



**FACTORS INFLUENCING JOB SATISFACTION OF THE  
COMBINED ARMS ACADEMY INSTRUCTORS**

**BY**

**ABEBE WAKESHUMA**

**JUNE, 2016**

**ADDIS ABABA**

**FACTORS INFLUENCING JOB SATISFACTION OF THE  
COMBINED ARMS ACADEMY INSTRUCTOES**

**A Thesis Presented to the School of Graduate  
Studies Addis Ababa University**

In Partial Fulfillment for the Degree of Master in  
Educational Leadership and Management

**By  
Abebe Wakeshuma**

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRAGUATE STUDIES**

This is to certify that the thesis on “Factors influencing Job Satisfaction of the Combined Arms Academy Instructors ” is prepared and submitted by Abebe Wakeshuma in partial fulfillment of the requirements for the degree of Master of Arts in Educational planning and Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

**Signed by the Examining Committee:**

Internal Examiner Hussein Kediri (PhD) Signature \_\_\_\_\_ Date \_\_\_\_\_

External Examiner Temesgen Faraja (PhD) Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor Ato Ayalew Shibeshi (Associate Professor) Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Chairman of Department or Graduate program Coordinator**

## Declaration

I, the undersigned, declare that this thesis entitled Result Factors Influencing Job Satisfaction of the Combined Arms Academy Instructors is my original work, has not been presented for a degree in any other university and that all source of materials used for the thesis have been duly acknowledged.

Name: Abebe Wakeshuma Teresa

Signature \_\_\_\_\_

Date \_\_\_\_\_

June 2016

Addis Ababa

## **Acknowledgements**

Before all, I thank Defense and Staff College Commands for giving me chance to learn at Addis Ababa University free from work by covering work burden. My special thanks and heartfelt appreciation goes to my advisor Associate professor Ayalew Shibeshi for his diligent support and patience thorough out the study without any problem. I would like to extend my gratitude to my friends Captain Gashew Dessi , Captain Tsehay Abrha and Major Getachew Eshetu for their encouragement, constructive comment and suggestion. Indeed without their unreserved dedication and support, the development and completion of this study would have been impossible. Many thanks to Addis Ababa university Department of Educational Planning and Management instructors for their continuous support through my thesis work. I also thank Combined Arms Academy Commands, instructors and staff for their help me during data gathering. I am also thanks to Defense Staff College photo Copy members for their supporting me from beginning to last completion of my thesis. I am also very much obliged to express my special thank and indebtedness to my wife w/ro Bekelech Girma, and for my Children's Eleni Abebe , Wandmageyn Abebe and Bemenet Abebe for supporting me in various ways towards the completion of my study.





| Contents  | page     |
|---|----------|
| Acknowledgements.....                                   | v        |
| List of tables.....                                     | xi       |
| List of Acronyms and Abbreviations.....                 | xii      |
| <i>ABSTRACT</i> .....                                   | xii      |
| <b>CHAPTER ONE.....</b>                                 | <b>1</b> |
| <b>THE PROBLEM AND ITS APPROACH.....</b>                | <b>1</b> |
| INTRODUCTION.....                                       | 1        |
| 1.1. Background of the Study .....                      | 1        |
| 1.2. Statement of the Problem .....                     | 3        |
| 1.3. Objective of the Study .....                       | 5        |
| 1.4. Significance of the Study .....                    | 6        |
| 1.5. Delimitation of the Study .....                    | 6        |
| 1.6. Limitation of the Study.....                       | 7        |
| 1.7. Definition of Key Terms .....                      | 7        |
| 1.8. Organization of the Study.....                     | 8        |
| <b>CHAPTER TWO.....</b>                                 | <b>9</b> |
| <b>REVIEW OF RELATED LITERATURE.....</b>                | <b>9</b> |
| 2.1. Definition of Job Satisfaction .....               | 9        |
| 2.2. Job Satisfaction and Motivation .....              | 11       |
| 2.3. Job Satisfaction Theories.....                     | 12       |
| 2.4. Two-Factor Theory (Motivator-Hygiene Theory) ..... | 14       |
| 2.5. Models of job Satisfaction.....                    | 14       |
| 2.5.1. Affect Theory .....                              | 14       |
| 2.5.2. Dispositional Theory .....                       | 15       |

|  |           |
|--|-----------|
| 2.6. Job Characteristics Model .....                                     | 16        |
| 2.7. Relationship between Job Satisfaction and Different Variables ..... | 17        |
| 2.7.1. Recognition and Job Satisfaction .....                            | 17        |
| 2.7.2. Work condition and job satisfaction.....                          | 18        |
| 2.7.3. Promotion and job satisfaction .....                              | 19        |
| 2.7.4. Supervision and Job satisfaction .....                            | 19        |
| 2.7.5. Work Itself.....  | 20        |
| 2.8. Environmental Factors Which Influence Job Satisfaction .....        | 21        |
| 2.8.1. Communication Overload and Under Load.....                        | 21        |
| 2.8.2. Superior-subordinate communication.....                           | 22        |
| 2.8.3. Strategic employee recognition .....                              | 23        |
| 2.8.4. Individual factors .....  | 24        |
| 2.8.5. Relationships and Practical Implications .....                    | 26        |
| <b>CAPTER THREE.....</b>   | <b>29</b> |
| <b>RESEARCH DESIGN AND METHODOLOGY.....</b>                              | <b>29</b> |
| 3.1. The Research Design.....  | 29        |
| 3.2. Source of Data .....  | 29        |
| 3.2.1. Target Population .....   | 30        |
| 3.2.3. Instrument of data collection Tools.....                          | 31        |
| 3.3. Procedures of Data Collection.....                                  | 32        |
| 3.4. Methods of Data Analysis .....                                      | 33        |
| 3.5. Ethical Consideration in the Research Work.....                     | 33        |
| <b>CHAPTER FOUR.....</b>   | <b>34</b> |
| <b>DATA ANALYSIS PRESENTATION AND INTERPRETATION.....</b>                | <b>34</b> |
| <b>Introduction.....</b>   | <b>34</b> |

|  |           |
|--|-----------|
| 4.1. Characteristics of the Respondents.....   | 34        |
| 4.2 Influence of Students performance and relationship on the instructors satisfaction ..... | 36        |
| 4.3. Influences of Recognition on Job Satisfaction of instructors .....                      | 39        |
| 4.4. Influence of Working Conditions /Environment/on Job Satisfaction Instructors .....      | 41        |
| 4.5. The Influence of Promotion on Job Satisfaction Instructors .....                        | 44        |
| 4.6. Influence of Observation Practice on Job Satisfaction of Instructors .....              | 45        |
| <b>CAPTER FIVE.....</b>  | <b>50</b> |
| <b>SUMMARY, CONCLUSION AND RECOMMENATION.....</b>  | <b>50</b> |
| 5.1. Summary of Major Findings .....   | 50        |
| 5.2. Conclusion.....   | 52        |
| 5.3. Recommendations.....  | 54        |
| <b>REFERENCES.....</b>   | <b>55</b> |
| Appendixes .....   |           |

## **List of tables**

|  |    |
|--|----|
| Table. 1 Participant distributions.....  | 34 |
| Table .2 Background information of respondent.....                                 | 40 |
| Table. 3 Influence of students performance on job satisfaction of instructors..... | 43 |
| Table . 4 The extent of recognition on his/her work.....                           | 47 |
| Table. 5 Working condition on job satisfaction.....                                | 50 |
| Table .6 Influence of promotion on job satisfaction of instructors.....            | 53 |
| Table. 7 Observation practice on job satisfaction.....                             | 55 |
| Table . 8 Activity taken to improve job satisfaction.....                          | 57 |

## **List of Acronyms and Abbreviations**

|       |   |
|-------|---|
| BIAJS | Brief index of affective job satisfaction |
| CAA   | Combined Army Academy                     |
| CEO   | Chief Executive Officer                   |
| ETMD  | Education and Training Main Department    |
| FDRE  | Federal Democratic Republic of Ethiopia   |
| MoND  | Ministry of National Defense              |
| JDI   | Job Description Index                     |
| JSS   | Job Satisfaction Survey                   |
| MSQ   | Minnesota Satisfaction Questionnaire      |
| MPS   | Motivational Potential Score              |
| WWI   | World War I                               |
| WWII  | World War II                              |

## **ABSTRACT**

*The purpose of this study was to investigate factors influencing job satisfaction of the Combined Arms Academy Instructors in the Ministry of National Defense/Education and Training Main Department at the Combined Arms Academy. To this end, basic questions addressing the issues related to the factors influencing job satisfaction of instructors, implementation process the impacts on productivities on teaching and learning process. The study employed descriptive survey method. The research methods used in the study were quantitative and qualitative approach. Target of population were all instructors in the CAA, department heads and academy commands were included in the study. The data was collected and administered by means of a structured questionnaire based on the Minnesota Job Satisfaction Questionnaire (MSQ). The questionnaire used for the study contained six parts, which were of the Likert-scale type. Results from the study were analyzed using frequencies and percentages. The finding of the study indicated that most of the instructors were disagreed with work environment, students' interest towards learning and assignments, observation practice, feedback and with library .The study recommended that developing the capacity of students especially language and using of technology, salary paid did not meet with their performance which should need improve for future, the facilities of library need more focus to make valuable in teaching process. The study however revealed that instructors disagreed with aspects like their salary, position, library, teaching materials, observation practice and performance of students in the learning.*

# **CHAPTER ONE**

## **THE PROBLEM AND ITS APPROACH**

### **INTRODUCTION**

This chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

#### **1.1. Background of the Study**

Job satisfaction plays a great role to produce knowledgeable, skilled and competent students in educational sectors. Education and training is a basic pre-requisite for social, economic and political development of any society. Education is furthermore, a corner stone for development (World Bank 1998). The purpose of construction Education and Training Center, colleges and Academic institutions for the army to provide them to achieve basic knowledge and skills which could enable them to be flexible, creative, and adaptable to fast environmental changes and technological development; help them to the maximum use of arms and better communicate with other concerned bodies. Furthermore, it enables them to carry out their day to day activities efficiently and effectively (MoND, 2002). It is worth mentioning that there is no consensus about recent job satisfaction trends. From academic research, there are interesting claims and counterclaims about job satisfaction trends in the past decade. There is at least some evidence to suggest that there has been a decline in levels of reported job satisfaction among teachers, for example in the University of Uganda, Kenya and South Africa (Journal of Teachers Association, 2013). The establishment of FDRE Defense Force proclamation number 27/1996 article 6 number 2 affirmed that “Any membership of the defense force who is in active duty shall be trained to develop his/her skill and knowledge in accordance with the individual competences and organizational interest” (Federal Negarit Gazeta: 146).

In Ethiopia, institutionalized military training centers had been established with the view of promoting professional trainings in different military fields. This implies that a lot of efforts had been made by the government in general and the Ministry of National Defense (MoND) in particular. The ministry of national defense established strategy to organized small units and well equipped, trained and competence with the current global situation. To this effect, MoND established many higher training and education centers, and which M/G Hayelom Areaya, Combined Arms Academy, Command and Staff College, Joint Military Staff College were some of the institutions which delivered training at first degree and second degree level under the Education and Training Main Department. All are aimed at producing competent military officers in their respective program.

MoND established these military higher training institutions within a decade. The rapid transformation process of those institutions brought the above training institutions which aim at producing qualified military personnel who can serve in different military fields. The establishment of University, College and Training Center is not enough to achieve the objectives of National Defense Force. Beside these, building and developing satisfied instructors is critical issue for MoND institution. Nowadays the military strength of the country had been become dependent more on technological superiority and efficiency of its professionals than the number of military personnel. That means instead of keeping large army, limited well-trained and well-equipped professional army has become the demand of the day. To this end, defense force has been established deferent colleges and academy under Education and Training Main Department which plays a key role in strengthening the capacity of the Ethiopian defense force by producing competent and committed personnel's. From these Colleges the Combined Arms Academy was the one which plays great role to produce skilled and competent tactical level officers. Tactical level means officer whom assigned to Battalion, Regiment and Brigade. The combined Arms Academy is 220km from Addis Ababa on the right side of the main road from Addis Ababa-Harare Djibouti junction. It was established as an academy at the beginning of 2006 in Afar region around awash Sebat kilo .This area was traditionally known by name Brigade. The Combined Army Academy has its own Structure, Vision and Mission.

The structure of combined arm academy are five departments and one training support staff. These are artillery department, armor and motorized department, anti air craft, leadership department and foundation course department. The vision of the colleges is to be center of excellence for the creation and development of the lower military officers trained in military science and skills of leadership. The missions of the college is to educate and train army officers with professional mission oriented democratic thinking and behaving leaders of character capable of discharging the responsibility of tactical level. In general at that time the Academy was manned with 184 (one hundred eighty four) workers among whom 56 workers are Civilians the rest are military personnel. The main aim of establishing the college is to be the lower level leadership development center of Ethiopian ground force. Since it has been established it receives from ground force tactical officers who completed preparatory or have diploma and above and the college has graduated seven batches ( 329) in BA degree up to now. The college has also given training for neighbor of African friendly countries (South Sudan , Somali Land and Burundi) . In addition to this, the college is discharging the responsibility to train line and higher officers in crash programs and graduated six batches ( 412). Most of Combined Arms Academy Instructors are higher officers and some are line officers with five and ten years experiences in teaching in the academy and their qualifications are bachelor degree and above . Additionally most of the Combined Arms Academy instructors has serviced in the army more than fifteen years, trained on military issue in the country and foreign, participated on peace keeping in deferent African countries, as result have ability to planning, organizing, directing the Armies during peace and war time. Therefore, the researcher would focus on investigating factors influencing job satisfaction of instructors EFDR defense Education Main Department in case of Combined Arm Academy.

## **1.2.Statement of the Problem**

Now day's job satisfaction of employee is hot issue everywhere in Ethiopia. Job satisfaction in turn can be affected by different factors. According to Jossanov-Vrgovic and Pavlovic (2014), factors that affect job satisfaction include the nature of work, working conditions, personality and teacher behavior, demographic factors, interaction with students, teacher autonomy, culture and climate of school and others.

In addition to these pay, promotion, supervision, fringe benefits, contingent rewards, coworker and communication can mentioned (Lamond and Spector, 1999). Job satisfaction is very important because satisfied employees perform better since they are likely to absent less, show less job stress, stay at work longer, and so on. Therefore, educational institutions with satisfied teachers are more efficient and more productive than institutions with less satisfied or dissatisfied teaching staff. In today's fast changing environment, satisfaction become much important as satisfied staff work harder and stay long in an organization. Hence, job satisfaction is found to have crucial impact on productivity, organizational efficiency, employee relations, turnover, organization performance and absenteeism. Unpublished annual evaluations and evidence report indicated that teachers in the Ethiopian Military Colleges may not be satisfied with their career because of poor work condition, insufficient compensation and low recognition given to teachers for all the skills they have acquired for their work. Although a large number of studies have been undertaken to explore the causes and the consequences of job satisfaction in organizations Spector, (1997), the topic has largely escaped research attention in the Colleges of Ethiopian Military context. Results from past studies in Western countries cannot be applied directly to Ethiopian Army organizations. Because we have different doctrine and military science, having and using technology, they are conducted many research on this topic and Ethiopian defense institution colleges had not conduct research on job satisfaction of instructors. Generally there are wide gap among western and our defense institution.

As Mohammed (2013) indicated in his study teachers' job satisfaction in the Arrba Minch teachers college may not be satisfied with their career because of poor work condition, insufficient compensation and low recognition given to teachers for all the skills they have acquired for their work. An extensive body of literature has reported variance in the determinants and consequences of job satisfaction across cultures Spector, (2008), (Kirkman and Shapiro, 2001) , Diener et al., (2003), Vecernik, (2003). Therefore, the researcher was eager to investigate the importance of understanding the determinants of job satisfaction, and lack of research on the topic in the academy. In line with this national context, all principals at all levels of education are expected to implement (build) satisfied instructors to achieve education and training objective.

Military education and training approach is more effective and efficient if it is supported by satisfied and experienced instructors. In relation to the above mentioned experience, there was no research studies conducted on the topic of this study in defense colleges. Accordingly, the purpose of this study was to investigate factors influencing job satisfaction of instructors, how were job satisfaction implement, as well as, the attitude of instructors, and commands, the practices and major problems encountered in CAA and to suggest recommendation to solve the existing problems.

For this study, the following basic questions are set.

- ✿ What are the influences of student performance on the job satisfactions the Combined Arms Academy instructors?
- ✿ To what extent does recognition influence job satisfaction of instructors at CAA?
- ✿ To what extent does work condition/environment/ influence job satisfaction of instructors at CAA?
- ✿ What are the factors of observation practice on job satisfaction the CAA instructors?
- ✿ What measures were taken from the CAA Commandant to improve instructors' job satisfaction?

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The general objective of this study was to investigate factors that influence job satisfaction of instructors' in the Combined Arms Academy

#### **1.3.2. Specific Objectives**

The following specific objectives are set:

- ✿ To investigate influence of students performance on job satisfaction the Combined Arms Academy instructors.
- ✿ To examine the influence of recognition of instructors on job satisfaction at CAA.
- ✿ To investigate the working condition which influence job satisfaction of instructors at CAA.

- ✿ To investigate the influence of observation practices on the job satisfaction the CAA instructors.
- ✿ To identify possible solution taken by college management to improve job satisfaction of instructors at CAA.

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

Although many researches were conducted in different parts of the world and in our country in different organization around factors affecting instructors' job satisfaction, there was no such research carried out in defense institution colleges. This shows that there is knowledge gap concerning the factors influencing job satisfaction which create productivities of any organization positively or negatively.

Accordingly, the results of this study may have the following significances.

- This study helps for the Ministry of Defense Policy formulator and decision makers bodies to suggest information in sight to improve factors which influence job satisfaction of instructors in working environment as institution and to establish some rules regarding the issue.
- For the Education and Training Main Department it gives great insights to improve job satisfaction of instructors in the college and it help for different institutions who have similar problems.
- In particular the Combined Armed Academy finds the information provided by the study useful when making decisions regarding the improvement of facilities and to improve instructors' job satisfaction. Finally the study will help for further researchers who are interested in the issue of job satisfactions.

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

The study area is Combined Arms Academy which is found around Awash Sebat Kilo. This research is delimited to instructors, Department heads and Commands of Combined Arms Academy.

Those instructors who were at different mission were not included in the study. The study will cover only CAA permanent instructors in that college. The study investigated only factors influencing job satisfaction instructors.

### **1.6.Limitation of the Study**

Best and Kahn (2000) explain that limitations are conditions beyond the control of the researcher that may affect the conclusions of the study and its applications to other situations. The limitation of this study is due to the complexity of military mission, and every time things are changed frequently. Due to the limitation of time and geographical location the study included only one college from the four college of defense under education and training main department of Ethiopian Army.

### **1.7. Definition of Key Terms**

The following terms as used in this thesis according to the following definitions:

**Attitude:-** the view/feeling of instructors or on the job satisfaction level of active Instructors.

**Higher officer:-** military rank from major to colonel

**Instructors:-** teachers in higher educational institutions such as colleges and universities.

**Line officer:-** a commissioned officer with combat unites from second lieutenant to Capitan rank in ground force.

**Military Instructors:-** are trained teachers enlisted into the military usually higher officer

**Officers:** refers to an army rank considered as lower, middle and higher leaders of the army.

**Observation Practices:** Is a view of observing daily activities of teaching and learning process

**Job Satisfaction** -is defined as an attitude that individuals have about their jobs. It is an extent to which one feels positively or negatively about the intrinsic and/ or extrinsic aspects of one's job (Bhuian & Menguc, 2002; Hunt et al., 1985)

## **1.8. Organization of the Study**

The study was organized into five chapters. Chapter one consists of: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study definition of key terms. Chapter two consists of literature review which consists of introduction- overview on the general concept of job satisfaction, theory of satisfaction. Chapter three describes the research methodology which includes rationale for the area of study research, target population, sample size and research instrument, validity and reliability of instruments, data collection and data analysis technique. Chapter four consists of data analysis and discussions of the findings. Finally Chapter five focuses on the findings, conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter discuss about the job satisfaction in several perspectives. It includes definition of job satisfaction, theories of job satisfaction, motivation and job satisfaction, recognition and job satisfaction, promotion and job satisfaction, working condition and job satisfaction, work itself, observation practice and others factors which influence job satisfaction of instructors in their working area and it ends with a brief summary for this chapter.

#### **2.1. Definition of Job Satisfaction**

Despite its wide usage in scientific research, as well as in everyday life, there is still no general agreement regarding what job satisfaction is. In fact there is no final definition on what job represents. Therefore before a definition on job satisfaction can be given , the nature and importance of work as a universal human activity must be considered. Different authors have different approaches towards defining job satisfaction. Some of the most commonly cited definitions on job satisfaction are analyzed in the text that follows. Hop Pock defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job (Hop pock, 1935). According to this approach although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. That is job satisfaction presents a set of factors that cause a feeling of satisfaction. Vroom (1964) in his definition on job satisfaction focuses on the role of the employee in the workplace. Thus he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying. One of the most often cited definitions on job satisfaction is their one given by Spector according to whom job satisfaction has to do with the way how people feel about their job and its various aspects. The extent to which people like or dislike their job. That why job satisfaction and job dissatisfaction can appear in any given work situation.

Job satisfaction is closely linked to that individual's behavior in the work place Davis et al, (1985). Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation Statt, (2004). Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative (Mullins, 2005). The term job satisfactions refer to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction Armstrong, (2006). Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment Kaliski, (2007).

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay George et al. (2008). We consider that job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs Azeri, (2008). Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations. In fact the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good indicator for the importance of job satisfaction in contemporary companies. When analyzing job satisfaction the logic that a satisfied employee is a happy employee and a happy employee is a successful employee. Locke (cited in Sempane et al... (2002) defines job satisfaction "a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience." Job satisfaction can be viewed as an employee's observation of how well their work presents those things which are important to them. Simply put, "job satisfaction is an attitude people have about their jobs" (Chelladurai1999). In conjunction with this, Robbins (1998) summarizes that job satisfaction is based on "the difference between the amount of rewards workers receive and the amount they believe they should receive."

Because job satisfaction may be an indicator of whether individuals (a) will be affectively connected to an institution, (b) will merely comply with directives, or (c) will quit (Ma & Macmillan, (1999), principals ought to have some understanding of the factors that influence teachers' satisfaction with their work lives and the impact this satisfaction has on teachers' involvement in their schools, especially when changes are implemented.

## **2.2. Job Satisfaction and Motivation**

The concepts "job satisfaction" and "motivation" are sometimes confused. According to Lawler (1973) career satisfaction and motivation are two concepts, which are often understandably, somewhat confused. Generally motivation is taken to mean a stimulus for behavior and action in the light of a particular context while satisfaction and indeed dissatisfaction are usually taken to mean the product of behavior and action in the light of a particular context or environment cited in Dinham & Scott, (1998). Herzberg (1959) explained that both phenomena are linked through the influence each has on the other. He gives examples by saying that lower order needs otherwise known as hygiene factors and higher order needs also known as motivators also concern satisfaction and dissatisfaction flowing from these and the need to engender long term career satisfaction. The view on the link between satisfaction and motivation is shared by Avi-Itzhak (1988) when he writes that the study of job satisfaction in educational settings has indeed been linked to motivation based on needs. On their part, Kreitner and Kinicki (2001) support the view on the link between satisfaction and motivation by saying that there is a significant relationship between motivation and job satisfaction. They continue that satisfaction with supervision is also significantly correlated with motivation and because of this managers should consider how their behavior affects employee satisfaction. Sharing the same view, Gunn and Holdaway (1996) explain that major job satisfaction theories were developed from the theories of work motivation and that the work motivation theories were in turn based on theories of motivation. They cite the instrumentality-valence theory of Vroom, the model of work motivation of Porter and Lawler and Herzberg important motivation-hygiene theory to support this view. Locke's job satisfaction theory is also cited as incorporating aspects of theories proposed by Vroom, Lawler and Hertzberg.

A definition of motivation as an unsatisfied need that creates a state of tension or equilibrium, causing the individual to move in a goal directed pattern toward need satisfaction and equilibrium can again be cited as another view the links job satisfaction and motivation (Lewis, 1983). In the view of (Michaelowa 2002) job satisfaction is not the same as motivation. She argues that these two terms are related but may not be used as synonyms. While job satisfaction gives an indication of teachers well-being induced by the job, motivation is defined as their willingness, drive or desire to engage in good teaching.

### **2.3. Job Satisfaction Theories**

In order to understand job satisfaction, it is important to understand what motivates people at work.( Campbell, Dunnette and et.al Lawler and Weik 1970) cited in (Smucker & Kent, 2004) categorized job satisfaction theories into either content theories or process theories. Content theories are based on various factors which influence job satisfaction. Process theories, in contrast, take into account the process by which variables such as expectations, needs and values, and comparisons interact with the job to produce job satisfaction. In terms of content theorists, there is an emphasis on the type of goals and incentives that people Endeavour to achieve in order to be satisfied and succeed on the job.

Scientific management; believed at first that money was the only incentive; later other incentives also became prevalent for example; working conditions, security and a more democratic style of supervision. Maslow, Herzberg, Alderfer and McClelland focused on the needs of employees with respect to job satisfaction and performance (Luthans 1998), (Robbins, Odendaal & Roodt 2003), (Smith & Cronje 1992) . One of the biggest prelude to the study of job satisfaction was the *Hawthorne studies*. These studies (1927–1932), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction.

Scientific management (Taylorism) also had a significant impact on the study of job satisfaction. Frederick Winslow Taylor's 1911 book, *Principles of Scientific Management*, argued that there was a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labor and piecework towards the more modern of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied, thus leaving researchers with new questions to answer regarding job satisfaction. It should also be noted that the work of W.L. Bryan, Walter Dill Scott, and Hugo Munsterberg set the tone for Taylor's work. Some argue that Maslow's hierarchy of needs theory, a motivation theory, laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life physiological needs, safety needs, social needs, self-esteem needs, and self-actualization. This model served as a good basis from which early researchers could develop job satisfaction theories. Maslow believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's theory is based on two assumptions; that is: people always want more and people arranged their needs in order of importance (Smith and Cronje 1992). Job satisfaction can also be seen within the broader context of the range of issues which affect an individual's experience of work, or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions. While Luthan (1998) posited that there are three important dimensions to job satisfaction: 1) Job satisfaction is an emotional response to a job situation. As such it cannot be seen, it can only be inferred. 2) Job satisfaction is often determined by how well outcome meet or exceed expectations. For instance, if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitudes towards the work, the boss and or co workers. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have positive attitudes towards the job. 3) Job satisfaction represents several

related attitudes which are most important characteristics of a job about which people have effective response. These to Luthans are: the work itself, pay, promotion opportunities, supervision and coworkers.

## **2.4. Two-Factor Theory (Motivator-Hygiene Theory)**

Frederick Herzberg's two factor theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals (Hoskins on Porter and Wrench Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions. While Hertzberg's model has stimulated much research, researchers have been unable to reliably empirically prove the model, with Hack man and Oldham suggesting that Hertzberg's original formulation of the model may have been a methodological artifact. Furthermore, the theory does not consider individual differences, conversely predicting all employees will react in an identical manner to changes in motivating/hygiene factors. Finally, the model has been criticized in that it does not specify how motivating/hygiene factors are to be measured.

## **2.5. Models of job Satisfaction**

### **2.5.1. Affect Theory**

Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job.

Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations

are/aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet. To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

### **2.5.2. Dispositional Theory**

Another well-known job satisfaction theory is the Dispositional theory Template: (Jackson April 2007). It is a very general theory that suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations Model, proposed by Timothy A. Judge, Edwin A. Locke, and Cathy Durham in( 1997). Judge et al. argued that there are four Core Self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her\his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

### **2.5.3. Equity theory**

Equity Theory shows how a person views fairness in regard to social relationships such as with an employer. A person identifies the amount of input (things gained) from a relationship compared to the output (things given) to produce an input/output ratio.

They then compare this ratio to the ratio of other people in deciding whether or not they have an equitable relationship. Equity Theory suggests that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and the output are not equal. For example, consider two employees who work the same job and receive the same pay and benefits. If one individual gets a pay raise for doing the same work as the other, then the less benefited individual will become distressed in his workplace. If, on the other hand, both individuals get pay raises and new responsibilities, then the feeling of equity will be maintained. Other psychologists have extended the equity theory, suggesting three behavioral response patterns to situations of perceived equity or inequity Huseman, Hatfield & Mile, (1987); O'Neil & Mone (1998). These three types are benevolent, equity sensitive, and entitled. The level by each type affects motivation, job satisfaction, and job performance.

#### **2.5.4. Discrepancy Theory**

The concept of discrepancy theory is to explain the ultimate source of anxiety and dejection. An individual who has not fulfilled his responsibility feels the sense of anxiety and regret for not performing well. They will also feel dejection due to not being able to achieve their hopes and aspirations. According to this theory, all individuals will learn what their obligations and responsibilities are for a particular function, and if they fail to fulfill those obligations then they are punished. Over time, these duties and obligations consolidate to form an abstracted set of principles, designated as a self-guide. Agitation and anxiety are the main responses when an individual fails to achieve the obligation or responsibility. This theory also explains that if achievement of the obligations is obtained then the reward can be praise, approval, or love. These achievements and aspirations also form an abstracted set of principles, referred to as the ideal self guide. When the individual fails to obtain these rewards, they begin to have feelings of dejection, disappointment, or even depression.

#### **2.6. Job Characteristics Model**

Hackman & Oldham proposed the Job Characteristics Model, which is widely used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction. The model states that there are five core job characteristics (skill variety, task

identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.). The five core job characteristics can be combined to form a motivating potential score (MPS) for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviors. A meta-analysis of studies that assess the framework of the model provides some support for the validity of the study.

## **2.7. Relationship between Job Satisfaction and Different Variables**

### **2.7.1. Recognition and Job Satisfaction**

Recognition is among the factors which go along with many other factors which can have an effect on the job satisfaction and motivation of instructors. As deferent previous research shows that there is an important link between reward and recognition and that between motivation and satisfaction. Awarding the financial benefit to employee without any prominent show also loses its importance. (Weinstein 1977) puts it that when an employee gets a monetary reward with exceptional amusement and excitement that experience becomes more tremendous for recipient. Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Considering recognition, it can be said that it is an important factor affecting employee motivation. Flippo (1984) indicated that employees have a need for recognition, which contributes to a state of meaningful job. It all involves credit for work done, management support through verbal praise for excellence work and public recognition through awards. (Cherrington 1989) defines recognition as non-financial rewards praise and effective in employee's motivation hence promotes job satisfaction. Praise and recognition have been extensively used to influence job performance (Cherrington 1989).

Examples of recognition awards include certificates, plaques and sometimes accompanied by gifts and cash rewards. The effects of recognition rewards on motivation depend primarily on whether it was based on performance. Fisher & Ackerman (1998) defines recognition as a public expression of appreciation given by a group to individuals who undertake desired behaviors. Even though the study on (Okumbe 1992), showed recognition as the last satisfaction factor, teachers expect to be recognized according to their supervisors. (Nzuuve

1999) proposes that employees can be motivated by a manager by being recognized in their achievement and being praised and their team and individual success being communicated to. He also proposes holding of meetings regularly to monitor and counsel individuals and the organizations progress which adds value to employee's motivation. Teachers are judged for their professional competence. (Sergeant & Hannum 2005) expresses that in the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments. The above study indicated that reward and recognition is strong instrument to motivate and build up instructors job satisfaction on their professional working area. (Ali & Ahmed 2009) states that there is an important link between reward and recognition and that awarding the financial benefit to employee without any prominent show also loses its importance.

### **2.7.2. Work condition and job satisfaction**

Managers need to design jobs to provide opportunities for individual's achievement recognition, responsibility, advancement and personal growth. Each occupation has its own potential environment sources of stress (Cartwright and Copper 1997). (Dewe 1993) wrote that poor working condition can be described by inadequate equipment, poor staffroom among others. Past researched proved that there is a positive relationship between work condition and job satisfaction. Employees are concerned with their working environment for helping them to do a good job (Robbins, 1993). Supportive working conditions refer to the surroundings of one works, which are comfortable and not dangerous. The level of temperature, light, noise and crowdedness could either motivate or demotivate employees.

Clean and modern facilities with adequate tools and equipment are necessary to people from being dissatisfied with their job. (Piccolo and Colquitt 2006) found that leaders could influence perceived core characteristic levels by changing the language, imagery and symbols used to communicate meaning on the job. A different aspect of job satisfaction was examined in the (2003 Omnibus) survey, respondents were asked to pick their top three factors contributing to job satisfaction from a list of potential factors. For both professions combined, work setting was the most selected option followed by pay and by collaborative relation with

others. Based on the literature discussed above, there is strong positive relationship between work condition and job satisfaction.

### **2.7.3. Promotion and job satisfaction**

Further review of the literature shows that job satisfaction is strongly related to opportunities for promotion (Pergamit & Veum, (1999); (Peterson *et al.* 2003); (Sclafane, 1999). Past research and publications reviewed suggested that promotion has positively related with job satisfaction. (Chua 2005) indicate that promotions are significantly related with job satisfaction. Factors such as organizational climate, professional development and promotion prospects resulted in less satisfaction in the call center's job (Hanafi, 2001); (Zaharilah, 1999); (Yusof, 1997); (Norihan, (1997); (Ishak 1992). It is better to review previous studies by popular scholars for better describing the significant relationship between promotion and job satisfaction. Based on the above literature reviewed, it is suggested that promotion does have certain influence on job satisfaction. (Ellickson and Logsdon (2002) also indicated that job satisfaction and promotion are positively and significantly related. (Kreitner and Kinicki (2000), however, state that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees. Management should therefore bear in mind, that promotion can serve as a very positive motivating tool in ensuring that the employee attains goals at a higher level. Based on the literature discussed above, there is strong positive relationship between promotion and job satisfaction.

### **2.7.4. Supervision and Job satisfaction**

Effective supervision is assumed to be having an impact on job satisfaction. proofs exist in that supervisors do not judge the junior staff justifiably and impose personal liking and disliking in the rewards and punishments (Prendergast 2002). (Nzuuve 1999) indicated that effectiveness of a leader behavior is measured by the degree to which the manager meets both organizational goals and satisfies the employees' needs. Motivation of workers as a concept of effectiveness in leadership has been discussed that leadership is marked by followers being motivated to do what the leader indicated because they find it rewarding and satisfying to do so, (Owens 1981). (Nzuuve 1999) shows that the effectiveness of a leader is expected to increase when there is a match between leadership styles and situations. Half of the teachers

in a study were dissatisfied with the supervision by the head teachers (Kimengu, 1983). The conclusion was that effective supervision by the head teachers is an important factor towards job satisfaction of teachers. (Sergeant and Hannum 2005) indicate that the caliber of the leaders and supervisors has an effect on the working environment of the school. It is therefore necessary to acquire professional and competent persons in state of uncertainty to pool up the correct appraiser which must also be paid at supervisors "judgment". On the other hand, in many jobs the judgment of supervisor is not the only yard stick to reward or punish the employees (Prendergast, 2002). Supervision (observation) is an important part of activities in everywhere in any work types. observation is enable the leader to get real and rescannable information than others means of communication. Therefore observation is facilitate an opportunity to see real-life in teaching, training and practical exercise situations in different military activities

### **2.7.5. Work Itself**

Two-factor theory which is closely related to our contention of the relationship between work itself, satisfaction and motivation, states that workers satisfaction depends on their need fulfillment (Herzberg et al., 1959), conducted different studies to know the factors that enhance satisfaction and dissatisfaction among white-collar workers. Interestingly, (Herzberg et al...1959) found that the factors causing satisfaction are different from the factors contribute dissatisfaction.

He termed factors associated with dissatisfaction as Hygiene factors such as Quality of supervision, Company policy and administration, Working conditions, Wages, salaries and other financial remuneration. On the other hand, employees showed satisfaction with the factors were named as Motivators such as Growth, Responsibility, Achievement, Advancement, Recognition and Work itself etc. Precisely factors affecting job satisfaction were comprised job content (Herzberg, 1968); (Herzberg, 1964): (Herzberg et al...1959) claimed that hygiene factors are necessary but not adequate to provide ultimate satisfaction. Therefore, employers should also concentrate at the motivators for effective workplace motivation. Sole emphasize on hygiene factors may not duly enhance employee motivation. In short, if employees are not dissatisfied with their jobs, it doesn't mean they are satisfied rather motivators need to be activated for employee satisfaction. In this way, both the factors

are important at two extremes (Naylor,1999). The theory of (Herzberg et al.,1959) has wide implication. For example, school performance largely depends upon effective teaching which is closely related to teacher motivation and their innate qualities. When teachers are satisfied and motivated towards their job, it further helps to flourish good physical, psychological, and social climate in the classroom (Schoderbeket et. al., 1988).

#### **2.7.6. Feedback**

Feedback is a basic requirement for enhancing employee performance. From the knowledge aspect, employees need to know whether they are performing their job satisfactorily, and if not, how they might improve their job activities. Providing employees with structured and accurate information about their performance together with suggestions for improvement is an acceptable strategy that is likely to help them to focus on the evaluation of problematic areas, and hence, lead to better levels of performance. From the motivational aspect, employees who make an effort to improve their service performance will be more motivated to do so if they feel that the organization and their managers recognize their efforts. Finally, a comprehensive and accepted evaluation system can provide valuable feedback to employees and assist managers in making decisions regarding the individual employee (Cleveland, Murphy and Williams (1989).

As I understood from different literature and my experience, feedback plays great role to create instructors job satisfaction on his/her job. But there is no continuous and current supervisors and feedback for instructors in defense education and training center. This were cause dissatisfaction of instructors. In my opinion to create satisfied instructors in education and training center planned, current and continuous observation practice and feedback were very important to build initiative and creativity of the instructors.

### **2.8. Environmental Factors Which Influence Job Satisfaction**

#### **2.8.1. Communication Overload and Under Load**

One of the most important aspects of an individual's work in a modern organization concerns the management of communication demands that he or she encounters on the job. Demands can be characterized as a communication load, which refers to "the rate and complexity of

communication inputs an individual must process in a particular time frame.” Individuals in an organization can experience communication over-load and communication under-load which can affect their level of job satisfaction. Communication overload can occur when “an individual receives too many messages in a short period of time which can result in unprocessed information or when an individual faces more complex messages that are more difficult to process.” Due to this process, “given an individual’s style of work and motivation to complete a task, when more inputs exist than outputs, the individual perceives a condition of overload which can be positively or negatively related to job satisfaction. In comparison, communication under load can occur when messages or inputs are sent below the individual’s ability to process them.” According to the ideas of communication over-load and under-load, if an individual does not receive enough input on the job or is unsuccessful in processing these inputs, the individual is more likely to become dissatisfied, aggravated, and unhappy with their work which leads to a low level of job satisfaction.

#### **2.8.2. Superior-subordinate communication**

Superior-subordinate communication is an important influence on job satisfaction in the workplace. The way in which subordinates perceive a supervisor's behavior can positively or negatively influence job satisfaction. Communication behavior such as facial expression, eye contact, vocal expression, and body movement is crucial to the superior-subordinate relationship (Teven,). Nonverbal messages play a central role in interpersonal interactions with respect to impression formation, deception, attraction, social influence and emotional. Nonverbal immediacy from the supervisor helps to increase interpersonal involvement with their subordinates impacting job satisfaction. The manner in which supervisors communicate with their subordinates non-verbally may be more important than the verbal content (Teven). Individuals who dislike and think negatively about their supervisor are less willing to communicate or have motivation to work whereas individuals who like and think positively of their supervisor are more likely to communicate and are satisfied with their job and work environment. A supervisor who uses nonverbal immediacy, friendliness, and open communication lines is more likely to receive positive feedback and high job satisfaction from a subordinate. Conversely, a supervisor who is antisocial, unfriendly, and unwilling to communicate will naturally receive negative feedback and create low job satisfaction in their

subordinates in the workplace. Nonverbal messages play a central role in interpersonal interactions with respect to impression formation, deception, attraction, social influence, and emotional expression( Burgeon, Buller and Woodall 1996). As deferent literature show and my experience superior subordinate communication was the key instrument to build strong arm which have strong relationship with each other .This is the base to conduct mission effectively and efficiently with minimum coasty. from the experience of the researchers the superior subordinate communication is played a vital role in the Defense institution. For example if the communication between superior and subordinate were taken place in undemocratic way and unclear matter, this may lead the subordinates to dissatisfaction in their job. This was cause negative effect on the mission of the army. In other word it cause human and material damage. To make communication process effective all leaders on deferent level must understand all rounds of subordinates capacity and the ways of communicate with them

### **2.8.3. Strategic employee recognition**

A Watson Wyatt Worldwide study identified a positive outcome between a collegial and flexible work environment and an increase in shareholder value. Suggesting that employee satisfaction is directly related to financial gain. Over 40 percent of the companies listed in the top 100 of Fortune magazine's, "America's Best Companies to Work For" also appear on the Fortune 500. It is possible that successful workers enjoy working at successful companies, however, the Watson Wyatt Worldwide Human Capital Index study claims that effective human resources practices, such as employee recognition programs, lead to positive financial outcomes more often than positive financial outcomes lead to good practices. Employee recognition is not only about gifts and points. It's about changing the corporate culture in order to meet goals and initiatives and most importantly to connect employees to the company's core values and beliefs. Strategic employee recognition is seen as the most important program not only to improve employee retention and motivation but also to positively influence the financial situation. The difference between the traditional approach gifts ,points and strategic recognition is the ability to serve as a serious business influencer that can advance a company's strategic objectives in a measurable way. "The vast majority of companies want to be innovative, coming up with new products, business models and better ways of doing things

#### **2.8.4. Individual factors**

Mood and emotions at work are related to job satisfaction. Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short-lived and have a clear object or cause. Some research suggests moods are related to overall job satisfaction. Positive and negative emotions were also found to be significantly related to overall job satisfaction. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction than will intensity of positive emotion when it is experienced. Emotion work (or emotion management) refers to various types of efforts to manage emotional states and displays. Emotion management includes all of the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion.

Although early studies of the consequences of emotional work emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the consequences of emotional work are not uniformly negative. It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction. The understanding of how emotion regulation relates to job satisfaction concerns two models: Emotional dissonance. Emotional dissonance is a state of discrepancy between public displays of emotions and internal experiences of emotions, that often follows the process of emotion regulation. Emotional dissonance is associated with high emotional exhaustion, low organizational commitment, and low job satisfaction. Social interaction model. Taking the social interaction perspective, workers' emotion regulation might beget responses from others during interpersonal encounters that subsequently impact their own job satisfaction. For example: The accumulation of favorable responses to displays of pleasant emotions might positively affect job satisfaction

#### **Genetics**

It has been well documented that genetics influence a variety of individual difference's. Some research suggests genetics also play a role in the intrinsic, direct experiences of job satisfaction like challenge or achievement (as opposed to extrinsic, environmental factors like working conditions). One experiment used sets of monozygotic twins, reared apart, to test for the existence of genetic influence on job satisfaction. While the results indicate the majority

of the variance in job satisfaction was due to environmental factors (70%), genetic influence is still a minor factor. Genetic heritability was also suggested for several of the job characteristics measured in the experiment, such as complexity level, motor skill requirements, and physical demands.

## **Personality**

Some research suggests an association between personality and job satisfaction. Specifically, this research describes the role of negative affectivity and positive affectivity. Negative affectivity is related strongly to the personality trait of neuroticism. Individuals high in negative affectivity are more prone to experience less job satisfaction. Positive affectivity is related strongly to the personality trait of extraversion.

Those high in positive affectivity are more prone to be satisfied in most dimensions of their life, including their job. Differences in affectivity likely impact how individuals will perceive objective job circumstances like pay and working conditions, thus affecting their satisfaction in that job. There are two personality factors related to job satisfaction, alienation and locus of control. Employees who have an internal locus of control and feel less alienated are more likely to experience job satisfaction, job involvement and organizational commitment. A meta-analysis of 187 studies of job satisfaction concluded that high satisfaction was positively associated with internal locus of control. The study also showed characteristics like high Machiavellianism, narcissism, trait anger, type. A personality dimensions of achievement striving and impatience/irritability, are also related to job satisfaction.

## **Psychological well-Being**

Psychological well-being (PWB) is defined as “the overall effectiveness of an individual’s psychological functioning” as related to primary facets of one’s life: work, family, community, etc. There are three defining characteristics of PWB. First, it is a phenomenological event, meaning that people are happy when they subjectively believe themselves to be so. Second, well-being involves some emotional conditions. Particularly, psychologically well people are more prone to experience positive emotions and less prone to experience negative emotions. Third, well-being refers to one's life as a whole. It is a global evaluation. PWB is primarily measured using the eight-item Index of Psychological Well-Being developed by Berkman (IPWB). IPWB asks respondents to reply to a series a questions

on how often they felt “pleased about accomplishing something,” “bored,” “depressed or unhappy,” etc. PWB in the workplace plays an important role in determining job satisfaction and has attracted much research attention in recent years. These studies have focused on the effects of PWB on job satisfaction as well as job performance. One study noted that because job satisfaction is specific to one’s job, the research that examined job satisfaction had not taken into account aspects of one’s life external to the job. Prior studies had focused only on the work environment as the main determinant of job satisfaction.

Ultimately to better understand job satisfaction (and its close relative, job performance), it is important to take into account an individual’s PWB.

### **2.8.5. Relationships and Practical Implications**

Job satisfaction can be indicative of work behaviors such as organizational citizenship, and withdrawal behaviors such as absenteeism and turnover. Further, job satisfaction can partially mediate the relationship of personality variables and deviant work behaviors. One common research finding is that job satisfaction is correlated with life satisfaction. This correlation is reciprocal, meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life. However, some research has found that job satisfaction is not significantly related to life satisfaction when other variables such as non work satisfaction and core self-evaluations are taken into account. An important finding for organizations to note is that job satisfaction has a rather tenuous correlation to productivity on the job. This is a vital piece of information to researchers and businesses, as the idea that satisfaction and job performance are directly related to one another is often cited in the media and in some non-academic management literature. A recent meta-analysis found surprisingly low correlations between job satisfaction and performance. Further, the meta-analysis found that the relationship between satisfaction and performance can be moderated by job complexity, such that for high-complexity jobs the correlation between satisfaction and performance is higher than for jobs of low to moderate complexity. Additionally, one longitudinal study indicated that among work attitudes, job satisfaction is a strong predictor of absenteeism, suggesting that increasing job satisfaction and organizational commitment are potentially good strategies for reducing absenteeism and turnover intentions. Recent research has also shown that intention to quit alone can have negative effects on

performance, organizational deviance, and organizational citizenship behaviors. In short, the relationship of satisfaction to productivity is not as straightforward as often assumed and can be influenced by a number of different work-related constructs, and the notion that "a happy worker is a productive worker" should not be the foundation of organizational decision-making.

For example, employee personality may even be more important than job satisfaction in regards to performance.

## **Absenteeism**

Numerous studies have been done to show the correlation of job satisfaction and absenteeism. For example, Goldberg and Waldman looked at absenteeism in two dimensions as total time lost (number of missed days) and the frequency of time lost. Self-reported data and records-based data were collected and compared. Following absenteeism measures were evaluated according to absenteeism predictors.

### **Measuring**

The majority of job satisfaction measures are self-reports and based on multi-item scales. Several measures have been developed over the years, although they vary in terms of how carefully and distinctively they are conceptualized with respect to affective or cognitive job satisfaction. They also vary in terms of the extent and rigor of their psychometric validation. The Brief Index of Affective Job Satisfaction (BIAJS) is a 4-item, overtly affective as opposed to cognitive, measure of overall affective job satisfaction. The BIAJS differs from other job satisfaction measures in being comprehensively validated not just for internal consistency reliability, temporal stability, convergent and criterion-related validities, but also for cross-population invariance by nationality, job level, and job type. The Job Descriptive Index (JDI) is a specifically cognitive job satisfaction measure. It measures one's satisfaction in five facets: students performance, pay, and promotion opportunities, activities taken by academy supervision, and the work condition, in response to whether given statements accurately describe one's job. Other job satisfaction questionnaires include. In general for good education environment ensuring instructors job satisfaction were key which must implement continuously on each level of principals level. This may therefore create an

enabling environment for instructors to exercise their full potential at work for better performance and hence satisfaction in their job. Recognized efforts of employees by the employer symbolize concern and this improve the morale of the instructors to increased productivity and hence job satisfaction. Promotions put the instructors on alert with expectations of growth within the organization hence achieved job satisfaction.

Better working conditions provide a healthy environment, workers needs are met at various levels and finally job satisfaction is realized. (Ali & Ahmed 2009) say that changes in recognition and rewards can bring a definite change in work motivation and satisfaction. Ali and Ahmed confirmed the strong positive effects of rewards and recognition on job motivation and satisfaction. Good performance purely depends on every worker's positioning at team work level in an educational institution. Both the manager who is the principal and the teachers will need to act responsibly in discharging their duties with flexibility to adapt change to be able to remain in line with the changing trends in education sector and society at large and finally achieve quality results effectively and efficiently. This study therefore seeks to establish the extent to which recognition, promotion, working conditions, supervision, work environment, work itself influences instructors job satisfaction of university, college and different training centers .

## **CAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter provides an outline of the research methodology to be employed in the investigation of the factors influencing job satisfaction instructors at Combined Arms Academy. The target population, data, Research instruments, Instrument validity, Instrument reliability, Data collection procedure as well as Data analysis techniques were looked at.

#### **3.1.The Research Design**

In order to address the research questions and also achieve the research objective, the researcher has determined the suitable research design. A research design is arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose. In fact, a research design is the conceptual structure within which research is conducted it constitutes the blue print for the collection, measurement and analysis of data (Kothari 2004). This research has a descriptive nature describing the existing phenomenon as it exists. According to (Kothari 2004), descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. In a very real sense, description is fundamental to all research. And hence, to better see how the level of job satisfaction of teachers in selected military higher institutions in minster of national defense shall be described in detail. In this study both quantitative and qualitative methods were used. The reason that this types of research approaches is to evaluate data and evidences from both side and used to compensate the weakness' of each approach and the data. Moreover, (Greene and Nagy 2010) argued that while using mixed methods researcher should consider triangulation, complementarily, development, initiation and expansion.

#### **3.2.Source of Data**

In this study both primary and secondary source of data were used. The primary sources of data were collected from Combined Army Academy instructors, department heads and

Academy commands. Secondary data source were collected through assessing deferent documents, such as annual planning and report. These documents were used to get additional information in detail.

### 3.2.1. Target Population

The population of this research was Combined Arms Academy instructors, Department heads and Commands of the Academy. Total population studies were 65 and From these 58 are instructors, 4 department heads and 3 academy commands. Therefore, all instructors, Department heads and Commands of the Academy were included in this study.

Table 1. Participants’ distribution

| No | Participants types | Questionnaire | Interview | Total |
|----|--------------------|---------------|-----------|-------|
| 1  | Instructors        | 58            |           | 58    |
| 2  | Department heads   | --            | 4         | 4     |
| 3  | Academy Commands   | --            | 3         | 3     |
|    | Total              | 58            | 7         | 65    |

### 3.2.2. Sampling Techniques

Census method was used because the population was small and manageable. That means all the Combined Arms Academy instructors members, department heads and Commands who were on work in 2016 academic year were included in the study. The list of all the academy instructors’ members was taken from Education and Training main department. According to (Lavraka 2008). “census is an attempt to list all elements in a measure of one or more characteristics of this element.” It can give a researcher in-depth information on all elements in the population. Census is a research in which information is obtained through the responses that all available members of an entire population give to questions. For some, the technique in all the available population is taken are regarded as availability or comprehensive sampling technique.

### **3.2.3. Instrument of data collection Tools**

**Closed ended questionnaire;** (Orodho 2004) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. (Best and Khan 1993) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. The closed ended questionnaire was divided into seven parts. Part one consisted of six items about the demographic information. Part two was contain nine items used to seek for information related factors influencing job satisfaction of instructors. Part three was used to inquire the extent of recognition of instructors on his or her work containing five items. Part four was contain eight items which relate work condition/environment on job satisfaction of instructors. Part five inquire the influence of promotion on job satisfaction of instructors including five items. Part six raise the influence of academy observation on job satisfaction of instructors containing five items and part seven was inquire activities taken by Academy to improve job satisfaction of instructors in the Academy containing four items.

**Interview:** Yin (2003), states that interview is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview. The researcher used interview schedules to collect data from three academy commands and four department heads. (Kerlinger 1973), observed that more people are willing to communicate orally than in writing, this therefore provided data more readily in an interview. The interview schedule was semi structured based on the research questions of the study. The process was conducted only by taking notes .The interviews was conducted by Amharic language to enable the informants to express freely without language barrier and to get information deeply . The issues which raised in the interviews were, how do you know about job satisfaction of instructors? Do the commands of the academy have permanent plan regarding job satisfaction of instructors? What factors negatively affect the implementation of instructors' job satisfaction in your academy? In what ways do you recognized your instructors' efforts? What is level of students' performance towards all learning activities? What is the level of relationship between Commands, Departments heads and colleagues? What possible strategies you propose to develop more positive attitude towards job satisfaction instructors? The interviews were taken 280 minutes, that means 40 minutes for each seven participants. All interview documents taken notes by researcher

**Document Analysis:** The purpose of this document views was observing the Combined Arms Academy, 2005,2006 and 2007 annual plan how job satisfaction of instructors activities included in those annual plan, its contents , implementation and it progress in the annual report. The technique used by this instrument were mainly focus on the investigating factors influencing job satisfaction of instructors and its impact on instructors' motivation and work performance. Furthermore annual plan and reports and performance of management system procedure of Combined Army Academy were assessed for better understanding how the academy practically implements the instructors job satisfaction continuously.

### **3.3. Procedures of Data Collection**

The researcher was get full permission from the academy Commands to dispatch the questionnaire, conduct interview and make document analysis from the available documents

for the study. Accordingly, the researcher met the participants and administered the questionnaire by oriented the purpose of the study, how they fill it out, where and when to submit the papers after they filled it. Eventually, close ended question items was duplicated and then distributed to the respondents. The researcher was given the questionnaires by hand. The respondents are filled the questionnaires and the researcher was collected the questionnaires from the respondents. For Interview, semi structured questions was prepared in Amharic for clarity of information and it makes easy to communicated between the researcher and the respondents. After interview was finished the document analysis were conducted. Document analysis includes 2005,2006 and 2007 annual plan and reports of combined arms academy issues related job satisfaction of instructors..

### **3.4. Methods of Data Analysis**

Data analysis was begin with a report on the number of returns and non-returns of the questionnaire instrument. After captured this information about questionnaire response the analysis was conducted. The data gathered through questionnaire has two parts, the first part is questionnaire related to background information that is about the demographic characteristics of the informants. To analyze the demographics of respondents' frequency distribution was computed. Then the data were put in tabulate and changed to percentage. Second part of the questionnaire was related to the basic research question. The data gathered from questionnaire was summarized and analyzed by using descriptive statistics like frequency and percentage. Then the data was described using tables for more clarification and was coded using scientific statistical data analysis software such as SPSS version 20. The data gained from interview and document review were analyzed contextually as per the research basic questions qualitatively.

### **3.5. Ethical Consideration in the Research Work**

The participants of the study were fully informed that the study was only for academic purpose and those they would not need to write their names. Their participation was fully based on their will and there was no deception. The researcher would be informed the Combined Arms Academy about the study results . Anything against the will and dignity of the respondents was avoided throughout the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS PRESENTATION AND INTERPRETATION**

#### **Introduction**

This chapter presents: questionnaire response rate, demographic information of the respondents, factors influencing job satisfaction of instructors, influence of recognition on job satisfaction of instructors, influence of working conditions, influence of promotion on job satisfaction of instructors, influence of observation practice on job satisfaction of instructors and activity taken by academy commands to improve job satisfaction instructors in combined army academy and interpretation of data gathered

#### **4.1.Characteristics of the Respondents**

This section presents the demographic information of the respondents in the study. The demographic information for the respondents focused on gender, age, educational qualification teaching experience, service in military and marital status. The findings of the study are presented in the subsequent sections.

**Table 2: Back Ground Information of Respondents**

| Variables                   | Classifications | Frequency | Percent |
|-----------------------------|-----------------|-----------|---------|
| Sex                         | Male            | 54        | 100.0   |
|                             | Female          | 0         | 0.0     |
|                             | Total           | 54        | 100.0   |
| Age                         | 25 - 30         | 0         | 0.0     |
|                             | 31-35           | 14        | 25.9    |
|                             | 36-40           | 11        | 20.4    |
|                             | 41-45           | 17        | 31.5    |
|                             | 46 and above    | 12        | 22.2    |
|                             | Total           | 54        | 100.0   |
| Educational qualification   | BA/BSc          | 40        | 74.1    |
|                             | MA/MSc          | 14        | 25.9    |
|                             | PhD             | 0         | 0.0     |
|                             | Total           | 54        | 100.0   |
| Teaching Experience in Year | <5 Years        | 24        | 44.4    |
|                             | 6-10 Years      | 25        | 46.3    |
|                             | 11 - 15         | 0         | 0.0     |
|                             | 16 & above      | 5         | 9.3     |
|                             | Total           | 54        | 100.0   |
| Service Years in Army       | 10-15 Years     | 14        | 25.9    |
|                             | 16-20 Years     | 7         | 13.6    |
|                             | 21-25 Years     | 17        | 30.9    |
|                             | 26-30 Years     | 16        | 29.6    |
|                             | Total           | 54        | 100.0   |
| Marital Status              | Single          | 17        | 31.5    |
|                             | Married         | 37        | 68.5    |
|                             | Total           | 54        | 100.0   |

As above table 2 shows that respondents by sex, age, education qualification, service in military and teaching experience and marital status. As above table indicated, out of the 54 respondents 100% of the respondents are male. This shows that male instructors are dominated in the Combined Arms Academy. As indicated above in table 2 item 2, 31- 35 age fall within 14/25.9 percent of respondents, 36 - 40 age were 11/20.4 percent , 41-45 age were 17/31.5 percent and 46 and above were 12/22.2 percent respectively.

Table 2 item 3 showed that educational qualification 40/74.1 percent was BA/BSc and 14/25.9 percent were MA/MSc. From the study majority of the respondents were at BA degree level. Even though respondents have replied that there is a chance to get opportunity to learn in higher education to develop their qualification. As a result of research indicated that there is more emphasize to motivated and satisfied instructors on his profession to achieve the mission of national defense force in Education and Training Main Center. Concerning their teaching experience 24/44.4 percent of the respondents has been less than 5 years , 25/46.3 percent of the respondents fall within 6- 10 years and 5/9.3 percent of respondents cover 16 and above years teaching experience .This finding was illustrated most of the CAA instructors were well experienced instructors .This has its own advantages towards the teaching and learning process because they are experienced and able to execute their duties effectively and efficiently in teaching and learning process in the Academy. As indicated in table 2 item 5, 14/25. 9 percent of the respondents fall within 10-15 year service, 7/13.6 percent of respondents were 16 - 20 years , 17/30.9 percent were fall within 21- 25 military service and 16/29.6 percent of respondents fall within 26 - 30 years in military service. As the study result indicated of respondents were fall within 21-25 and 26-30 years serviced in military force and well experienced in military issue This has its own advantages towards teaching and learning process because most of the instructors have been detail understanding on military doctrine and military science Especially this helps the instructors to support their teaching and learning process by real examples especially in military courses. The last table 2 item 6, indicated that 17/31.5% of respondents were single and 37/68.5% of respondents were married in the Combined Arms Academy. This have its own values in teaching and learning process, because to build their students in respective manner.

#### **4.2.Influence of Students performance and Relationship on the Job Satisfaction Instructors**

The study was interested in determining factors influencing instructors' job satisfaction in the Combined Arms Academy. This was to facilitate the identification areas in which instructors had satisfied and those they did not satisfied. Tables 3 provide data on influence of students performance and relationship on the job satisfaction CAA.

Job satisfaction of instructors were influenced with the various statements are indicated by the numerals 5, 4, 3, 2, and 1 for very unsatisfied, unsatisfied, moderate, satisfied and very satisfied, respectively. For the purpose of the discussion in this section, views of respondents indicating that they are “very unsatisfied” and “unsatisfied” are combined to mean “unsatisfied”. un-like manner, “ satisfied” and “very satisfied” are combined to read “ satisfied” and the moderate part read as a moderate as per their percentage.

**Table 4: Influence of students’ behavior (discipline) on job satisfaction of instructors**

|                                    | Very unsatisfied |      | Unsatisfied |      | Moderate |      | Satisfied |      | Very satisfied |      |
|------------------------------------|------------------|------|-------------|------|----------|------|-----------|------|----------------|------|
|                                    | F                | %    | F           | %    | F        | %    | F         | %    | F              | %    |
| Students Discipline                | 0                | 0.0  | 0           | 0.0  | 12       | 22.2 | 33        | 61.1 | 9              | 16.7 |
| Students interest towards learning | 2                | 3.7  | 2           | 3.7  | 26       | 48.1 | 21        | 38.9 | 3              | 5.6  |
| Students interest doing assignment | 0                | 0.0  | 7           | 13.0 | 24       | 44.4 | 22        | 40.7 | 1              | 1.9  |
| Students performance               | 1                | 1.9  | 6           | 11.1 | 34       | 63.0 | 12        | 22.2 | 1              | 1.9  |
| Relationship with academy Commands | 0                | 0.0  | 2           | 3.7  | 28       | 51.9 | 17        | 31.5 | 7              | 13.0 |
| Relationship with Department Heads | 1                | 1.9  | 2           | 3.7  | 13       | 24.1 | 27        | 50.0 | 11             | 20.4 |
| Relationship with Colleague        | 2                | 3.7  | 0           | 0.0  | 21       | 38.9 | 26        | 48.1 | 5              | 9.3  |
| Salary Paid                        | 3                | 5.6  | 23          | 42.6 | 16       | 29.6 | 8         | 14.8 | 4              | 7.4  |
| Status in the Academy              | 10               | 18.5 | 19          | 35.2 | 8        | 14.8 | 12        | 22.2 | 5              | 9.3  |

As first item of table 3, indicated that 12/22.2 percent of the respondents were moderate while, 42/77.8 percent of the respondents were satisfied .This was implied most of the respondents were satisfied with the students behavior/ discipline. As can be seen in table 3 item 2, item 3 and item 4 were indicated that majorities of respondents towards students learning, doing assignments and their performance were moderate with percentage of 26/48.1, 24/44.4 and 34/63 respectively .The interviewer participants were explained that the reason why, Most of the CAA students were moderate in their achievement in teaching learning activities is due to the different educational back ground which means they come through distance education. As data presented in the table 3 item 5, 2/3.7 percent of the respondents were unsatisfied, 28/51.9 percent of the respondents were moderate and 24/44.5 percent of the respondents were satisfied relation with commands. According to most of the respondents the relationship of Commands with the instructors was moderate. To strength the quantitative the researcher raise question for department heads. What is relationship between Commands and instructors? The department heads reflect their suggestion on this point. The issue which department heads were raised the CAA commands found on conducting many activities to develop relationship with the instructors on deferent agenda. Examples, depending on the monthly, quarterly and annually performance evaluate with academy communities, the instructors participated freely and reflects their opinion and transparency in all activities as it is possible. The instructors were explained the above mentioned positively and raise some opinion which CAA Commands give focus. The implementation of the most activities was based on quarterly, semi annually and annual evaluation only. It didn't supported by research to solve the problems related to job satisfaction of instructors. As table 3 item 6, shows that 3/5.6 percent of the respondents were unsatisfied, 13/24.1 percent of the respondents were moderate and 38/70.4 percent of the respondents were satisfied with the relationship of department heads. This indicated that most of the respondents were satisfied and good relationship between department heads and instructors. As it is indicated in table 3 item 7, 2/3.7 percent of the respondents were unsatisfied whereas as, 21/38.9 percent of the respondents reported moderate while, 31/57.4 percent of the respondents were satisfied with his colleagues relationship.

As interview participants explained why the relationship of department heads and colleagues were good, there is a good team work culture among the instructors and the department head

was participate in day to day activities with the instructors of departments. The result showed that there is good relationship between the instructors. Table 3 item 8, showed that 26/48.2 percent of the respondents were unsatisfied, 16/29.6 percent of the respondents moderate and 12/22.2.percent of the respondents were satisfied with the salary paid. Respondents from majorities of interviewer supports the above mentioned by raising real examples: the first the salary paid did not meet the current expense condition, The second one is no desert allowance and over time especially for military instructors and this should need focus to develop job satisfaction of instructor and motivated the employees to ensure the quality of teaching and learning process.

As last table 3 item 9 , finding 29/ 57.3 percent of the respondents were unsatisfied whereas, 8/14.8 percent of the respondents moderate while 17/31.5 percent of the respondents were satisfied with the their status in the academy. The study result indicated that majority of respondents were unsatisfied with the position .The finding has also been supported by interviewer. The interview participants support the above reported by raising real example. The first, most of the CAA instructors are higher officer but didn't get position computing with other of his colleagues for the issue of the teaching, they work for long years without gating position and this cause dissatisfaction. To sum up table 3 influence of students performance and relationship on the job satisfaction instructors on their work, in the open-ended questionnaire and interview section participants raised their opinion as follows. The unbalance back ground of students education that means most of the students completed their education through distance, shortage of English language both students and instructors and this cause less activities on teaching and learning activities In general, both the quantitative and qualitative study result indicated that, the implementation of job satisfaction of instructors was affected by different factors in the academy.

#### **4.3.Influences of Recognition on Job Satisfaction of instructors**

In this section the study sought to determine the influence of recognition on job satisfaction in CAA instructors. The instructors were therefore asked to indicate their level of satisfaction with the statements regarding the recognition on a scale of Strongly disagree(1), Disagree, (2) Moderate,(3) Agree, (4) Strongly agree (5).

**Table 4: The extent of Recognition given to instructors on his/ her work**

| Variables  | Strongly Disagree |     | Disagree |      | Moderate |      | Agree |      | Strongly agree |     |
|--|-------------------|-----|----------|------|----------|------|-------|------|----------------|-----|
|  | F                 | %   | F        | %    | F        | %    | F     | %    | F              | %   |
| I have recognition for well done in my job                             | 1                 | 1.9 | 6        | 11.1 | 32       | 59.3 | 12    | 22.2 | 3              | 5.6 |
| I get enough recognition from Academy leaders                          | 0                 | 0.0 | 10       | 18.5 | 23       | 42.6 | 19    | 35.2 | 2              | 3.7 |
| I get enough recognition from my immediate supervisor for my work      | 1                 | 1.9 | 3        | 5.6  | 26       | 48.1 | 22    | 40.7 | 2              | 3.7 |
| The recognition given in the academy fairly assesses my work           | 1                 | 1.9 | 3        | 5.6  | 26       | 48.1 | 22    | 40.7 | 2              | 3.7 |
| The recognition I have been given from my students helps me to do more | 2                 | 3.7 | 4        | 7.4  | 8        | 14.8 | 33    | 61.1 | 7              | 13  |

As indicated above in table 4 item 1, 7/ 13 percent of the respondents were disagree, 32/59.3 percent of the respondents were moderate and 15/27.8 percents of the respondents were agree with the recognition of their well work done. The second item of table 4, 10/18.5 percent of respondents were disagree whereas, 23/42.6 percent of the respondents moderate while 21/38.9 percent of the respondents were satisfied with the recognition from Commands. The third item of table 4, show that 9/16.7 percent of the respondents were disagree, 29/53.7 percent of the respondents were moderate and 16/29.6 percent of respondents were agree with the immediate supervisor of the CAA.

Table 4 item 4, indicated that 4/ 7.5 percent of respondents were disagree, 26/48.1 percent of respondents were moderate and 24/ 44.4 percent of respondents were agree with the fair recognition of the CAA . As it is indicated in table 4 item 5, 6/11.1 percent of the respondents were disagree, 8/ 14.8 percent of the respondent were moderate and 40/74 .1 percent of the respondents were agree with the recognition from their students. This indicated that most of the instructors had acceptance from trainer officer. To sum up the table 4 according to the quantitative respondents most of the respondents were reported moderate. To ensure the researcher was raise one question for the interviews participants. What is level of recognition and it is consistency in the Combined Arms Academy? some of the participants was said that the CAA recognition activities was found on the right ways for examples, the instructors were participated on deferments issue, get chance of peace keeping, some instructors get chance higher education and reward during annual ceremony. Most of the interviews participants accepted the above mentioned and raise additional issue which the combined arms academy give focus. These are the quota given to the higher education was not enough and instructors cannot update his qualification in short time, there is no incentives like desert allowance and over time, there is no sufficient transportation system, there is no continuous visiting program in the country and abroad to develop experience. The study result indicated that the Combined Arms Academy recognition activities have moderate.

#### **4.6. Influence of Working Conditions /Environment/on Job Satisfaction Instructors.**

In this section the study sought to establish the influence of work condition/environment/ on instructors' job satisfaction of CAA. The instructors were therefore asked to indicate their satisfactions with the statements regarding the working condition on a scale of strongly disagree, Disagree, moderate, Agree and strongly agree. In this study strongly disagree (1), Disagree (2), Moderate (3), Agree( 4) and strongly agree (5).

**Tables : 5 The relationship between job satisfaction and work condition**

| Variables   | Classification    |      |          |      |          |      |       |      |                |      |
|---|-------------------|------|----------|------|----------|------|-------|------|----------------|------|
|   | Strongly disagree |      | Disagree |      | Moderate |      | Agree |      | Strongly agree |      |
|   | F                 | %    | F        | %    | F        | %    | F     | %    | F              | %    |
| Location of Academy is suitable for my work                                 | 2                 | 3.7  | 5        | 9.3  | 16       | 29.6 | 23    | 42.6 | 8              | 14.8 |
| The Academy infrastructure facilitate the teaching and learning process     | 0                 | 0.0  | 2        | 3.7  | 23       | 42.6 | 18    | 33.3 | 11             | 20.4 |
| Class room facilitates give me satisfaction                                 | 0                 | 0.0  | 7        | 13   | 22       | 40.7 | 14    | 25.9 | 11             | 20.4 |
| There are adequate teaching and learning materials                          | 10                | 18.5 | 19       | 35.2 | 6        | 11.1 | 14    | 25.9 | 5              | 9.3  |
| Attitude of community towards the teaching and learning process             | 2                 | 3.7  | 5        | 9.3  | 28       | 51.9 | 19    | 35.2 | 0              | 0.0  |
| The staff arrangement is suitability  | 0                 | 0.0  | 8        | 14.8 | 25       | 46.3 | 18    | 33.3 | 3              | 5.6  |
| The academy library adequately support teaching and learning in the academy | 9                 | 16.7 | 21       | 38.9 | 8        | 14.8 | 8     | 14.8 | 8              | 14.8 |
| Internet facilities support learning process                                | 2                 | 3.7  | 6        | 11.1 | 22       | 40.7 | 23    | 42.6 | 1              | 1.9  |

As it is indicated in the above table 5 item 1, 7/13 percent of the respondents were disagree, 16/29.6 percent of respondents were moderate and 31/57.4 percent of the respondents were agree with location of the academy. Table 5 item 2, showed that 2/3.7 percent of the respondents were disagree, 23/42.6 percent of the respondents were moderate and 29/53.7 percent of the respondents were agree. Response from interviewer reveled that the infrastructure of academy was more of less found on right line. But there is limitation of cafe, dining room, and lack of sport field and residence was old and it need full renew. The third item of table 5, appear that 7/13percent of the respondents were disagree whereas, 22/40.7

percent of the respondents were moderate while, 25/46.3 percent of respondents were agree with the class room facilitate in the academy. Table 5 item 4, indicated that 29/53.7 percent of respondents were disagree, 6/11.1 percent of respondents were moderate and 19/35.2 percent of respondents were agree with teaching and learning materials. As all participants of interviewer explained there is no enough reference text in the academy especially anti aircraft course, past combat experience did not well organized to support teaching process by real practical examples.

From military aspect, our country (Ethiopia) was rich in combat experience at different place and times. We have conducted different combats in many occasions these rich combat experiences were very important for military commanders to learn from both, the strong and the weak sides of the combat experiences in order to internalize the subject matter of the lesson in Ethiopian context. However, instructors of the academy didn't use the existing experience as a source of learning during teaching their students because of not well organized . Instead of that they exercised externally about I and II world war. General the interviewer participants stress the Combined Arms Academy and concerned bodies give focus to organized our military past efforts to pass for the new generation .As data presented in table 5 item5, 7/13 percent of the respondents were disagree, 28/51.9 percent of the respondents were moderate and 19/35.2 percent of respondents were agree with the attitude of community of the academy. As it is indicated in table 5 item 6, 8/14.8 percent of the respondents were disagree, 25/46.3 percent of the respondents moderate and 21/38.9 percent of respondents were agree with suitability of staff room arrangement. On this point the suggestion given by interviewer was additional staff room should organized to support teaching and learning materials properly.

In the item seven table 5, 30/55.6 percent of the respondents disagree, 8/14.8 percent of the respondent were moderate and 16/29.6 percent of the respondents were agree with the library sufficient. The participants of interviewer was supported the above idea by example. There is no sufficient references materials in the library especially military course . As can be seen on item 8 table 5, 8/14.8 percent of respondents were disagree, 22/40.7 percent of the respondents were moderate and 24/44.5 percent of respondents agree with the internet facility of Combined Arms Academy The interviewer participants give evidence on this point. They

said that the internet facility of CAA was progress from time to time and need more focus to make more.

#### 4.7. The Influence of Promotion on Job Satisfaction Instructors

The study sought to determine the relationship between promotion and job satisfaction of instructors at CAA. The instructors were therefore asked to indicate their levels of satisfaction with the statements regarding the promotions on a scale of strongly disagree, Disagree, moderate, Agree and strongly agree

Table: 6 the extent of relationship between promotion and job satisfaction of instructors

| Variables   | Strongly disagree |     | Disagree |      | Moderate |      | Agree |      | Strongly agree |     |
|---|-------------------|-----|----------|------|----------|------|-------|------|----------------|-----|
|   | F                 | %   | F        | %    | F        | %    | F     | %    | F              | %   |
| Promotion opportunity in academy are fair   | 2                 | 3.7 | 3        | 5.6  | 27       | 50   | 19    | 35.2 | 3              | 5.6 |
| I am satisfied with commitment of different level of management for my promotion    | 0                 | 0.0 | 4        | 4.7  | 27       | 50   | 21    | 38.9 | 2              | 3.7 |
| The promotion process and procedure opportunities available to me as an instruction | 0                 | 0.0 | 5        | 9.3  | 19       | 35.2 | 27    | 50   | 3              | 5.6 |
| I am comfortable with the promotion opportunities available to me as an instructors | 0                 | 0.0 | 10       | 18.5 | 21       | 38.9 | 19    | 35.2 | 4              | 7.4 |
| The practice of promotion opportunities is fruitful                                 | 0                 | 0.0 | 7        | 13   | 31       | 57.4 | 13    | 24.1 | 3              | 5.6 |

As it is indicated above table 6 item 1, 3/5.6 percent of the respondents were disagree with the opportunity to get promotion, whereas, 27/50 percent moderate while, 22/40.7 percent of the respondents were agree. These do not permit instructors to upgrade themselves and have better social status and develop their profession. This condition would be difficult to get experienced teachers and make teaching profession more attractive. Concerning this Smylie (1984) indicated that working conditions that guarantee opportunities for promotion, loans and scholarship make the teaching profession attractive and able to compete favorably with other professions in attracting competent people. In addition to above mentioned most of the interviewer were supported the above opinion from deferent angles. The first one is the CAA instructors did not get position computing with others colleagues having the same rank, their no enough chance for higher education. This is difficult to ensure job satisfaction of in Combined Arms Academy instructors

As shown in table 6 item2, 4/7.4 percent of the respondents were disagree, whereas 50 Percent of the respondents moderate while 23/42.6 percent of respondents were agree with commitment of different level of management for the promotion of instructors. As it was indicated in table 6 item 3, 5/9.3 percent of respondents were disagree, 19/35.2 percent of the respondents were moderate and 30/55.6 percent of respondents were agree with process and procedure of promotion in the academy. This has been positive implication but it needs more focus than finding in the study result according to the majorities of the interviewer respondents. Table 6 item 4, shows that 10/18.5 percent of the respondents were disagree, 21/38.9 percents of respondents were moderate and 23/42.6 percents of respondents were agree with the comfortable of promotion in the academy. As the last table 6 item 5, appear 7/13 percent of respondents were disagree whereas 31/57.4 percent of respondents were moderate while, 16/29.7 percent of respondents were agree with the fruitfulness of promotion in the academy.

#### **4.8. Influence of Observation Practice on Job Satisfaction of Instructors**

In this section the study sought to determine how observation practice influenced job satisfaction of CAA. The instructors were therefore asked to indicate their level of agree with the statements regarding the observation practice.

**Table 7 Influence of Observation Practice**

| Variables  | Strongly disagree |     | Disagree |      | Moderate |      | Agree |      | Strongly agree |     |
|--|-------------------|-----|----------|------|----------|------|-------|------|----------------|-----|
|  | F                 | %   | F        | %    | F        | %    | F     | %    | F              | %   |
| The Academy observation initiat me to discus on various academic issue | 0                 | 0.0 | 4        | 7.4  | 30       | 55.6 | 15    | 27.7 | 5              | 9.3 |
| The Academy observation has enough technical knowhow to support me     | 1                 | 1.9 | 16       | 29.6 | 24       | 44.4 | 12    | 22.2 | 1              | 1.9 |
| I am observed in supportive and democratic manner                      | 1                 | 1.9 | 4        | 7.4  | 25       | 46.3 | 21    | 38.9 | 3              | 5.6 |
| The academy observation observed instructors activities regularly.     | 1                 | 1.9 | 4        | 7.4  | 25       | 46.3 | 21    | 38.9 | 3              | 5.6 |
| The observation process have its own measurement                       | 1                 | 1.9 | 4        | 7.4  | 25       | 46.3 | 21    | 38.9 | 3              | 5.6 |

As it is indicated in the table 7 item 1, 4/7.4 percent of the respondents were disagree whereas, 30/55.6 percent of respondents were moderate while, 20/37.4 percents of respondents were agree with the observation practice of academy. As result of the study indicated most the of instructors were moderate with the observation practice of combined arms academy. The findings of the study may be interpreted that to a large extent, the observation practice were not effective in the combined arms academy. The second item of table 7, indicated that 17/31.5 percent of the respondents were disagree, whereas,24/44.4 percent of the respondents were moderate while, 13/24.1 percent of respondents were agree with the technical knowledge of observer in the CAA. Table 7 item 3 showed that 5/9.3 percent were disagree, 25/46.3 percent of the respondents were moderate and 24/44.5 percent of the respondents were agree with the observation practice supportive and democratic manner.

The forth item of the table 7, 5/9.3 percent of the respondents were disagree whereas, 25/46.4 percent of respondents were moderate while, 24/44.5 percent of the respondents were agree with observation practice implementation regularly in CAA. As the last table 7 item 5 indicated that 5/9.3 percent of respondents were disagree, 25/46.3 percent of the respondents moderate and 24/44.5 percent of the respondents were agree with the measurement of observation practice of CAA. As the study result indicated under table 7, item , 2, 3 and 4 majorities of the respondents in quantitative result show that moderate according to the percentages respectively. The researcher raise question for interviewer to get additional information and if did controversial idea, Is observation practice in the academy support teaching and learning process? The department heads without controversial explained their ideas as follows. This idea was the combined arms academy observation practice supports the instructors by deferent ways. examples, by observing class activities, practical exercise in class and field and examination time. For the above activities the instructors give good respect. Putting the above idea in mind the department produces other additional suggestion on this point. The observation practice didn't implemented continuously, the observation members lack of skill how they observe, the observation process did not supported by research and lack specific manual to develop the observation practice in teaching and learning process to ensure job satisfaction instructors.

#### **4.9. Activities taken by academy to improve job satisfaction of instructors**

The study sought to determine the relationship between activity taken to improve job satisfaction of instructors in the CAA. The instructors were therefore asked to show their level of agreement with the statements of scale Strong Disagree, Disagree, Moderate, Agree and Strongly agree.

**Table :8 Activities Taken by Academy to Improve Job Satisfaction of Instructors**

| Variables  | Strongly disagree |     | Disagree |      | Moderate |      | Agree |      | Strongly agree |     |
|--|-------------------|-----|----------|------|----------|------|-------|------|----------------|-----|
|  | F                 | %   | F        | %    | F        | %    | F     | %    | F              | %   |
| Have permanent plan on instructors job satisfaction activities | 1                 | 1.9 | 16       | 29.6 | 21       | 38.9 | 12    | 22.2 | 4              | 7.4 |
| Have continuous implementation                                 | 2                 | 3.7 | 14       | 25.9 | 24       | 44.4 | 14    | 29.6 | 0              | 0.0 |
| Develop creativity and initiation of instructors               | 2                 | 3.7 | 6        | 11.1 | 36       | 66.7 | 10    | 18.5 | 0              | 0%  |
| Motivated and develop interest of profession                   | 1                 | 1.9 | 16       | 29.6 | 28       | 51.9 | 6     | 11.1 | 3              | 5.6 |

As first item of table 8, shows that 17/31.5 percent of the respondents were disagree whereas, 21/38.9 percent of the respondents were moderate while, 16/29.6 percents of the respondents were agree with the permanent plan of the Combined Arms academy on the activities of instructors job satisfaction. To support the closed ended questionnaire, the researcher raise for interviewer the question, do the academy commands have permanent plan regarding job satisfaction of instructors ?. Majorities of the interviewer raised the same idea on this point. The CAA commands didn't have separately plan concerning job satisfaction of instructors but implemented mixed with other work. Table 8 item 2 appears that 16/29.6 percent of the respondents were disagree, 24/44.4 percent of the respondents moderate and 14/25.9 percent of the respondents were agree with the continuous implementation of instructors job satisfaction in the CAA. As the third item of table 8, show 8/14.8 percent of respondents were disagree whereas, 36/66.7 percent of respondents are moderate while, 10/18.5 percent of the respondents were agree with the development and initiation of job satisfaction in the CAA. The interviewer participated give their suggestion on the above point. In the CAA job satisfaction of instructors was conducted more of less continuously. But it need more develop.

The last item of table 8, showed that 17/31.5 percent of the respondents were disagree, 28/51.1 percent of the respondents are moderate and 9/16.7 percent of the respondents were agree with the motivation and development of instructors job satisfaction in the combined arms

academy. The result of this item indicated that most of the respondents fall within moderate opinion. As researcher observed 2005,2006,and 2007 academy annual plan, there is good point on education qualification of instructors development. The researcher observed good and supported points, CAA commands give focus to education qualification. Examples 6 instructors accomplished their MA degree from Addis Ababa University 2012, 2 instructors accomplished their MA from English grand field, 4 instructors will accomplish next year and most of instructors were get short course on pedagogy different time. The above practice was good aspects of CAA. As researcher observed from three years plan 2005,2006 and 2007 about job satisfaction of instructors more of less there is good manner about job satisfaction. But it need additional activities how job satisfactions of instructors implement in all round through teaching and learning process and to ensure attractive and valuable academy continuously.

## CAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENATION

On the basis of the analysis and interpretation of the data gathered through the instruments (questionnaires, interview and document analysis), the following summaries of the major findings, conclusions, and recommendations have been made.

#### 5.1. Summary of Major Findings

The purpose of this study was to examine the perception of instructors in the Ministry of National Defense/education and Training Main Department/ CAA towards factors influencing job satisfaction of instructors and its impact. This was with intent to find out instructors of CAA satisfied or not on their job and recommend possible ways of existed the problems. To this end, basic questions addressing the issues related to factors influencing job satisfaction of instructors, recognition, work condition, promotion, observation practice and activity taken by commands were raised. The study employed descriptive design with quantitative and qualitative method to address the following basic questions.

- ❁ What are the influences of students' performance on job satisfactions of the Combined Arms Academy Instructor?
- ❁ To what extent does recognition influence job satisfaction of instructors at CAA?
- ❁ To what extent does work condition/environment/ influence job satisfaction of instructors at CAA?
- ❁ What are the influences of observation practices on the job satisfaction CAA instructors?
- ❁ What measures were taken from the CAA Commandant to improve instructors' job satisfaction?

To address the research questions, the researcher reviewed the relevant literature, prepared a questionnaire for instructors, interview for Academy commands and department heads. Concerning the subjects of the study, 58 instructors of CAA, 3 commands and 4 department heads were participated. Questionnaire, interviews and documents analysis were used to collect the required data. The questionnaire included close-ended and few open-ended questions.

The data obtained were analyzed and interpreted by using frequency and percentage supported by SPSS version 20. Based on this, the following major findings were drawn from the analysis.

- The study finding revealed that most of instructors (77.8%) were satisfied with students' behavior (discipline). The instructors were moderate opinions regarding students' interest towards learning, doing assignment and performance 48.1%, 44.4 and 63.0% respectively. The finding showed that majority of instructors were agree with regarding to relationship with the department heads and colleagues and moderate opinions (51.9%) with commands .The study established that according to most of the respondents(42.6%) the amount of salary they received were not satisfied. Most of the instructors were not satisfied with the current position they have in the academy.
- The study findings showed that most of the instructors were moderate for recognition of their job well done. The study shows that majorities of instructors were moderate opinion regarding to recognition from academy leaders.
- Most of the respondents were agree with the immediate supervisor and recognition from their students. The study findings showed that majority of instructors were agree with the class room facility and have moderate opinion with the attitude of community. The study result showed that most of the instructors were moderate opinions with suitability of staff rooms and 55.6% of them were disagree with the reference material in library and 44.5. % of respondents was agreed with the internet facility of CAA.
- The study also observed most of the instructors were moderate opinion with the commitment of management on promotion of instructors and they were agreed with process and procedure of promotion in the academy. The studies also finding that majority of instructors were agreed with the available promotion of instructors and moderate opinion with promotion fruitfulness in the CAA.
- The findings shows that majority of the instructors which are 48% were moderate opinion regarding to the observation practice of CAA.
- The study shows that which is half of the instructors were moderate opinion with the activity taken to improve job satisfaction of the instructors.

## 5.2. Conclusion

Various programs have been put in place by FDRE-MoND Colleges and other stakeholders of higher education to help improve standards of education in the institution. However, all these would come to nothing if the people on the ground who should make these happen are not well catered for or do not feel satisfied with their job. Therefore, Army College instructors who are implementers of various programs should be motivated and satisfied to make them contribute their best towards the education of the Defense institution. Depending on the finding and the data analysis the research were conclude the following major points

The study conclude that the instructors were satisfied with the students discipline, moderate with students towards learning, doing assignments and performance teaching activities . As the most of the CAA trainer offices come from units and have lack of language and skill to use technology like computer and internet. This conclusion indicated that the instructors were not satisfied with the implementation of students related to teaching and learning process. This lead the instructors to be dissatisfied on their work.

Regarding to the relationship between instructors, department heads and colleagues were found on good line but the relationship with commands were moderate opinion. The other issues concluded by the researcher were the issue of payments and other intensives were not enough this were tend to dissatisfaction of instructors in the work. Similarly on the delegation of power majority of the respondents especially higher officer were disagree on their position . Because they were not get proper position based on their performance computing with the his colleagues under training main department. Based on the use of resource allocation had not be well organized there is lack of teaching and learning material in the academy especially military course example anti - aircraft .The combat experience of our army didn't well organized to support the teaching process by real combat experience especially military course example tactic and there were shortage of relevant resource in the library this will affect the teaching and learning process of the college.

### 5.3. Recommendations

- To develop the capacity of students' especial language and use of technology all stakeholder and Combined Arms Academy could be give more focus to solve the problem. For example giving chance to prepare themselves before starting regular course and support by skilled person. The relation with the department heads and colleagues found on the right way but moderate with the CAA Commands. The CAA Commands would be revised the college plan in detail to develop relationship with the instructors.
- There were the dissatisfaction on salary; hence, the ministry of national defense force could be improving the salary and other incentives of instructors to make smooth the teaching and learning process. Most of the instructors were not agreed on the position they have in the academy. The combined arms academy and Education and Training Main Department could facilitate the ways they get position related to their rank computing with others.
- The other issue the researcher recommended that the CAA commands and concern bodies may improve work condition of instructors by constructing staff room, dining , Cafe , sport field , renewing residence and organize teaching materials based on combat experience and equip the library with updated reference.
- The promotion opportunities were on proper line and needs additional activities to enhance more job satisfaction of the instructors. Facilitating opportunity to get higher education, visiting program in country and abroad to get more teaching experience. Concerning observation practice would be applied and the observation practice in the CAA was not enough. So, to make valuable and attractive observation the combined arms academy could have plan (manual) concerning on job satisfaction of instructors, facilitate training and capacity building program for observations to get proper information to improve the teaching and learning process to achieve the required objective of the college.

The college could collaborate with education and training main department to facilitate training on the performance development of teachers to enhance their knowledge and skill.

#### **5.4. Suggestions for Future Studies**

This study was done on combined army academy only. The study recommends that similar studies should be done in others Defense Colleges .The study mainly focused on level of instructors' satisfaction, recognition, promotion, working conditions and observation practice only. However, instructor's job satisfaction could be influenced by other factors; the study therefore recommends that other variables which influence job satisfaction of Defense University should be investigated further

## REFERENCES

- Ajila, C and Abiola, A. (2004). Influence of Rewards on Workers Performance in an Organization, *Journal of Social Science*, 8(1), pp.7-12.
- Ali, T. & Akhter, I. (2009). Job satisfaction of faculty members in private universities – in context of Bangladesh. *International Business Research*, 2 (4), 167-175  
Approach .Nairobi: ACTS press.
- Armstrong, M. (2006). *A Handbook of Human resource Management Practice*, Tenth Edition, Kogan Page Publishing, London,
- Asvir Naveed, Ahmad Usman & Fatima Bushra (2011), "promotion: a predictor of job satisfaction a study of glass industry of lahore (pakistan)", *international journal of business and social science*, vol-2.
- Avi-Itzhak, T.E. (1988). The effects of needs organizational factors and teachers characteristics of job satisfaction in kindergarten teachers. *The Journal of Educational Administration*, 26 (3), 353-363.
- Bennett, P. N., Iverson, M. J., Rohs, F. R., Langone, C.A., & Edwards (2000). Job satisfaction of agricultural teachers in Georgia and selected variables indicating
- Bhuian, S. N., & Menguc, B. (2002). An extension and evaluation of job characteristics, organizational commitment and job satisfaction in an expatriate, guest worker, sales setting. *The Journal of Personal Selling & Sales Management*, 22, 1-11.
- Bilgic, R. (1998). The relationship between job satisfaction and personal characteristic of Turkish workers. *The Journal of Psychology*, 132, 549-557.
- Bishay, A. (1996). Teacher motivation and job satisfaction: a study employing the experience sampling method. *Journal of Undergraduate Science*, 3, 147-154.
- Bishay, A. (1996). Teacher motivation and job satisfaction: a study employing the experience sampling method. *Journal of Undergraduate Science*,
- Bishay, A. (1996). Teacher motivation and job satisfaction: a study employing the experience sampling method. *Journal of Undergraduate Science*.
- Bishop, J. (1987). The recognition & Reward of Employee Performance, *Journal of Labor Economics* Vol. 5, No. 4 Part 2: The New Economics of Personnel

- Brief, A. P., & Weiss, H. M. (2001). Organizational behavior: affect in the workplace. *Annual Review of Psychology*, 53(279-307), 282.CA: Sage.
- Campbell, J. P., Dunnette, M. D., Lawler, E. E. & Weick, K. E. Managerial behavior. performances and effectiveness. New York:' McGraw-Hill, 1970.
- Campbell, J.P. & Pritchard, R.D. (1976). Motivation theory in industrial and organizational psychology. In M.D. Dunnette (ed.).Handbook of industrial and organizational psychology
- Chuan, L. C., (2005). A critical review of commitment studies: a call for research in Sarawak school settings. *Journal Penyelidikan*, 6, 75-76.
- Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: A meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology*, 85(5), 678–707
- Conley, S. C., Bacharach, S. B., & Bauer (1989). The school work environment and teacher career dissatisfaction. *Educational Administration Quarterly*, 25 (1),
- Cranny. C. J., Smith, P .C. & Stone, E. F. (1992). *Job satisfaction: How people feel about their jobs and how it affects their performance*. Lexington Books: New York
- Cronin SN, Becherer D. Recognition of staff nurse job performance: staff and manager perceptions. *J NursAdm* 1999 Jan;29(1)
- Davey, J., Obst, P., & Sheehan, M. (2001). Demographic and workplace characteristics which add to the prediction of stress and job satisfaction within the police workplace. *Journal of Police and Criminal Psychology*, 16(1), 29-39.
- Davis, K. and Nestrom, J.W. (1985). *Human Behavior at work: Organizational Behavior*, 7<sup>th</sup>edition, McGraw Hill, New York Development of the Job Satisfaction Survey," *American Journal of Community*
- Diener, Ed; Oishi (2003). "Personality, culture and subjective well being: Emotional and cognitive evaluations of life". *Annual Review of Psychology* 54: 403–425. doi:10.1146/annurev.psych.54.101601.145056
- Dinham, S. and Scott, C. (1998). A Three Domain Model of Teacher and School Executive Career Satisfaction. *Journal of Educational Administration*, 36 (4), 362378.

- Ellickson, K.M.C., 2002. Determinants of job satisfaction of municipal government employees, *Public Personnel Management*, pp: 343-358.
- Esther T. C. & Marjon F. (2008). Motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. University of Groningen Land even 1, 9747 AD Groningen, the Netherlands
- Fisher D. (2000). Mood and emotions while working: missing pieces of job satisfaction? *Journal of Organizational Behavior* 21, 185±202
- Fried, Y., & Ferris, G. R. (1987). The validity of the job characteristics model: A review and meta-analysis. *Personnel Psychology*, 40(2), 287–322.
- Gebrekiros H. & Kebede A. (2015). Study on Factors Affecting Job Satisfaction in Mekele University Academic Staff at ADi-Haqi Campus. *International Journal of Science and Research Publication*, Volume 5, Issue 1.
- George, J.M. and Jones, G.R. (2008). *Understanding and Managing Organizational behavior*, Fifth Edition, Pearson/Prentice Hall, New Jersey, p. 78
- Getachew G. & Haftu B. (2014). Job Satisfaction of Nurses and Associated Factors in Public Hospitals in Tigray Region, North Ethiopia. *Greener Journal of Medical Science*,
- Gullatt, DE & Bennett, RM (1995). Motivational strategies useful in enhancing teacher performance. *NASSP Practitioner*, 22(2)
- Gunn, J. A., & Holdaway, E. A. (1986). Perception of effective influence and satisfaction of senior high school principals. *Educational Administration Quarterly*, 22(2), 43-62.
- Hackman, J.R. & Oldham, G.R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2):250–279.
- Herzberg, F. (1968) One more time: How do you motivate employees?‘ *Harvard Business Review*, January-February, pp. 53-63.
- Herzberg, F. (1987). One more time: How do you motivate employees?‘ *Harvard Business Review*, September-October, pp. 109-20.
- Herzberg, F., Mausner, B. and Synderman, B. S. (1959). *The Motivation to Work* (2<sup>nd</sup> Ed.), New York: John Wiley and Sons, Inc.

- Holdaway, Edward A.; Riordan, Geoffrey P.: A Field Experience Model in a Doctoral Administrator Preparation Program. 1996 (Reports - Descriptive; Journal Articles
- Hop pock, R. (1935), Job satisfaction. Harper and row, New York NY, page 343.
- Huang, Y.S. and Chi, T.C. (2004), Internal marketing, organizational culture, job satisfaction, and operational performance: A study on international- class tourist hotels in Taiwan. *Journal of Management and System Human Performance* 4(4): 309-336.
- Huseman, R.; Hatfield, J.; Miles, E. (1987). "A New Perspective on Equity Theory: The Equity Sensitivity Construct". *Academy of Management Review* 12 (2): 232–234. doi:10.5465/amr.1987.4307799. job satisfaction and job characteristics: An empirical study of expatriates in Saudi Arabia. `Colquitt.
- Judge, T. A.; Locke, E. A.; Durham, C. C. (1997). "The dispositional causes of job satisfaction: A core evaluations approach". *Research in Organizational Behavior* 19: 151–188. Juta. Smit, P.J. & G.J. Cronje (1992). Bestuursbeginsels i'n EieKraye, K.J.;
- Kaliski, B.S. (2007). *Encyclopedia of Business and Finance*, Second edition, Thompson Gale, Detroit, p. 446
- Kraye, K.J.; Westbrook, L. (1986). "The relationship between communication load and job satisfaction". *World Communication* 15: 85–99.
- Kraye, K.J.; Westbrook, L. (1986). "The relationship between communication load and job satisfaction". *World Communication* 15: 85–99
- kreitner, r., and kinicki, a. (2001). *organizational behavior* (5th ed., 774 pages). burr ridge, ill: irwin/mcgraw-hill.hom,
- Kumari, G., Joshi, G., and Pandey, K.M., "Analysis of Factors Affecting Job Satisfaction of the Employees in Public and Private Sector", *International Journal of Trends in Economics Management and Technology (IJTEMT)*, ISSN 2321-5518, Vol. 3 Issue 1, February 2014
- Kumari, G., Joshi, G., and Pandey, K.M., "Analysis of Factors Affecting Job Satisfaction of the Employees in Public and Private Sector", *International Journal of Trends in*

*Economics Management and Technology (IJTEMT)*, ISSN 2321 5518, Vol. 3 Issue 1, February 2014

Lawler, E. E. (1973). *Motivation in Work Organizations*. Monterey, CA: Brooks/Cole.

Locke ,E.A. (1976). The nature and causes of job satisfaction. In M.D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp.1297-1349). Chicago: Rand McNally.

Locke, E. A. (1969). "What is Job Satisfaction?," *Organizational Behavior*

Locke, E. A. (1976). The nature and causes of job satisfaction. In M.D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297 – 1349). Chicago: Rand McNally.

Lok P. & Crawford J. (2004). The effect of organizational culture and leadership style on job satisfaction and organizational commitment: A cross-national comparison. *Journal of Management Development*, 23 (4), 321-338.

Ma, X. (1999). Influences of workplace conditions on teacher job satisfaction. *Journal of Educational Research*, 93, 39-47.

Martin, J. K., & Miller, G. A. (1986). Job Satisfaction and Absenteeism: Organizational, Individual and Job-related Correlates. *Work and Occupations*, 13(1), 33-46.

Mehboob, F., Sarwar, M.A. & Bhutto, N.A. (2012). Factors affecting job satisfaction among faculty member. *Asian Journal of Business and Management Sciences*, 1 (12), 1-9

Michaelowa K 2002. *Teacher Career Satisfaction, Student Achievement, and the Cost of Primary Education in Francophone Sub-Saharan Africa*. Hamburg Institute of International Economics.

Morgan, G. et al. (2004). *SPSS for Introductory Statistics: Use and Interpretation*. (2nd ed.). New Jersey: Laurence Erlbaum Associates, Inc.

Mugenda, A.G. (2003). *Research Methods: A Quantitative and Qualitative*

Nagar, K. (2012). Organizational Commitment and Job Satisfaction among Teachers during Times of Burnout. *Vikalpa: The Journal for Decision Makers*, 37(2).

Noell, N. (1976). Herzberg's Two-Factor Theory of Job Satisfaction at Defence System Management College. Virginia: National Technical Information Service.

- Nursing Staff. *Canadian Journal of Nursing Leadership*, 12(2), 21.
- Okumbe, J.A. (1992). *Levels of Job Satisfaction among Graduate teachers in 70 Secondary Schools in Siaya District and Kisumu Town*. Unpublished PhD
- On Employees' Job Satisfaction in Public Sector Organizations in Malaysia. *International Journal of Business, Management and Social Sciences*, Vol.2, .
- Organizational Studies*, 10(2), 73-88. Rue and Byers (1994), Management skills and application. Homewood .Irwin
- Orodho, A. (2004), Techniques of Writing Research Proposals and Reports in Education and Social Sciences, Nairobi, Masola Publishers.
- Owens, R.G. (1981). *Organizational behavior in education new Fersey*:Eaglewood Cliffs
- Pergamit, M. R., & Veum, J. R. (1999). "What is a Promotion?" *Industrial and Labor Relations Review*, 581-601.
- Peterson, D.K., Puia, G.M., & Suess, F.R. (2003). "An exploration of job satisfaction and commitment among workers in Mexico" [Electronic version]. *Journal of Leadership and*
- Piccolo, R. F., & Colquitt, J. A. (2006). Transformational leadership and job behaviors: The mediating role of job characteristics. *Academy of Management Journal*, 49, 327-340
- Psychology* 13(6): 693-713.
- Robbins, S., (1998), *Organizational Behaviour* (Eight Edition), Prentice Hall International Inc. New Jersey.
- Ronit (2001), "The Influence of Leadership Style on Teacher Job Satisfaction", *Journal of Educational Administration*, Quarterly, Vol.37, No.5, Pp.662-683,(2001).
- Sargent T, Hannum E 2003. Keeping Teachers Happy: Career Satisfaction Among Primary School Teachers in Rural China. *Paper prepared for the International Association Research Committee on Social Satisfaction and Mobility*. New York University, New York City, U.S.A.
- supervision, work, and co-worker satisfaction across three distinct sport segments. *International Sports Journal*, 27-43
- Sclafane, S. (1999). MGA managers in sync with employees on job satisfaction issues, survey finds. *National Underwriter*, 103(22), 4-
- 24.

- Sempane, M.E., Rieger, H.S. & Roodt, G. (2002). Job satisfaction in relation to organizational culture. *South African Journal of Psychology*, 47(1), 1-10.
- Krayer, K.J.; Westbrook, L. (1986). "The relationship between communication load and job satisfaction". *World Communication* 15: 85–99
- Journal of Industrial Psychology*, 28(2):23–30.
- Vroom, V.H.(1964). *Work and Motivation*. New York. John Wiley and Sons.
- Shah, M. et al. (2012). Job Satisfaction and Motivation of Teachers of Public Educational Institutions. *Journal of Business and Social Science*, Vol. 3, .
- Smith, P.C., Kendall, L.M., & Hulin, C.L. (1969) *The measurement of satisfaction in work and retirement*. Chicago: Rand McNally.
- Smucker, M., & Kent, A. (2004). The influence of referent selection on pay, promotion, supervision, work and co-worker satisfaction across three distinct sport industry segments. *International Sports Journal*, 24, 27-35.
- Steers, R. M. (1977).
- Sseganga, K., & Garrett, R.M. (2005). Job satisfaction of university academics: Perspectives from Uganda. *Higher Education*, 50, 33-56.
- Statt, D. (2004). *The Routledge Dictionary of Business Management*, Third edition, Routledge Publishing, Detroit
- T. A.; Thoresen, C. J.; Bono, J. E.; Patton, G. K. (2001). "The job satisfaction-job performance relationship: A qualitative and quantitative review". *Psychological Bulletin* 127 (3): 376–407. doi:10.1037/00332909.127.3.376. PMID 11393302.
- Taylor R.N, Thompson M, (1976), "Work Value Systems of Young Workers", *The Academy of Management Journal*
- The National Institute of Standards and Technology (NIST) their risk of leaving the teaching profession. *The GLOBE Program*. thesis, Nairobi: University of Nairobi. Thesis.
- Thompson, E.R.; Phua F.T.T. (2012). "A Brief Index of Affective Job Satisfaction" *Group & Organization Management* 37(3)275  
doi:10.1177/1059601111434201.U.S.Department of Commerce

- Večernik, J. (2003), "Skating on thin ice: a comparison of work values and job satisfaction in CEE and EU countries", *International Journal of Comparative Sociology*, Vol. 44 No. 5, pp. 444-515. Vol. 4(1).
- Voon, M., Lo, M., Ngui, K. & Ayob, N. (2011). *The Influence of Leadership Styles* Washington DC.
- Westbrook, L. (1986). "The relationship between communication load and job satisfaction". *World Communication* 15: 85–99tydse Suid Afrikaanse Uitgawe. Kenwyn:
- Williams, L. J. and Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors, *Journal of Management*, 17(3), p. 601 – 617.
- World Bank Report . (1998). *Decentralization of Education-Teacher Management*, Washignton DC-20433 World Bank.
- Wright, T. A.; Cropanzano, R. (2000). "Psychological well-being and job satisfaction as predictors of job performance". *Journal of Occupational Health Psychology* 5 (1): 84–94. doi:10.1037/1076-8998.5.1.84. PMID 10658888

## Appendix

### Appendix: One

1. College/ Academy ----- Department -----

2. Sex: Male  Female

3. Age: 30- 35  36 -40  41- 45  46 - 50

4. Educational Level: BA/BSc  MA /MSc  PhD

5. Teaching experience in year: < 6  6-10  11-15  above 15 years

6. Service years in the Army: 15-20  21-25  26-30

7. Marital status Single  Married

Direction: Please indicate your level of satisfaction with the items listed in the table below by putting (√) mark

**Influence students' behavior (discipline) on job satisfaction of Instructor**

|   | <b>Very un<br/>satisfied</b> | <b>Unsatisfied</b> | <b>Moderate</b> | <b>Satisfied</b> | <b>Very<br/>satisfied</b> |
|---|------------------------------|--------------------|-----------------|------------------|---------------------------|
| Item  | 1                            | 2                  | 3               | 4                | 5                         |
| <b>1.</b> Student behavior (discipline)         |                              |                    |                 |                  |                           |
| <b>2.</b> Student attitude toward learning      |                              |                    |                 |                  |                           |
| <b>3.</b> Student interest in doing assignments |                              |                    |                 |                  |                           |
| <b>4.</b> Student performance                   |                              |                    |                 |                  |                           |
| <b>5.</b> Relationship with academic command    |                              |                    |                 |                  |                           |
| <b>6.</b> relation with department head         |                              |                    |                 |                  |                           |
| <b>7.</b> Relation with each colleague          |                              |                    |                 |                  |                           |
| <b>8.</b> salary paid                           |                              |                    |                 |                  |                           |
| <b>9.</b> Status in the Academy                 |                              |                    |                 |                  |                           |

**Part three:** The extent of recognition given to instructors on his/her work and its constituency  
 Direction: Please indicate whether you strongly agree, agree, moderate, disagree and strongly disagree statements that follow the items listed in the table by putting (√) mark

**Recognition of Instructors on Job and satisfaction**

|  | strongly disagree | Disagree | Moderate | Agree | Strongly agree |
|--|-------------------|----------|----------|-------|----------------|
| Item   | 1                 | 2        | 3        | 4     | 5              |
| 1. In my academy I have recognized for a job well done.                    |                   |          |          |       |                |
| 2. I get enough recognition from academy leaders.                          |                   |          |          |       |                |
| 3. I get enough recognition from my immediate supervisor for my work.      |                   |          |          |       |                |
| 4. The recognition given in the academy fairly assesses my work.           |                   |          |          |       |                |
| 5. The recognition I have been given from my students helps me to do more. |                   |          |          |       |                |

**Part four:** Influence of work condition/ environment/ on Instructors job satisfaction

Direction: Please indicate whether you strongly agree, agree, moderate disagree and strongly disagree with statement that follow the items listed in the table by putting (√) mark

| Item  | strongly disagree | Disagree | Moderate | Agree | strongly agree |
|---|-------------------|----------|----------|-------|----------------|
|   | 1                 | 2        | 3        | 4     | 5              |
| 1. Location of the academy is suitable for my work  |                   |          |          |       |                |
| 2. The Academy's infrastructure facilitate the teaching process                               |                   |          |          |       |                |
| 3. Class room facilities give me satisfaction   |                   |          |          |       |                |
| 4. There are adequate teaching and learning materials in the academy                          |                   |          |          |       |                |
| 5. Attitude of Community towards the teaching and learning process                            |                   |          |          |       |                |
| 6. The suitability of staff room arrangement facilities for the teaching and learning process |                   |          |          |       |                |
| 7. The academy library adequately support teaching and learning in the academy                |                   |          |          |       |                |
| 8. Internet facilities support learning and teaching process                                  |                   |          |          |       |                |

Part five: The influence of promotion on instructors' job satisfaction.

Direction: Please indicate whether you strongly agree, agree, medium, disagree and strongly disagree with statement that follow the items listed in the table by putting (√ ) mark

|  | strongly disagree | Disagree | moderate | Disagree | strongly agree |
|--|-------------------|----------|----------|----------|----------------|
| Item   | 1                 | 2        | 3        | 4        | 5              |
| 1. promotion opportunities in academy are fair   |                   |          |          |          |                |
| 2. I am satisfied with commitments of different level of management for my promotion.  |                   |          |          |          |                |
| 3. The promotion process and procedures used by management of the academy.             |                   |          |          |          |                |
| 4. I am comfortable with the promotion opportunities available to me as an instructor. |                   |          |          |          |                |
| 5. The practice of promotion is fruitful.  |                   |          |          |          |                |

5.1. Would you mention additional factors which you observed through experience that influence job satisfaction of instructors in your academy

---



---



---

**Part Six:** The influence of observation practice of the academy on instructors' job satisfaction

Direction: Please indicate whether you strongly agree, agree, medium, disagree and strongly disagree with statement that follow the items listed in the table by putting ( √ ) mark

|   | strongly disagree | Disagree | moderate | Agree | Strongly agree |
|---|-------------------|----------|----------|-------|----------------|
| Item  | 1                 | 2        | 3        | 4     | 5              |
| <b>1.</b> The academy observation initiate me to discuss on various academic issues |                   |          |          |       |                |
| <b>2.</b> The academy observation has enough technical "knowhow" to support me.     |                   |          |          |       |                |
| <b>3.</b> I am observed in a supportive and democratic manner                       |                   |          |          |       |                |
| <b>4.</b> The academy observation observed instructors activity regularly.          |                   |          |          |       |                |
| <b>5.</b> The observation process have its own measurement                          |                   |          |          |       |                |

Part seven: Activities taken by the academy to improve job satisfaction of instructors

Direction: Please indicate whether you strongly agree, agree, medium, disagree and strongly disagree with statement that follow the items listed in the table by putting (√) mark

|   | strongly disagree | Disagree | moderate | Agree | strongly agree |
|---|-------------------|----------|----------|-------|----------------|
| Item  | 5                 | 4        | 3        | 2     | 1              |
| 1. Have permanent plan                            |                   |          |          |       |                |
| 2. Have continuities of implementation            |                   |          |          |       |                |
| 3. Develop creativity & initiation of instructors |                   |          |          |       |                |
| 4. Motivated and develop interest of profession   |                   |          |          |       |                |

7. Would you suggest any idea that could increase instructors' job satisfaction in your academy?

---



---



---

**I Thanks**

## **Appendix Three**

### **Interview guide question for Commands and Department Heads**

1. How do you know about job satisfaction instructors?
2. Do the commands of the academy have permanent plan regarding job satisfaction instructors?
3. What factors negatively affect the implementation of instructors' job satisfaction in your academy?
4. What is level of relationship of instructors with commands, department heads and with colleagues?
5. In what ways do you recognized your instructors' efforts?
6. What is level of students' performance towards all learning activities?
7. What possible strategies you propose to develop more positive attitude towards job satisfaction instructors?