals believe that the work they are doing is important and that their tasks are meaningful. Emphasize that their contributions to the practice result in positive outcomes and good health care for your patients. Share stories of success about how an employee's actions made a real difference in the life of a patient, or in making a process better. Make a big deal out of meaningful tasks that may have become ordinary, such as new-baby visits. Of course employees may not find all their tasks interesting or rewarding, but you should show the employee how those tasks are essential to the overall processes that make the practice succeed. You may find certain tasks that are truly unnecessary and can be eliminated or streamlined, resulting in greater efficiency and satisfaction.

Achievement: Most individuals sincerely want to do a good job. To help them, make sure you've placed them in positions that use their talents and are not set up for failure. Set clear, achievable goals and standards for each position, and make sure employees know what those goals and standards are. Individuals should also receive regular, timely feedback on how they are doing and should feel they are being adequately challenged in their jobs. Be careful, however, not to overload individuals with challenges that are too difficult or impossible, as that can be paralyzing.



Recognition: Individuals at all levels of the organization want to be recognized for their achievements on the job. Their successes don't have to be monumental before they deserve recognition, but your praise should be sincere. If you notice employees doing something well, take the time to acknowledge their good work immediately. Publicly thank them for handling a situation particularly well. Write them a kind note of praise. Or give them a bonus, if appropriate. You may even want to establish a formal recognition program, such as "employee of the month."

Responsibility: Most surveys show that the greatest source of employee pride and satisfaction is the feeling of accomplishment that comes from having-and exercising-responsibility. Yet many business owners, consumed by fears of a shrinking bottom line, have turned micromanagement into an art form. Unfortunately, few things employers do cause more employee dissatisfaction. Employees will be more motivated to do their jobs well if they have ownership of their work. This requires giving employees enough freedom and power to carry out their tasks so that they feel they "own" the result. As individuals mature in their jobs, provide opportunities for added responsibility. Be careful, however, that you do not simply add more work. Instead, find ways to add challenging and meaningful work, perhaps giving the employee greater freedom and authority as well.

Advancement: Reward loyalty and performance with advancement. If you do not have an open position to which to promote a valuable employee, consider giving him or her a new title that reflects the level of work he or she has achieved. When feasible, support employees by allowing them to pursue further education, which will make them more valuable to your practice and more fulfilled professionally.

(Source: <http://www.aafp.org/fpm991000fm26.html>: Accessed on May 15, 2008)

2.7. Teachers' Job Satisfaction Research

As per the study conducted by Nwashukwu (2007), teachers were, most motivated by both the job context and job content. This study identified that teachers tend to be satisfied most with the positive aspects of working conditions, job security, work itself, opportunities and developments. The study on the other hand concluded that pay and fringe benefits contributed least to teachers' job satisfaction.

Some interesting findings have been reported by Eckert and Stecklein (1961) on job satisfaction of college teachers. They obtained that aspects related to the nature of work and working conditions constituted the major sources of job satisfaction, whereas recognition was of little importance to satisfaction.

Cano and Miller (1992) indicated that knowledge of the level of satisfaction was not enough. They proposed that achievement; advancement, recognition, responsibility and the work itself are satisfaction factors whereas interpersonal relations, policy and administration, salary, supervision, and working conditions are sources of dissatisfaction.

Syvia and Hutchinson (1985) concluded "true job satisfaction is derived from the gratification of higher- order needs than lower- order needs."

Statistical Analysis Report (1997) on "Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation" revealed that teachers with greater autonomy show higher levels of satisfaction than teachers who feel they

have less autonomy. Administrative support, student behavior, and feelings of control were consistently shown to be associated with teacher job satisfaction. Workplace conditions had a positive relationship with a teacher's job satisfaction.

According to Kahsu Mebrahatu (2004), public and private organizations employees respond differently to different facets of job satisfaction. He identified pay, fringe benefits, promotional opportunities, supervision, and safety in work place play greater roles to satisfaction of private organization employees than the public employees. He added that awareness of the personnel policies and efficiency of the public organization tended to affect the job satisfaction of employees.

As noted from study conducted by Gemechu Nemera (2006), instructors reported high dissatisfaction levels with supervision, communication, performance appraisal system, recognitions and rewards, and pay.

Yoseph Yifru (2007) supported the findings of Gemechu Nemera (2006) and further he added that personal and social factors like autonomy, social service provided by the job, social status of the job, the chance to use one's ability on the job, and chance to direct others play a major role in affecting the overall satisfaction of teachers.



Chapter Three

Research Methodology

3.1. Design and Method

An exploratory and descriptive research design was used in this study. A self-administered survey questionnaire was adopted to collect data from the targets.

The settings for this research were Admas University College, Royal University College and Saint Mary University College located in Addis Ababa. The population of the accounting and management department teachers of the three institutions sums 95 where 43 from Admas University College, 11 from Royal University College and 41 from Saint Mary University College. The whole population was used in this study. These subjects of the study were permanent teachers who had at least Bachelor Degree.

3.2. Data Collection

Primary sources and secondary sources of data were used. The primary data was obtained through standardized questionnaire called Job Satisfaction Survey (JSS). The Job Satisfaction Survey (JSS), a 36 item, nine subscale measures, was developed by Paul Spector to assess employee attitudes about certain aspects of their job (1985). The nine subscales include pay, promotion, supervision, fringe benefits, contingent rewards (performance-based rewards), operating procedures (required rules and procedures), coworkers, nature of work, and communication. Each subscale includes four items, and a total score is computed from all items. While the JSS was originally developed for use in human service organizations, it is applicable to all organizations, both in the public and private sectors. Scoring using JSS is

(1) Simple calculations.

(2) Subscale score = Sum of items on the subscale (Range 4 – 24, depending on subscale)

Overall score = Sum of all 36 items (Range 36 – 216)

(3) Higher scores indicate higher job satisfaction.

The Reliability of the instrument is that internal consistency ranges from .60 – .91 for subscales.

(Source: <http://aspe.hhs.gov/daltcp/reports/dcwguide.pdf>: Accessed on May 15, 2008)

Paul Spector found internal consistency reliabilities (coefficient alpha), based on a sample of 2,870 as presented below:

Scale	Alpha	Description
Pay	.75	Pay and remuneration
Promotion	.73	Promotion opportunities
Supervision	.82	Immediate supervisor
Fringe Benefits	.73	Monetary and nonmonetary fringe benefits
Contingent Rewards	.76	Appreciation, recognition, and rewards for good work
Operating Procedures	.62	Operating policies and procedures
Coworkers	.60	People you work with
Nature of Work	.78	Job tasks themselves

Communication	.71	Communication within the organization
Total	.91	Total of all facets



Secondary data was obtained from published and unpublished documents as necessary.

3.3. Data Analysis

The respondents were asked to complete a self-administered questionnaire. The data that was collected was ordinal as it was collected using a 6-points Likert Scaling, i.e. subjects answer each of the thirty-six questions through circling one of the following corresponding numbers:

Disagree very much = 1, Disagree moderately = 2, Disagree slightly = 3, Agree slightly = 4, Agree moderately = 5 and Agree very much = 6. The data were analyzed using SPSS Version 15. The responses were summarized with the help of percentages, and tables through use of the SPSS software. All of the appropriate descriptive statistics was being used to analyze the data.

3.4. Variables and Measures

The overall job satisfaction levels of the teachers were measured with the help of nine dimensions namely: Pay, Promotion, Supervision, Fringe benefits, Contingent rewards, Operating conditions, Coworkers, Nature of work, and Communication.

Information regarding participants' age, permanent employment organization, educational qualification, numbers of years in organization, sex, and marital status was also obtained.

The researcher used absolute approach for conclusion regarding satisfaction and dissatisfaction of teachers. The absolute approach picks some logical, if arbitrary cut scores to represent dissatisfaction versus satisfaction. Given the JSS uses 6-point agree-disagree response choices, the assumption is that agreement with positively-worded items and disagreement with negatively-worded items would represent satisfaction, whereas disagreement with positive-worded items and agreement with negative-worded items represents dissatisfaction. For the 4-item subscales, as well as the 36-item total score, this means that scores with a mean item response of 4 or more represents satisfaction, whereas mean responses of 3 or less represents dissatisfaction. Mean scores between 3 and 4 are ambivalence. Translated into the summed scores, for the 4-item subscales with a range from 4 to 24, scores of 4 to 12 are dissatisfied, 16 to 24 are satisfied, and between 12 and 16 are ambivalent. For the 36-item total where possible scores range from 36 to 216, the ranges are 36 to 108 for dissatisfaction, 144 to 216 for satisfaction, and between 108 and 144 for ambivalent.

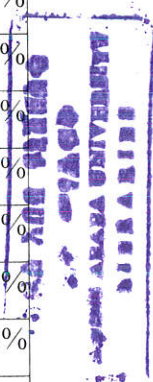
Chapter Four

Findings

Of the 95 teachers population in accounting and management department the three private colleges under study, only 48 completed the survey yielding a 51% response rate. Of the 48 participants, 25 were from Admas University College, 16 from Saint Mary University College and 7 from Royal University College. From the total respondents, 8.3% were females and 91.7% were males; 50% were working in Accounting Department and 50% were in Management Department; 75.0% have aged from 20 to 30 years, 18.8% have aged 31 to 40 years, 4.2% have aged 41 to 50 years and 2.1% have aged above 50 years. 81.3% have taught 1 to 3 years, 14.6% have taught 3.5 to 5 years and 4.2% have taught above 5 years. The job satisfaction questions for respondents were derived from Paul Spector's Job Satisfaction Survey. The questions were coded as presented in the Appendix B for entry purpose on SPSS software and then analyzed based on those codes. The next tables summarize the number of participants willing to fill the questionnaire with their demographic features.

Table 1- Summaries of demographic characteristics of respondents

		Frequency	Percentage
Gender	Female	4	8.3%
	Male	44	91.7%
Age	20-30	36	75.0%
	31-40	9	18.8%
	41-50	2	4.2%
	Above 50	1	2.1%
Marital Status	Divorced	2	4.2%
	Married	17	35.4%
	Single	29	60.4%
Educational Qualification	Degree	21	43.8%
	Masters	26	54.2%
	Ph.D.	1	2.1%
Field of study	Accounting and Finance	21	43.8%
	Business Administration	17	35.4%
	Management	10	20.8%
Employment Institution	Admas University College	25	52.1%
	Saint Mary University College	16	33.3%
	Royal University College	7	14.6%
Department	Accounting	24	50.0%
	Management	24	50.0%
Years of Service	1-3	39	81.3%
	3.5-5	7	14.6%
	Above 5	2	4.2%



4.1. Analysis of Job Satisfaction of Teachers

For the 4-item subscales, as well as the 36-item total score, scores with a mean item response of 4 or more represents satisfaction, whereas a mean response of 3 or less represents dissatisfaction. Mean scores between 3 and 4 are ambivalence.

4.1.1. Job Satisfaction on basis of Institution

Job Satisfaction of Admas University College Teachers

The overall level of job satisfaction of Admas University College teachers under approach found to be ambivalent with weighted mean score of 3.31. However, it would be appropriate to look at satisfaction of these teachers toward the nine facets of job satisfaction in order to understand which factors are vital sources of satisfaction and dissatisfaction. The weighted mean scores of the 25 respondents from this college reported the following levels of satisfaction with particular facets.

Table 2- Facets Satisfaction of Admas University College Teachers

	Facet	Weighted Mean	Standard Deviation
1	Co-workers	4.57	1.09
2	Supervision	4.06	1.49
3	Nature of Work	3.95	1.53
4	Operating Procedures	3.65	1.39
5	Communication	3.21	1.63
6	Pay	2.71	1.52

7	Promotion	2.53	1.56
8	Fringe Benefits	2.63	1.55
9	Contingent Rewards	2.45	1.51

As can be noted from Table 2, teachers were satisfied with coworkers, and supervision. They were most satisfied with co-workers relation. Pay, promotion, benefits and contingent rewards resulted dissatisfaction, Contingent rewards stood as the most dissatisfaction factor for these teachers.

Job Satisfaction of Royal University College Teachers

Only 7 of 11 permanent teachers of accounting and management department participated in this survey study. The results of these respondents were summarized in Table

Table 3- Facets Satisfaction of Royal University College Teachers

	Facet	Weighted Mean	Standard deviation
1	Nature of Work	4.39	1.19
2	Co-workers	3.86	1.37
3	Operating Procedures	3.64	1.36
4	Supervision	3.61	1.68
5	Communication	3.18	1.64
6	Pay	3.07	1.46
7	Promotion	2.93	1.43
8	Fringe Benefits	2.75	1.65
9	Contingent Rewards	2.68	1.70

Nature of work ranked as the major source of job satisfaction whereas promotion, fringe benefits and contingent rewards were areas of dissatisfaction. Rewards ranked top source of dissatisfaction.

The overall level of job satisfaction of Royal University College teachers was found to be ambivalent with 3.34 weighted mean score.

Job Satisfaction of Saint Mary University College teachers

Supervision, co-workers, nature of work and communication found to be in their order of weighted mean score as the sources of job satisfaction whereas only fringe benefits aspect associated with dissatisfaction. The rest of the aspects reported ambivalent position.

The overall level of job satisfaction of Saint Mary University College teachers was obtained to be ambivalent with weighted mean score of 3.96.



Table 4- Facets Satisfaction of Saint Mary University College Teachers

	Facet	Weighted Mean	Standard deviation
1	Supervision	5.03	1.25
2	Co-workers	4.98	1.13
3	Nature of Work	4.66	1.09
4	Communication	4.34	1.36
5	Promotion	3.45	1.28
6	Operating Procedures	3.42	1.41

7	Pay	3.41	1.37
8	Contingent Rewards	3.38	1.51
9	Fringe Benefits	2.95	1.52

4.1.2. Job Satisfaction on basis of department

Job Satisfaction of Accounting Department teachers

This section explored the level of job satisfaction of accounting department teachers.

Table 5- Facets Satisfaction of Accounting Department Teachers

	Facet	Weighted Mean	Standard deviation
1	Co-workers	4.85	1.15
2	Supervision	4.61	1.25
3	Nature of Work	4.22	1.35
4	Communication	3.68	1.58
5	Operating Procedures	3.65	1.38
6	Promotion	3.21	1.50
7	Pay	3.15	1.51
8	Contingent Rewards	2.92	1.56
9	Fringe Benefits	2.90	1.56

Teachers of accounting department derived their sources of job satisfaction from co-workers, supervision, and nature of work of which co-workers ranked top. Rewards and benefits found to be source of dissatisfaction. Unavailability of adequate benefits is the

most source of dissatisfaction for accounting department teachers.3.69 weighted mean score for the overall facets showed ambivalent position.

Job Satisfaction of Management Department teachers

As the weighted mean of the nine subscales presented below, the teachers reflected job dissatisfaction with rewards, benefits and promotion aspects whereas aspects like co-workers, nature of work, supervision provided them job satisfaction. They were most satisfied with co-workers. Their major source of dissatisfaction was promotion facet.

Table 6- Facets Satisfaction of Management Department Teachers

	Facet	Weighted Mean	Standard deviation
1	Co-workers	4.35	1.21
2	Nature of Work	4.28	1.37
3	Supervision	4.02	1.72
4	Operating Procedures	3.50	1.43
5	Communication	3.49	1.72
6	Pay	3.15	1.56
7	Contingent Rewards	2.67	1.65
8	Fringe Benefits	2.61	1.57
9	Promotion	2.58	1.53



The next sections describe the job satisfaction of teachers on the basis of different factors. The weighted means of the nine facets under the following different basis are given on Appendix C.

4.1.3. Job Satisfaction on basis of Gender

Surprisingly, both females and males reacted in the same manner to almost all different facets of job satisfaction. Both seemed to be satisfied with aspects like supervision, co-workers, and nature of work whereas aspects like promotion, benefits, and rewards contributed negatively to job satisfaction. One noted difference with gender satisfaction was that females were not satisfied with pay compared to males.

It is hard to suggest the overall job satisfaction of teachers based on gender since the weighted mean scores of females and males turned to be the same (i.e. 3.5).

4.1.4. Job Satisfaction on basis of Age

Those teachers found in age group of 20 to 30 years were satisfied with supervision, co-workers and nature of work. But they were dissatisfied with promotion, benefits and rewards. Age group of 31 to 40 years reported satisfaction with supervision and co-workers. To this age group, pay, benefits and rewards formed obstacles to satisfaction.

Surprisingly, age group of 41 to 50 years reported no dissatisfaction with any of the facets. Rather they enjoyed satisfaction with supervision, co-workers, nature of work and communication.

It would be difficult to analyze the above 50 aged teachers' satisfaction as long as the number of subjects in this category only limited to one individual.



4.1.5. Job Satisfaction on basis of Marital Status

Unmarried teachers responded to dissatisfaction with aspects like promotion, benefits and rewards; and to satisfaction with supervision, co-workers and nature of work.

For married teachers, the satisfaction was derived from supervision, co-workers and nature of work whereas dissatisfaction from pay, promotion, benefits and contingent rewards.

Divorced teachers, on the other hand, came up with the same results regarding sources of satisfaction and dissatisfaction with that of Unmarried teachers.

4.1.6. Job Satisfaction on basis of educational qualification

Degree and Masters Degree holder teachers showed the same positive feelings to supervision, co-workers and nature of work. Degree holders tended to be dissatisfied with pay, promotion, benefits and rewards. Masters degree holders found promotion and rewards rather than pay and benefits as source of dissatisfaction.

4.1.7. Job Satisfaction on basis of Years of Service

Aspects such as pay, benefits and rewards were common dissatisfies for those teachers who served their college less than 5 years. In addition, service years group of 1 to 3 years were dissatisfied with promotion whereas 3.5 to 5 years were dissatisfied with communication. Likewise, tenure of above 5 years reported dissatisfaction to promotion and rewards; and satisfaction to supervision and co-workers.

Teachers with less than 5 years experience in their organizations were happy with co-workers and nature of work. Furthermore, teachers who stayed in this profession from 1 to 3 years favored supervision to be their sources of satisfaction.

Chapter Five

Conclusions and Recommendations

5.1. Conclusions

This study has involved in discovering the perception of job satisfaction by teachers of private university colleges in Addis Ababa and tried to identify those factors causing satisfaction and dissatisfaction to the teachers.

The study employed an exploratory and descriptive research design where conclusions were drawn from responses of the participants (i.e. teachers of Admas University College, Royal University College and Saint Mary University College) gathered through highly standardized instrument developed by Paul Spector (via Job Satisfaction Survey). This study clearly identified the factors affecting the job satisfaction of teachers in Addis Ababa. After a thorough analysis of these responses, the researcher came up with the following concluding remarks:

- ❖ The majority of the teachers under study are males, between 20 and 30 years age, unmarried, degree and masters degree holders, and with 1 to 3 years teaching experience.
- ❖ The level of job satisfaction of teachers of Admas University College is ambivalent. However, they are dissatisfied with pay, promotion, fringe benefits and contingent rewards.

- ❖ The overall level of job satisfaction of Royal University College teachers is neither satisfied nor dissatisfied. These teachers are dissatisfied with limited opportunities for promotion, fringe benefits and contingent rewards.
- ❖ Saint Mary University College teachers' level of job satisfaction is undecided. These teachers tend to be dissatisfied only with fringe benefits provided by the college.
- ❖ Teachers working in accounting department have ambivalent level of job satisfaction position and are dissatisfied with rewards and benefits. Management department teachers reported the same level of job satisfaction position with that of accounting department teachers.
- ❖ There is no significant difference with the genders toward the reaction to the facets of job satisfaction. Both females and males are dissatisfied with promotion, fringe benefits and rewards. Moreover, females are dissatisfied with pay.
- ❖ All age group teachers are satisfied with supervision, co-workers and nature of work. But teachers above 50 years of age are dissatisfied with the pay, promotion, benefits and rewards. All in all, teachers with age group of 41 to 50 years are satisfied with their job.
- ❖ Unmarried, married and divorced teachers are all satisfied with supervision, co-workers and nature of work. All are dissatisfied with pay, promotion, fringe benefits and contingent rewards.
- ❖ Majority of Degree and Masters degree holder teachers are dissatisfied with aspects such as pay, promotion, fringe benefits and contingent rewards. Degree

holders are more dissatisfied with pay and fringe benefits than Master degree holders.

- ❖ The survey showed that majority academicians who stayed in their organization for five and less years are dissatisfied with pay, benefits, promotion and contingent rewards. However, teachers with tenure of more than five years are dissatisfied with promotion and contingent rewards only.
- ❖ The overall job satisfaction of teachers working in private university colleges shows that the teachers are undecided about their satisfaction with their jobs. Looking at satisfaction to facets of job satisfaction, teachers of private university colleges are dissatisfied with fringe benefits, pay, promotion and contingent rewards.
- ❖ Factors related to job satisfaction are Co-workers, supervision, nature of work, operating procedures and communication. From these factors the most important source of job satisfaction for private college teachers are co-workers, nature of work and supervision.

5.2. Recommendations

In view of the findings of this study, several recommendations are proposed.

- ❖ As some researchers have noted (Koslowsky, 1991; Wong, 1989), low job satisfaction is a directly observable "symptom" in predicting the intention to leave that in turn leads to actual turnover. It is only after the areas of dissatisfaction are identified that the root causes can be investigated and corrected in time. It is recommended, therefore, that continuous research be conducted on private college teachers to establish a data bank of updated and longitudinal information for those concerned with this problem.
- ❖ Promotion is a phase of career that makes the organization lively, retain creativity of the employees and motivate the employees to better performance. More opportunities for promotion should be provided to teachers by refining the career ladder. The university colleges should reward loyalty and performance with advancement. The colleges should allow their academicians to promote to highest academic ranks upon fulfillment of the prerequisites set by the colleges. And the process of promotion should not be lengthy. Teachers will be more satisfied if they perceive a better chance for promotion and have more frequent promotions.
- ❖ If teachers believe they are not compensated well, they will be unhappy working for the organization with full devotion. The colleges, therefore, are advised to make sure that they are offering their staffs with comparable salaries, fringe benefits, and rewards to their teachers.

❖ It is observed that the job dissatisfaction of teachers is largely related to pay, fringe benefits, promotion and contingent rewards. This may be due to teachers' attitudes with regards to their workload and responsibilities resulting in feelings of unfairness. If the college administrators remain indifferent to these facets of job satisfaction and do nothing, these will probably continue to be the main source of job dissatisfaction among private college teachers. If the instructors are unhappy and dissatisfied with their jobs what would be the future of the colleges. So, the college administrators need to be concerned about their teachers' condition. They have to take the best steps to make their teachers satisfied with their job.



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Appendix A
Questionnaire



Addis Ababa University
Faculty of Business and Economics
MBA-program

Teachers' Job Satisfaction Survey

This survey is being conducted by MBA student for pure academic purpose and is intended to obtain data from teachers on their level of job satisfaction with their organization. By completing a job satisfaction questionnaire, you'll be able to identify those aspects of your current job that are rewarding as well as those that contribute to dissatisfaction. The results will help you to clarify the aspects of a job that most directly contribute to your career satisfaction. Your cooperation is greatly appreciated. All responses will be strictly confidential. Please do not write your name on the questionnaire to ensure the confidentiality of your responses.

PART I: General Information

Gender: Female Male

Age: _____

Marital Status: Single Married Divorced

Qualification: Degree Masters Other _____

Field of Study: _____

Current institution of your permanent employment: _____

You are member of:

Accounting Department

Management Department

Other _____

Number of years you have worked in this institution: _____

PART II: JOB SATISFACTION SURVEY developed by Paul Spector

PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by needlessly time-consuming procedures or formalities.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6

	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6
23	There are few rewards for those who work here.	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

Appendix B

Coding of the questions

	Questions	Code
1	I feel I am being paid a fair amount for the work I do.	J1
2	There is really too little chance for promotion on my job.	J2
3	My supervisor is quite competent in doing his/her job.	J3
4	I am not satisfied with the benefits I receive.	J4
5	When I do a good job, I receive the recognition for it that I should receive.	J5
6	Many of our rules and procedures make doing a good job difficult.	J6
7	I like the people I work with.	J7
8	I sometimes feel my job is meaningless.	J8
9	Communications seem good within this organization.	J9
10	Raises are too few and far between.	J10
11	Those who do well on the job stand a fair chance of being promoted.	J11
12	My supervisor is unfair to me.	J12
13	The benefits we receive are as good as most other organizations offer.	J13

14	I do not feel that the work I do is appreciated.	J14
15	My efforts to do a good job are seldom blocked by needlessly time-consuming procedures or formalities.	J15
16	I find I have to work harder at my job because of the incompetence of people I work with.	J16
17	I like doing the things I do at work.	J17
18	The goals of this organization are not clear to me.	J18
19	I feel unappreciated by the organization when I think about what they pay me.	J19
20	People get ahead as fast here as they do in other places.	J20
21	My supervisor shows too little interest in the feelings of subordinates.	J21
22	The benefit package we have is equitable.	J22
23	There are few rewards for those who work here.	J23
24	I have too much to do at work.	J24
25	I enjoy my coworkers.	J25
26	I often feel that I do not know what is going on with the organization.	J26
27	I feel a sense of pride in doing my job.	J27
28	I feel satisfied with my chances for salary increases.	J28
29	There are benefits we do not have which we	J29



	should have.	
30	I like my supervisor.	J30
31	I have too much paperwork.	J31
32	I don't feel my efforts are rewarded the way they should be.	J32
33	I am satisfied with my chances for promotion.	J33
34	There is too much bickering and fighting at work.	J34
35	My job is enjoyable.	J35
36	Work assignments are not fully explained.	J36



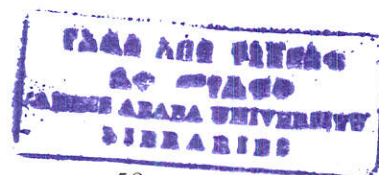
Appendix C
Job Satisfaction Levels

Coded Questions	Gender		Age Group				Marital Status			Educational Qualification			Field of Study			
	Female	Male	20-30	31-40	41-50	Above 50	Divorced	Married	Single	Degree	Masters	PhD	Accounting and Finance	Business Administration	Masters of Business Administration	Management
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
J1	3.75	3.16	3.17	3.11	4.50	3.00	1.50	3.24	3.31	2.95	3.42	3.00	3.86	3.00	2.81	2.50
J2	1.50	3.02	2.97	2.89	2.50	1.00	3.00	2.88	2.90	3.05	2.85	1.00	3.19	1.00	3.00	2.30
J3	5.50	3.98	4.08	4.22	5.50	1.00	5.00	4.35	3.90	3.81	4.46	1.00	4.57	1.00	3.94	3.70
J4	2.00	2.82	2.58	3.44	3.00	2.00	3.00	2.71	2.76	2.38	3.08	2.00	3.00	2.00	2.88	2.10
J5	2.50	2.66	2.72	2.11	4.50	1.00	1.50	2.76	2.66	2.48	2.85	1.00	2.86	1.00	2.31	2.90
J6	3.00	3.55	3.47	3.67	3.50	3.00	3.50	3.65	3.41	3.48	3.54	3.00	4.00	3.00	3.25	2.90
J7	5.75	5.07	5.17	4.89	5.50	5.00	5.00	5.06	5.17	4.86	5.35	5.00	5.33	5.00	5.13	4.70
J8	3.25	4.05	3.97	3.56	5.00	6.00	3.00	3.82	4.14	3.90	3.96	6.00	4.33	6.00	3.50	3.80
J9	4.00	3.73	3.78	3.56	5.00	2.00	3.50	4.41	3.38	3.57	3.96	2.00	4.00	2.00	3.56	3.70
J10	3.00	2.80	3.00	2.56	1.50	1.00	3.00	2.82	2.79	3.00	2.73	1.00	3.33	1.00	2.25	2.80
J11	2.25	2.84	2.81	2.89	3.00	1.00	1.50	2.76	2.90	2.76	2.88	1.00	3.33	1.00	2.19	2.80
J12	4.00	4.82	4.64	5.11	6.00	3.00	5.50	4.12	5.07	4.71	4.85	3.00	5.19	3.00	4.63	4.20
J13	2.25	2.98	2.72	2.89	5.50	5.00	1.50	2.71	3.14	2.38	3.27	5.00	3.00	5.00	3.13	2.20
J14	4.25	2.91	3.11	2.78	3.00	2.00	5.00	3.12	2.83	3.05	3.04	2.00	3.43	2.00	2.63	2.90
J15	2.75	3.45	3.47	3.11	2.50	5.00	4.00	3.47	3.31	3.43	3.31	5.00	2.90	5.00	3.56	4.00
J16	5.50	4.05	4.25	3.78	5.00	3.00	3.00	4.41	4.10	3.62	4.65	3.00	4.10	3.00	4.63	3.70
J17	4.25	4.39	4.53	3.56	4.50	6.00	4.50	4.29	4.41	4.48	4.23	6.00	4.10	6.00	4.25	5.00
J18	3.25	4.02	3.97	3.89	5.50	1.00	4.50	3.82	4.00	3.76	4.23	1.00	4.00	1.00	4.13	3.90

J19	3.00	3.18	3.08	3.11	4.00	5.00	4.50	2.71	3.34	2.76	3.42	5.00	3.10	5.00	3.13	3.20
J20	3.25	3.34	3.19	3.89	4.00	2.00	3.00	3.41	3.31	3.38	3.35	2.00	3.76	2.00	3.13	2.90
J21	4.75	3.93	4.03	4.00	5.00	1.00	5.00	3.88	4.00	3.62	4.42	1.00	4.24	1.00	4.06	3.70
J22	2.00	2.93	2.89	2.33	4.00	4.00	4.00	2.76	2.83	2.62	3.00	4.00	2.95	4.00	2.81	2.60
J23	3.00	2.89	2.75	3.67	2.50	2.00	3.00	3.12	2.76	3.14	2.73	2.00	3.29	2.00	2.69	2.50
J24	4.00	4.18	4.14	4.00	5.50	4.00	2.00	4.59	4.07	4.43	3.96	4.00	4.19	4.00	4.50	3.60
J25	5.25	4.80	4.83	4.78	5.50	4.00	5.00	4.94	4.76	4.62	5.04	4.00	4.81	4.00	4.88	4.90
J26	4.00	3.02	3.28	2.67	2.50	2.00	2.50	2.88	3.28	3.14	3.12	2.00	3.52	2.00	2.44	3.40
J27	4.50	4.34	4.33	4.22	4.50	6.00	4.50	4.18	4.45	4.52	4.15	6.00	4.43	6.00	4.06	4.50
J28	1.75	2.89	2.97	2.11	3.50	1.00	5.00	2.06	3.07	2.81	2.85	1.00	2.81	1.00	2.56	3.30
J29	2.00	2.55	2.47	2.67	2.50	2.00	2.50	2.06	2.76	2.29	2.69	2.00	2.95	2.00	2.31	1.90
J30	5.25	4.34	4.39	4.33	5.50	4.00	4.50	4.24	4.52	4.33	4.50	4.00	4.52	4.00	4.19	4.60
J31	3.00	3.25	3.14	3.56	2.00	6.00	2.50	3.29	3.24	3.14	3.19	6.00	3.48	6.00	2.81	3.10
J32	2.00	2.66	2.69	2.11	3.50	2.00	2.00	2.71	2.59	2.48	2.73	2.00	2.71	2.00	2.38	2.80
J33	1.75	2.64	2.39	2.89	3.00	5.00	1.50	2.76	2.52	2.52	2.50	5.00	2.81	5.00	2.13	2.50
J34	5.75	4.16	4.31	4.56	4.00	2.00	4.50	4.24	4.31	3.95	4.65	2.00	4.67	2.00	4.25	3.80
J35	4.50	4.27	4.28	4.22	4.00	6.00	4.00	4.29	4.31	4.48	4.08	6.00	4.00	6.00	4.13	5.00
J36	3.50	3.52	3.33	4.00	5.50	2.00	5.50	3.47	3.41	3.43	3.65	2.00	3.48	2.00	3.38	4.00

Coded Questions	Employment Institution			Department		Service Year Groups		
	Admas University College	Saint Mary University College	Royal University College	Accounting	Management	1-3	3.5-5	Above 5
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
J1	3.00	3.25	3.86	3.54	2.88	3.15	3.43	3.50
J2	2.80	2.69	3.71	3.33	2.46	3.05	2.00	3.00
J3	3.76	5.13	3.00	4.42	3.79	4.15	4.00	3.50
J4	2.80	2.75	2.57	2.79	2.71	2.64	2.71	5.00
J5	1.92	3.63	3.00	2.79	2.50	2.79	2.14	1.50
J6	3.24	3.88	3.57	3.83	3.17	3.51	3.29	4.00
J7	5.08	5.63	4.14	5.42	4.83	5.15	5.14	4.50
J8	3.56	4.56	4.14	4.38	3.58	3.92	4.71	2.50
J9	3.40	4.75	2.71	3.79	3.71	3.85	3.29	3.50
J10	2.48	3.25	3.00	3.13	2.50	2.87	2.43	3.00
J11	2.28	3.94	2.00	3.17	2.42	2.77	3.14	2.00
J12	4.64	5.13	4.29	5.21	4.29	4.77	4.57	5.00
J13	2.72	2.88	3.71	3.04	2.79	2.90	3.14	2.50
J14	2.72	3.75	2.43	3.21	2.83	3.03	2.86	3.50
J15	3.48	3.56	2.71	3.04	3.75	3.41	3.29	3.50
J16	4.28	4.19	3.71	4.33	4.00	4.18	4.00	4.50
J17	4.08	4.69	4.71	4.13	4.63	4.44	4.71	2.00

J18	3.76	4.69	3.00	4.08	3.83	4.10	2.71	5.50
J19	2.96	3.69	2.71	3.08	3.25	3.00	3.57	5.00
J20	3.00	3.75	3.57	3.71	2.96	3.23	4.29	2.00
J21	3.76	4.63	3.43	4.25	3.75	4.10	3.43	4.00
J22	2.56	3.38	2.71	3.00	2.71	2.97	2.43	2.00
J23	2.76	3.06	3.00	3.13	2.67	2.92	2.57	3.50
J24	4.64	3.31	4.43	4.38	3.96	4.23	4.29	2.50
J25	4.64	5.31	4.43	4.92	4.75	4.90	4.43	5.00
J26	2.52	4.06	3.00	3.46	2.75	3.31	2.43	1.50
J27	4.32	4.63	3.86	4.38	4.33	4.36	4.43	4.00
J28	2.40	3.44	2.71	2.83	2.75	2.90	2.43	2.00
J29	2.44	2.81	2.00	2.75	2.25	2.36	3.29	2.50
J30	4.08	5.25	3.71	4.58	4.25	4.54	3.86	4.00
J31	3.24	2.94	3.86	3.33	3.13	3.05	4.00	4.00
J32	2.40	3.06	2.29	2.54	2.67	2.51	3.14	2.50
J33	2.04	3.44	2.43	2.63	2.50	2.46	2.86	3.50
J34	4.28	4.81	3.14	4.75	3.83	4.31	3.71	6.00
J35	3.84	4.75	4.86	4.00	4.58	4.44	3.71	3.50
J36	3.16	3.88	4.00	3.38	3.67	3.51	3.14	5.00



S.No.	Facets	Questions related to Facets	Gender		Age Group				Marital Status			Educational Qualification		
			Female	Male	20-30	31-40	41-50	Above 50	Divorced	Married	Single	Degree	Masters	PhD
			Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
1	Pay	J1	3.75	3.16	3.17	3.11	4.50	3.00	1.50	3.24	3.31	2.95	3.42	3.00
		J10	3.00	2.80	3.00	2.56	1.50	1.00	3.00	2.82	2.79	3.00	2.73	1.00
		J19	3.00	3.18	3.08	3.11	4.00	5.00	4.50	2.71	3.34	2.76	3.42	5.00
		J28	1.75	2.89	2.97	2.11	3.50	1.00	5.00	2.06	3.07	2.81	2.85	1.00
		Weighted Mean	2.88	3.01	3.06	2.72	3.38	2.50	3.50	2.71	3.13	2.88	3.11	2.50
2	Promotion	J2	1.50	3.02	2.97	2.89	2.50	1.00	3.00	2.88	2.90	3.05	2.85	1.00
		J11	2.25	2.84	2.81	2.89	3.00	1.00	1.50	2.76	2.90	2.76	2.88	1.00
		J20	3.25	3.34	3.19	3.89	4.00	2.00	3.00	3.41	3.31	3.38	3.35	2.00
		J33	1.75	2.64	2.39	2.89	3.00	5.00	1.50	2.76	2.52	2.52	2.50	5.00
		Weighted Mean	2.19	2.96	2.84	3.14	3.13	2.25	2.25	2.96	2.91	2.93	2.89	2.25
3	Supervision	J3	5.50	3.98	4.08	4.22	5.50	1.00	5.00	4.35	3.90	3.81	4.46	1.00
		J12	4.00	4.82	4.64	5.11	6.00	3.00	5.50	4.12	5.07	4.71	4.85	3.00
		J21	4.75	3.93	4.03	4.00	5.00	1.00	5.00	3.88	4.00	3.62	4.42	1.00
		J30	5.25	4.34	4.39	4.33	5.50	4.00	4.50	4.24	4.52	4.33	4.50	4.00
		Weighted Mean	4.88	4.27	4.28	4.42	5.50	2.25	5.00	4.15	4.37	4.12	4.56	2.25

4	Fringe Benefits	J4	2.00	2.82	2.58	3.44	3.00	2.00	3.00	2.71	2.76	2.38	3.08	2.00
		J13	2.25	2.98	2.72	2.89	5.50	5.00	1.50	2.71	3.14	2.38	3.27	5.00
		J22	2.00	2.93	2.89	2.33	4.00	4.00	4.00	2.76	2.83	2.62	3.00	4.00
		J29	2.00	2.55	2.47	2.67	2.50	2.00	2.50	2.06	2.76	2.29	2.69	2.00
		Weighted Mean	2.06	2.82	2.67	2.83	3.75	3.25	2.75	2.56	2.87	2.42	3.01	3.25
5	Contingent Rewards	J5	2.50	2.66	2.72	2.11	4.50	1.00	1.50	2.76	2.66	2.48	2.85	1.00
		J14	4.25	2.91	3.11	2.78	3.00	2.00	5.00	3.12	2.83	3.05	3.04	2.00
		J23	3.00	2.89	2.75	3.67	2.50	2.00	3.00	3.12	2.76	3.14	2.73	2.00
		J32	2.00	2.66	2.69	2.11	3.50	2.00	2.00	2.71	2.59	2.48	2.73	2.00
		Weighted Mean	2.94	2.78	2.82	2.67	3.38	1.75	2.88	2.93	2.71	2.79	2.84	1.75
6	Operating Procedures	J6	3.00	3.55	3.47	3.67	3.50	3.00	3.50	3.65	3.41	3.48	3.54	3.00
		J15	2.75	3.45	3.47	3.11	2.50	5.00	4.00	3.47	3.31	3.43	3.31	5.00
		J24	4.00	4.18	4.14	4.00	5.50	4.00	2.00	4.59	4.07	4.43	3.96	4.00
		J31	3.00	3.25	3.14	3.56	2.00	6.00	2.50	3.29	3.24	3.14	3.19	6.00
		Weighted Mean	3.19	3.61	3.56	3.58	3.38	4.50	3.00	3.75	3.51	3.62	3.50	4.50

7	Coworkers	J7	5.75	5.07	5.17	4.89	5.50	5.00	5.00	5.06	5.17	4.86	5.35	5.00
		J16	5.50	4.05	4.25	3.78	5.00	3.00	3.00	4.41	4.10	3.62	4.65	3.00
		J25	5.25	4.80	4.83	4.78	5.50	4.00	5.00	4.94	4.76	4.62	5.04	4.00
		J34	5.75	4.16	4.31	4.56	4.00	2.00	4.50	4.24	4.31	3.95	4.65	2.00
		Weighted Mean	5.56	4.52	4.64	4.50	5.00	3.50	4.38	4.66	4.59	4.26	4.92	3.50
8	Nature of work	J8	3.25	4.05	3.97	3.56	5.00	6.00	3.00	3.82	4.14	3.90	3.96	6.00
		J17	4.25	4.39	4.53	3.56	4.50	6.00	4.50	4.29	4.41	4.48	4.23	6.00
		J27	4.50	4.34	4.33	4.22	4.50	6.00	4.50	4.18	4.45	4.52	4.15	6.00
		J35	4.50	4.27	4.28	4.22	4.00	6.00	4.00	4.29	4.31	4.48	4.08	6.00
		Weighted Mean	4.13	4.26	4.28	3.89	4.50	6.00	4.00	4.15	4.33	4.35	4.11	6.00
9	Communication	J9	4.00	3.73	3.78	3.56	5.00	2.00	3.50	4.41	3.38	3.57	3.96	2.00
		J18	3.25	4.02	3.97	3.89	5.50	1.00	4.50	3.82	4.00	3.76	4.23	1.00
		J26	4.00	3.02	3.28	2.67	2.50	2.00	2.50	2.88	3.28	3.14	3.12	2.00
		J36	3.50	3.52	3.33	4.00	5.50	2.00	5.50	3.47	3.41	3.43	3.65	2.00
		Weighted Mean	3.69	3.57	3.59	3.53	4.63	1.75	4.00	3.65	3.52	3.48	3.74	1.75

S.No.	Facets	Questions related to Facets	Field of Study			
			Accounting and Finance	Business Administration	Masters of Business Administration	Management
			Mean	Mean	Mean	Mean
1	Pay	J1	3.86	3.00	2.81	2.50
		J10	3.33	1.00	2.25	2.80
		J19	3.10	5.00	3.13	3.20
		J28	2.81	1.00	2.56	3.30
		Weighted Mean	3.27	2.50	2.69	2.95
2	Promotion	J2	3.19	1.00	3.00	2.30
		J11	3.33	1.00	2.19	2.80
		J20	3.76	2.00	3.13	2.90
		J33	2.81	5.00	2.13	2.50
		Weighted Mean	3.27	2.25	2.61	2.63
3	Supervision	J3	4.57	1.00	3.94	3.70
		J12	5.19	3.00	4.63	4.20
		J21	4.24	1.00	4.06	3.70
		J30	4.52	4.00	4.19	4.60
		Weighted Mean	4.63	2.25	4.20	4.05

4	Fringe Benefits	J4	3.00	2.00	2.88	2.10
		J13	3.00	5.00	3.13	2.20
		J22	2.95	4.00	2.81	2.60
		J29	2.95	2.00	2.31	1.90
		Weighted Mean	2.98	3.25	2.78	2.20
5	Contingent Rewards	J5	2.86	1.00	2.31	2.90
		J14	3.43	2.00	2.63	2.90
		J23	3.29	2.00	2.69	2.50
		J32	2.71	2.00	2.38	2.80
		Weighted Mean	3.07	1.75	2.50	2.78
6	Operating Procedures	J6	4.00	3.00	3.25	2.90
		J15	2.90	5.00	3.56	4.00
		J24	4.19	4.00	4.50	3.60
		J31	3.48	6.00	2.81	3.10
		Weighted Mean	3.64	4.50	3.53	3.40

7	Coworkers	J7	5.33	5.00	5.13	4.70
		J16	4.10	3.00	4.63	3.70
		J25	4.81	4.00	4.88	4.90
		J34	4.67	2.00	4.25	3.80
		Weighted Mean	4.73	3.50	4.72	4.28
8	Nature of work	J8	4.33	6.00	3.50	3.80
		J17	4.10	6.00	4.25	5.00
		J27	4.43	6.00	4.06	4.50
		J35	4.00	6.00	4.13	5.00
		Weighted Mean	4.21	6.00	3.98	4.58
9	Communication	J9	4.00	2.00	3.56	3.70
		J18	4.00	1.00	4.13	3.90
		J26	3.52	2.00	2.44	3.40
		J36	3.48	2.00	3.38	4.00
		Weighted Mean	3.75	1.75	3.38	3.75