

MBA 169

**ADDIS ABABA UNIVERSITY
FACULTY OF BUSSINESS AND ECONOMICS**

**THE EFFECT OF JOB SATISFACTION ON THE
PERFORMANCE OF EMPLOYEES OF UNITY UNIVERSITY
COLLEGE, ADDIS ABABA**

A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION IN MBA PROGRAMME

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MARCH 2007

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Addis Ababa University
School of Graduate Studies

Title: **"THE EFFECT OF JOB SATISFACTION ON THE PERFORMANCE OF
EMPLOYEES OF UNITY UNIVERSITY COLLEGE, ADDIS ABABA"**

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This is to certify that Ato Yoseph Yifru has completed this research thesis entitled **"The Effect of Job Satisfaction on the Performance of Employees of Unity University College, Addis Ababa"** under my guidance. I also approve that his work is appropriate enough to be submitted in partial fulfillment of the degree in Masters of Business Administration.

Chakradhar Dash 22 March 2007

Professor Dr. Chakradhar Dash

Acknowledgement

Nothing can compensate for the priceless contribution that have been made by several individuals throughout the preparation of this paper. In fact, a words of thanks can hardly say how much their contribution meat to the successful complication of the work.

First and fore most i would like to put on record my enormous gratitude and appreciation to my advisor. Pro.. CD Dash whose unfailing help and tireless devotion to the work has been by far above and beyond a call of duty.

I would like to extend my indebtedness to my friends; W/rt Selam G/Medhine and Ato Epherem Admasu for their unreserved support throughout the lifetime the study.

I cannot close, however, without forwarding my words of thanks to the Personnel Officer, W/ro Fantaye of the unity University College for her cooperation and positive spirit without which the objective of the study could have been a dream.

Above all I profusely thank my parents. Who have always motivated me to for higher studies.

Yoseph Yifru



Abstract

The three things which generally deter performance are: motivation, ability and the work environment. Here the factors determining the motivation of an employee are closely related to the dimensions of job satisfaction.

This study is conducted to find out the extent to which job satisfaction of employees has affected their performance in Unity University College.

The main objective of the research is to identify the job satisfaction variables which motivate employees of the university college for better performance.

Towards achieving its objectives the study used both primary and secondary sources of data. The primary data was collected through a questionnaire and personal interview. The Minnesota satisfaction questionnaire was the model used to measure job satisfaction. The research used 20 different job related facets with five questions under each dimension. Employees indicated about each item on a five point scale ranging from "very satisfied" to very "dissatisfied". Personal interview is also made with the personnel officer of the university college to get performance appraisal results of employees. The secondary sources used in the study are; performance appraisal data recorded by the college, study reports of the previous researchers related to the topic, articles, and publications.

The analysis indicated that employees are neither satisfied nor dissatisfied but the average performance level is good.

Looking into the individual dimensions employees are satisfied by interpersonal relationships and moral values. On the other hand employees are dissatisfied most by dimensions of recognition, working condition, security, and the college's policy.

The results obtained led to the conclusion that there exist a culture of cooperation with one another and tendency to do jobs without feeling morally wrong which has motivated the employees for better performance as well as job satisfaction.

It is also found that the working environment and the college's administration policies are not suitable enough for the employees to do their job comfortably. Absence of recognition for the work done affecting the motivation and satisfaction of the employee.

Based on the finding the researcher suggested to the management of Unity University College to encourage and motivate employees to follow the same trend in the areas of interpersonal relationship and moral values in doing their jobs. In addition, the University College should alleviate problems related to administration policies and working conditions.

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CHAPTER ONE

Introduction

1.1 Background

Many factors contribute to the success of an organization. The factors include, among other things, good management of human resources, information system and effective operation system. Of these factors, the human resource management deals with employees; and it aims at influencing the effectiveness of employees in the organization. (Heneman & others 1993:8-9). Attracting employees to an organization, employees' job performance, retention of employees and job satisfaction are some of the major outcomes of good human resource management. Employees join, and continue to work, for an organization as long as their needs are reasonably satisfied. Organizations view job satisfaction as an important factor for the employees' development as well as organizational development. Job satisfaction leads to build employees' high morale and a good image of the organization which ultimately results in a sound work environment which further results in attracting and procuring new job seekers, retaining senior employees, less absenteeism, less quittal of staff and other positive effects.

Unity University College is an academic organization in Addis Ababa which was established in the year 1991. Initially a Language School offering courses in English, Arabic and French, it started a preparatory program for the Ethiopian School Leaving Certificate Examination (ESLCE) in the same year. The school grew during the next three years, both in terms of the size of the student population

and the number of teaching staff. . Then in 1994 a Certificate program in Basic Law was launched and subsequently it was upgraded to a Diploma program. In addition, new courses in Business Administration, Food and Beverage Services were offered and the school changed its name to Unity Law, Language and Vocational Institute in 1995.

During the second phase (1997 to 1999) the Unity Law, Language and Vocational Institute converted itself to Unity College and introduced Diploma programs in Accounting, Marketing, Business Administration and Secretarial Science.

The third phase (2000 to till today) witnessed not only the consolidation of the existing diploma programs but also a significant expansion in the range of new programs, starting with the introduction Degree of Accounting, Management and Economics courses in 1999. In 2000 a Degree program in Management Information Science (MIS) was launched and in 2002 additional degree programs in law, Marketing Management, Computer Technology, English, Statistics and Mathematics were made available to regular and extension students. In August 2002, Unity College was officially renamed as Unity University College (UUC). Since then Unity University College has focused on consolidating its regular, extension and distance education degree programs. It has intensively evaluated and reviewed all existing curricula and in addition has made careful preparation for the introduction of new under graduate and postgraduate degree programs in the coming years.

Through its Mission Statement the Unity University College has committed to using innovative approaches to ensure an efficient management of resources to produce qualified professionals to meet the nation's development needs. Achieving such a Mission is not possible without attending to the job satisfaction of its employees which seems to be at a low level.

To increase the job satisfaction of employees, the management of UUC has taken the following measures:

- i- providing computer in the offices of academic staff members (since 2004),
- ii- Providing a 2000br. medical insurance coverage for all employees (since 2006),
- iii- Providing free internet access to academic staff members (since 2003);and
- iv- Adjusting salary of some of the employees (since 2006).

Improving the job satisfaction through taking the above mentioned measures has brought significant improvement in the performance of the employees. Yet, there are a lot to be done in this regard.

Considering the continuing expansion of the University College and desire to become the African Center of Excellence job satisfaction issues assume further importance. In addition, the needs and interests of the employees are changing from time to time. It is, therefore, desirable to revise management policies and practices to meet the needs of its employees.

1.2 Statement of the Problem

Management is a problem solving process to achieve organizational objectives through the efficient use of physical, financial and human resources in a changing environment. In the words of Mamoria (1995:4-6) it is the human resource which is of paramount importance in the success of any organization because most of the problems in the organizational setting are human and social rather than physical, technical or economic.

Consequently, in today's highly competitive business environment, where there are a number of competitors, managers are expected to make effective and appropriate decisions about job satisfaction more than ever before because satisfaction is exceedingly important for the well-being of the organization as well as for the individual.

Job satisfaction plays an important role in an organization's ability to attract and retain qualified workers (Vecchio 2003:265). Moreover, there is also a systematic and positive relationship between job satisfaction and employees' performance. (Robbins and Sanghi 2006:84). Above all in service organizations like the UUC satisfied employees increase customer satisfaction and loyalty.

In Unity University College, there are indications that job satisfaction of employees is not at high and this is evident from high turnover rate, instances of absenteeism, moonlighting, double employment, filing of grievances and lodging of complaints by its employees. Hence, this research tries to find out the extent to which job satisfaction of employees has affected their performance in the College.

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1.3 Objectives of the Study

The core objective of this research is to identify which job satisfaction variables motivate employees of Unity University College for better performance. However, the specific objectives of the present study are:

- To identify factors which affect job satisfaction of employees,
- To bring out the relationship between job satisfaction and motivation,
- To find out the determinants of employee performance,
- To identify the unit of measurement for job satisfaction,
- To find out whether the existing job satisfaction level is adequate, and
- To make necessary recommendations to raise the job satisfaction level.

1.4 Importance of the Research

The significance of the present research is to create an awareness in the minds of the management of Unity University Collage about the most determinant job satisfaction variables that can be effected to improve the performance of its employees. It is expected that the management of the University College will take the necessary measures to overcome the problems regarding job satisfaction after going through the findings and recommendations given by the researcher.

Also this study can be used as a reference literature by the future researchers in this field.

1.5 Scope and Universe of the Study

The present research will be confined to the study of job satisfaction of both academic and non-academic employees (whose number in the year 2006 respective is 211 and 588) of Unity University College in Addis Ababa, Ethiopia.

1.6 Research Methodology

The general research method used in the study was the survey method. The employees of Unity University College as mentioned at 1.5 above were the target population of the study. The primary data was collected through a questionnaire and personal interview.

A questionnaire (Appendix 1) which has been developed by experts in the related field to evaluate the satisfaction level of the employees was used. The questioner is known as Minnesota Satisfaction Questionnaire (MSQ). MSQ measures 20 satisfaction facets. Each employee indicate his feelings about each item on a five point scale ranging from "very -satisfied" to "very -dissatisfied". The following five response choices were used for each facets of job satisfaction:

1. Very satisfied
2. Satisfied
3. Neutral
4. Dissatisfied
5. Very dissatisfied

In the study the above response choices were presented in figurative terms with the following scores;

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<u>Response</u>	<u>Score in percentage</u>
Very satisfied	88-100
Satisfied	63.0-87.5
Neutral	38.0-62.5
Dissatisfied	13.0-37.5
Very dissatisfied	0-12.5

A copy of the questionnaire was distributed to randomly selected academic and non-academic categories of Unity University College employees. Time constraint compel the researcher to limit the number of these primary source respondents 80 only. Secondly the managers of Unity University College were interviewed with the help of prepared lists of questions so as to collect information about the job satisfaction of employees of their College.

Regarding secondary sources, data recorded and documented by the college on the performance appraisal of the workers in 2005/6 will be investigated. Further, study reports of the previous researchers related to the topic, articles and publications and literature on the subject available in different libraries will be referred to.

Data thus collected from the primary & secondary sources were subsequently tabulated and analyzed on the basis of which the conclusions and recommendations were made.

1.7 Limitation of the Research

The scope of the research is limited in terms of its coverage. It is only job satisfaction that will be considered as an influential factor that determines performance of employees. In other words although there are other variables that are believed to affect performance, in this study no other variable is taken into consideration. And the other factors that could affect performance will be assumed to remain constant but in reality that is not the case.

1.8 Organization of the Study

The study will be organized in such way that it would contain four chapters. The first chapter is the introduction part, which generalizes all the issues that will be discussed under the study. In the second chapter, related literatures concerning job satisfaction and performance will be presented. The third chapter depicts findings and analysis of the findings through tables and diagrams. And last chapter, which is chapter four, will be devoted to drawing conclusions and recommendations from the findings via the data analysis in chapter three. Along with these the dissertation will consist of bibliography, Appendices, acknowledgements, etc.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Job Satisfaction

Managers are concerned about job satisfaction for two main reasons. First, they often believe that job satisfaction influences such employee's behavior as attendance and length of service. It is commonly assumed that positive satisfaction leads to positive behaviors. Second, manager's seek favorable satisfaction in its own right. In this context, management views employees as a group to satisfy other groups, such as customers, clients, and investors. Positive job satisfaction provides evidence that management is doing all right from the side of the employees. However, few practices (in fact few organizations) have made job satisfaction a top priority, while many others have failed to understand the significant opportunity that lies in front of them.

Job satisfaction has been variously defined by different human resource scholars: some of these definitions may be listed as follows;

According to Vroom (1967:99), job satisfaction is the reaction of the workers against the role they play in their work. Similarly, Blum and Naylor (1968:364) define job satisfaction as a general attitude of the workers constituted by their approach towards the wage, working conditions, control, promotion related with the job, social relation in the work, recognition of talent and some similar variables, personal characteristics, and group relations apart from the work life.

Job satisfaction is the total of the sentiments related with the job conducted. If the worker perceives that his/ her values are realized within

the job, he/she improvises a positive attitude towards his/ her job and acquires job satisfaction (McGormic and Tiffin 1974:74).

The most commonly accepted definition views job satisfaction as depending on an evaluation the employee makes of the job and the environment surrounding the job. (Locke 1969 :309-36). This evaluation depends on two components:

1. What the employees actually experiences at work *what is* and
2. What values or desires for rewards the employers bring to the work place *what should be*. Dissatisfaction occurs when the employees believe that these two do not correspond with each other.

In light of these definitions, we can define job satisfaction as the sum total of all negative and positive aspects related to the individual's salary, her/ his physical and emotional working condition, the authority she/ he has and the autonomous usage of this authority, the level of success she/he has maintained and the reward given due to this success, the social status maintained in relation with her/ his colleagues and administrators. Individual elements do no result in job satisfaction. Job satisfaction can only be mentioned, if all these elements exist in a place in harmony.

2.2 The Importance of Job Satisfaction

A variety of reasons support the desirability of attending to workers' satisfaction. Perhaps the foremost reason is morale. Since, working is a requirement for most people and that most people will spend the majority of their adult lives at work, it can be argued that employers have a moral obligation to make the experience personally rewarding (or, at a minimum, not painful or dehumanizing). (Vecchio 2003:266).

Workers physical and mental well-being appears to be correlated with job satisfaction in that highly satisfied workers have better physical and mental health records.

Job satisfaction can also play an important role in an organization's ability to attract and retain qualified workers. An organization's very survival rests heavily on this ability, and a company that is known to mistreat its personnel will have difficulty in drawing the best people to staff its position. (*Ibid*)

Low levels of job satisfaction have been related to such problems as turnover, absenteeism, and union organizing activity. Because such problem can be costly and disruptive to an organization, they can not be lightly dismissed. (Robbins & Sanghi 2006:84). Thus, job satisfaction is important for the well being of the organization as well as for the individual.

2.3 Moods ,Absenteeism and Job Satisfaction

We all know that mood has an effect on people's attitude toward life and work. Feelings and moodiness carry over from situation to situation. Life affects work and work affects life. In fact, moods have been found to affect decision and behavior over a period of six-month period. Researchers have been able to place these mood swings within two dimensions. One dimension is the positive side of mood. People with high positive affective moods are those that feel a zest for life, are active and enthusiastic. People with low affective moods are drowsy, dull and listless. The other dimension represents the negative side of moodiness. People possessing a high negative affective mood are distressed, fearful, nervous and angry. On the other hand, a low positive affective mood is characterized by a state of clam and relative attitude.

These two dimensions seem to be on a continuum relative to each other. However, as they do not have the same bearings on behavior they are considered to be two different separate and distinct dimensions each resulting in people reaching decision in different ways. Decisions made as a result of a high positive mood (people who are alert, feeling good about life) are quite different from those resulting from a high negative mood.

Neither mood dimensions appears to be significantly related to employees' decisions to leave their jobs. However, high negative moods were found to be more often associated with employees' quittal. This is probably because quitting a job usually requires a great deal of concerted and organized effort and logically can not only be dependent on a down turn of mood. The employees have to upgrade their resume, look in the news papers, contact friends, seek out head hunters, go to interviews, and review the pros and cons of job offers. This is a lot of work and quite different decisions form just deciding to stay home for a day. These employees do not always act on the impulse to quit. Other research found strong significant evidence that high negative moods were significantly associated with employee intentions to quit their jobs. What would happen if a head hunter called them when this impulse strikes?

However, the picture changes when employees are satisfied with their jobs. Employees who are satisfied and happy with their jobs are less likely to be absent from work, regardless of their mood states. Those employees who reported high negative moods and who were satisfied with their jobs were absent significantly less often than those in this same negative mood and who were not satisfied. The same is true of those who have a low positive mood (lethargic and tired) and who were satisfied with their jobs. When employees view work as a pleasurable experience they come to works even when they wake up in a depressed mood. In fact, their work may even present a distraction from their poor moods or a way out of these moods.

So making sure that employees are happy and satisfied with their work will increase productivity by reducing absenteeism. This may also make an impact on the organization effort in reducing turnover.

So it is clear that mood or feelings about life affect the job and that, this could cause loss of productivity and continuity of service because of the poor attendance. It is also clear that employee with "good moods" are an asset to the organization, though, moodiness is a fact of life. Not all employees can be on a high at all times, some will be having problems with their marriages, teenagers, in-laws, aging parents and the like. When this happens, their mood may swing and some absenteeism may occur. Employees are human beings, but what an employer must understand is that employees who are satisfied with their jobs are less likely to associate bad moods with their work. That is, they probably will not blame work for their mood. They will come to work and most likely will not think about quitting.

Taking steps to improve job satisfaction such as enriching jobs assuring that they are not boring and by providing good supervisor, reasonable work load, flexible hours, good benefits, training, good equipment, nice work environment, and wage comparable to the job market will improve ability and maintain productivity and keep employees.

2.4 Factors Affecting Job Satisfaction

More than 3000 studies have been conducted on the topic of job satisfaction or morale as it was more frequently termed in the previous years. Their result tend to point to much the same conclusion. (Vecchio 2003: 266). Employee job satisfaction is a very complex phenomenon and is influenced by many factors on the shop floor. For example, the job, the supervisor, the company and the working conditions obtaining in it as well

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as its policies; the group and interpersonal relations prevailing in that group; salary and other benefits; the employee's family and home life; his social and community life; the policies and attitudes of the top management to its worker and trade union.

Satisfying factors motivate workers while dissatisfying one prevent. Motivating factors are achievements, recognition, the job conducted, responsibility, promotion and the factors related to the job it self for personal development. Motivating factors in the working environment result in the job satisfaction of the person while protective ones dissatisfy her /his (Hertzberg and others 1959:21).

• Maslow connects the creation of the existence of people's sense of satisfaction with the maintenance of the classified needs. These are: physiological needs, security needs, social needs, esteem need and self actualization. He separated the five needs in to higher and lower orders based on the premise that the former needs are satisfied internally (within the person) but the lower order needs are predominately satisfied externally by things such as pay, union contracts, and tenure.

• There has been found an inverse relationship between educational level and job satisfaction (Klein and Maher 1966: 195-208). In other words, the higher the education level of an employee, the lower his job satisfaction because he compares his own attainment with those of others. The higher he think he should be the more dissatisfied he is.

The occupational level of the employee also influences the level of job satisfaction. (Vecchio *Op.cit*; 267). For example executives are on the whole more satisfied than managers; managers are more satisfied than the subordinate; and so forth.

The relationship of an employee with his family and work group does influence his behavior and his attitude while he is on the job.

The employees usually compare their working conditions with the conditions of the society, under the variable of social conditions. If the social conditions are worse than the individual's working conditions, then this will result in satisfaction of the individuals as the employees deem themselves relatively in good positions.

Age is one of the factors affecting job satisfaction. Studies conducted in five different countries prove that the elder workers are more satisfied (Davis 1977: 100).

Satisfaction is a very personal experience that depends heavily on an individual's expectation (Vecchio: 2003;267). For example imagine that you have been just offered an executive position that pays Br. 120,000 a year. It sounds attractive, of course. In the abstract it's difficult to conceive of how some one could be dissatisfied with such a salary. Suppose, however, that you discover other people who have much the same job are receiving Br. 200,000 to Br. 350,000 per year. What formerly seemed to be an attractive salary would suddenly becomes unsatisfactory.

Even though much work in the area of job satisfaction shows that external influences such as job design affect employee attitudes, some recent researches suggest that individual job attitude may be fairly consistent over time and job. These findings suggest that individuals may be predisposed to feel good or bad about their employment situation, regardless of the actual specifics of the situation. In short, peoples may carry with them across jobs, predispositions to feel good or bad about work. (*Ibid*).

Industrial organizational psychologists have also studied the effects of fatigue on workers to determine the length of working time that yields the greatest productivity. In some cases, such studies have proven that total production of particular jobs could be increased by reducing the number of working hours or increasing the number of rest periods, or breaks, during the day. Industrial organizational psychologists also suggest less direct requirements for general improvement of job performance, such as establishing a better line of communication between employees and management.

Psychologists in this field advise businesses and organizations on a variety of issues; the selection and training of workers; how to promote efficient working conditions and techniques; how to boost employee morale, productivity, and job satisfaction; and the best way to evaluate employee performance and create incentives that motivate workers. Industrial organization psychology first became prominent during World War II (1939-1945) when it became necessary to recruit and train the large number of new workers who were needed to meet the expanding demand of industry. Psychological techniques used to lessen the effort involved in a given job include a detailed study of the motions required to do the job, the equipment used, and the conditions under which the job is performed. These conditions include ventilation, heating, lighting, noise, and anything else affecting the comfort or morale of the worker. After making such a study, the industrial organizational psychologists often determine that the job in question may be accomplished with less effort by changing the routine motion itself, changing or moving the tools, improving working conditions, or a combination of several of these methods.

2.5 Surveying Job Satisfaction

Before management can develop policies and practices to increase employee satisfaction, or maintain existing levels if they are found to be acceptable information must be obtained from the organization's work force. An accurate assessment of employee satisfaction ordinarily requires formal procedure. Satisfaction surveys are often conducted to get systematic information from employees (Dunham and Smith 1979).

2.5.1 Job Satisfaction Facets

Employees experience satisfaction with many different components or facets of their work environment. Three in particular deserve mentioning: (1) organizational policies and practices for example compensation, promotion, and job security (2) the people one works with including supervisors and co-workers, and (3) the work itself. (Heneman and others 1993:171). Here satisfaction with any single facet may not be highly related to satisfaction with any other facets. Such independence is significant when management attempts to influence the satisfaction of its work force. To be effective, policies aimed at improving satisfaction require correct identification of those job characteristic that employees believe need improvement.

At this point one should know that individual employees, even though they have the same type of job, are likely to have different levels of satisfaction or dissatisfaction. To some extent this occurs because employees are likely to experience somewhat different treatment by the organization and co-workers. A supervisor may prefer an employee to another and hence treat the two somewhat differently. (*Ibid*).

2.5.2 Satisfaction Measures

Satisfaction is usually measured with paper-and-pencil questionnaire completed by employees. The questionnaire measures satisfaction along a variety of dimensions.

There are several good reasons for using a satisfaction measure that has already been developed rather than tailoring an instrument specifically for the organization in which it is going to be used. First, satisfaction questionnaire construction is a difficult and time consuming activity (*Ibid*:174). The second reason is not quite so obvious and has to do with the nature of satisfaction itself. Unlike the measurement of, say, length or weight, satisfaction has no obvious zero point. It is very difficult, in the abstract, to say at what point satisfaction becomes dissatisfaction, or vice versa. As a consequence, it is highly desirable to be able to compare a current employee satisfaction levels with some standard or norm. (Mischkind 1986:74-79).

There are two measures of satisfaction.

1. Job Descriptive Index (JDI)

This is the most widely used standardized measure of satisfaction. The JDI measures satisfaction with five job facets: (1) work itself, (2) supervision, (3) pay, (4) promotion opportunity, and (5) co-worker. Employees indicate their satisfaction with each items by simply responding "yes" (if the item describes the facet), "no" (if the item does not describe the facet), or "No answer" (if the employees cannot decide). The more yes responses to positive items under each facet and no to negative items, the greater will be the satisfaction.

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2. Minnesota Satisfaction Questionnaire (MSQ)

A more detailed set of facets is measured in MSQ. (Weiss and others 1967)
It measures 20 satisfaction facets. Each facet is measured by five items. Employees indicate their feelings about each item on a five point scale ranging from "very satisfied" to "very dissatisfied".

2.6 Consequences of Job Dissatisfaction

Individuals are usually drawn to situations that are rewarding, while they tend to withdraw from situations that are unrewarding or painful. This principle of reward and punishment appear to underlie much of the evidence on the relationship between job satisfaction and employee behavior. (Vecchio 2003:269).

Job dissatisfaction affects employees behavior in the following areas:

1. Absenteeism

Absenteeism is employee's temporarily stay away from work. It is unauthorized leave from work. Studies of absenteeism have often found that less satisfied employees are more likely to miss work. Here it is important to distinguish between avoidable (or voluntary) absenteeism and unavoidable (or involuntary) absenteeism. Unavoidable absenteeism for example, is due to illness or family emergency and is largely unrelated to levels of job satisfaction. (Vecchio 2003:269).

A satisfied worker has a positive attitude towards his work and will try to avoid being absent from work. (Robbins & Sanghi 2006:83). This does not mean that workers who are highly satisfied with their job would almost never be absent.

2. Turnover

Turnover occurs when the employees leave the organization permanently. Studies have shown, with a fair degree of consistency, that dissatisfied employees are more likely to quit. (Vecchio 2003:270). The specific influence of dissatisfaction on the decision to quit may be only moderate, however, because a variety of other factors are also involved. Perhaps of great influence is the availability of alternative employment opportunities. (Robbins and Sanghi 2006:84).

Research indicates that an important moderator of the satisfaction-turnover relationship is the employee's level of performance. Specifically, level of satisfaction is less important in predicting turnover for superior performers. This is due to the efforts that the organization makes to retain these people.

3. Tardiness

It is also generally believed that chronic tardiness tend to reflect employee dissatisfaction. Of course, it can not be assumed that chronic tardiness is invariably due to dissatisfaction, because intervening factors, such as car parking or preparing a large family for school each morning, often play a role. Nonetheless, certain forms of employee tardiness, such as that caused by lingering in the parking lot or rest room, may be attributed to such attitudinal factors as dissatisfaction, low job involvement, or low professional commitment. (Vecchio 2003:270).

4. Union Activity

Increased interest in union activity has long been accepted as a consequence of employee dissatisfaction.

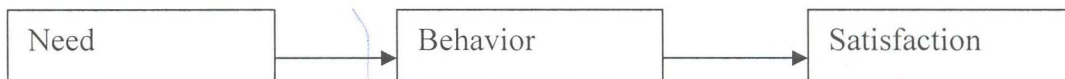
5. Hostile Actions

There is a good reason to believe that extremely dissatisfied employees some times engage in hostile actions directed against their employer or co-workers. Hostile actions include sabotaging machinery or production, employee theft, vandalizing company property unfairly criticizing the employer to customers or the public and physical violence directed at co-worker and superior. (*Ibid*).

2.7 Theories of Motivation

2.7.1 Overview

Overall, the basic perspective on motivation looks something like this:



In other words, one may have certain needs or wants (these terms will be used interchangeably), and this causes one to do things (behavior), which satisfy those needs (satisfaction), and this then change which needs/wants are primary (either intensifying certain ones, or allowing one to move on to other ones).

The term motivation is derived from the Latin word ‘mover’ and the English “move”. According to present thinking this is rather insufficient definition of the word motivation, and “motivation” is used as an “umbrella” for many different definitions (Day 1985).

What ties them all together is their common interest in the basic questions, “why do individuals think and act the way they do?”.

One main reason why motivation is so difficult to define in a simple way is that it is a sort of hypothetical construction. It is difficult to observe an

individual's motivation directly. What we observe is a person's behavior and the surrounding in which the person is active. We then draw conclusions about the motivations. We assume there is "some thing" within the individual that arises, directs and maintain the behavior. This "something" is not possible to measure directly, as far as we know so far.

A generally accepted definition of motivation is as a system of psychological factors that arises, maintains and directs behavior." The concept of motivation is then linked to goal directed conscious or unconscious behavior. Motivated persons choose and direct action to achieve their ends. This definition is a very wide one, so in order to narrow the concept a bit more, it is necessary to introduce the concept of "work motivation". Generally this term is used to describe the employees' motivation to perform their tasks and to maintain and develop their professional skills. The emphasis is especially put on the employees will and wish and to work for the goals they have set. The result, however, is a function of both ability and motivation (Vroom 1964).

2.7.2 Internal and External Motivation

According to Deci and Ryan (2000), there have been a lot of terms in use to describe these phenomena, and he introduced the terms internal and external motivation.

External motivation .This motivation depends on the environment and working conditions. Satisfaction and motivation are created by rewards from the environment of wished-for behavior. These rewards could be money, praise, recognition, acceptance or even punishment and rejection, if the behavior was unwanted.

Internal motivation: This is when the task in itself is experienced as rewarding and functions without control from the environment. This inner motivation is based on a need for competence and self- determination.

At the moment scholars are debating about the relationship between internal and external motivation. There is an additive relationship between internal and external motivation. (Mowday 1979). According to recent research it also seems reasonable to conclude that the internal motivation is more essential to lengthy and demanding tasks.

2.7.3 What Affects Work Motivation?

The determinants of work motivation are need, incentive and the cognitive processes. This aspect is described by the following figures.

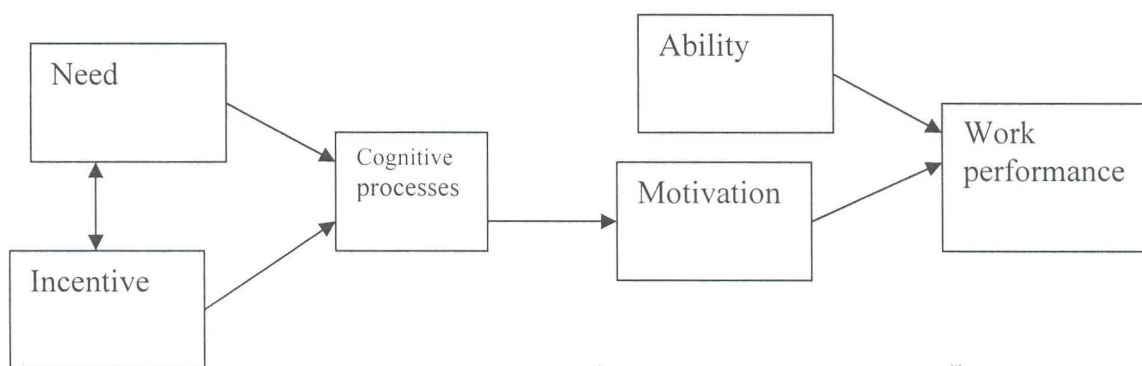


Figure 1- determinants of work motivation

Needs are created when ever there is a psychological or physiological imbalance. Here we may consider Maslow's hierarchy of needs which has later been categorized into upper and lower needs.

Incentive is any thing that will alleviate a need and reduce a drive. The incentives that could be provided by the employer are:

- External or material incentives (money, equipments, safety)

- Social or interactive incentives (colleagues, leadership, interpersonal relations)
- Task incentives (work content responsibility, conditions for personal development, status and power).

However, imaginations, expectations and values have a decided effect upon how individuals experience the environment and different incentives. Two different individuals can experience and react upon same specific situation in a very different way. (Robbins and the Sanghi *op.cit*;161)

2.7.4 Theories about Work Motivation

At the moment there is no theory of motivation that contains all essential factors and takes into account the interactive effects (Seers and Porter, 1987). The many theories are rather to be seen to supplement one another.

A way of integrating the determinants in theory-building is to say that the need theories described the internal determinants of behavior. While the incentive theories describe the external determinants and the cognitive theories describe the individual differences.

There are many theories of work motivation but here the emphasis will be on the theories which can be used to describe job satisfaction.

Maslow's Needs Hierarchy Theory

Maslow's theory is one of the most popular in the research work of motivation. Though later empirical findings have opposed rather than confirmed this theory, it has been an important source of inspiration to the researchers in the field.

His hierarchy of needs has not been confirmed by empirical findings. A common sense observation is that safety in the work situation, the need for affection and recognition is in a high degree part of the need structure of most people. Statements opposed to this common sense observation, therefore need substantial support in findings.

Hertzberg's Two Factor Theory

Hertzberg's two factor- theory is another much applied theory in the field. While there is no one right way to manage people, all of whom have different needs, backgrounds and expectations; Hertzberg's theory offers a reasonable starting point. By creating an environment that promotes job satisfaction, you are developing employees who are motivated, productive and fulfilled.

In late 1950's, Fredric Hertzberg, considered by many to be a pioneer in motivation theory, conducted a study of need satisfaction of 200 engineers and accountants employed by a firm. The purpose of his study was to find out what people want and what motivate them. He asked the subject to describe situations in which they found their jobs "exceptionally good" (and therefore motivating) or "exceptionally bad".

From these interviews Hertzberg went on to develop his theory that there are two dimensions of job satisfaction: motivation and hygiene. Hygiene issues, according to Hertzberg and others (1959), cannot motivate employees but can minimize dissatisfactions, if handled properly. In other words, they can only dissatisfy if they are absent or mishandled. Hygiene topics include company policy and administration, technical supervision, salary, interpersonal relations, and working conditions. They are issues related to the employee's environment. Motivators, on the other hand, create satisfaction by fulfilling individuals need for meaning and personal growth. They are issues such as achievement, recognition, the work itself, responsibility and advancement. Once the hygiene areas are addressed,

said Herzberg, the motivations will promote job satisfaction and encourage production.

To apply Herzberg's theory to real-world practice let's begin with the hygiene issues. Although hygiene issues are not the source of satisfaction, these issues must be dealt with first to create an environment in which employee satisfaction and motivation are even possible.

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

Supervision: As a manager, to decrease dissatisfaction in this area, begin by making wise decisions when appointing someone to the role of supervisor. Be aware that good employees do not always make good supervision. The role of supervisor is extremely difficult. It requires leadership skills and the ability to treat all employees fairly. Teach your supervisors to use positive feedback whenever possible and establish a set means of employee evaluation and feedback so that no one feels singled out.

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

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

Interpersonal relation: Remember that part of the satisfaction being employed is the social contact it brings, so it is better to allow employees a reasonable amount of time for socialization (e.g. over lunch or during breaks). This will help them to develop a sense of camaraderie and team work. At the same time, rudeness, idleness, inappropriate behavior and offensive comments cracked down. If an individual continues to be disruptive, he should be taken perhaps by dismissed.

Before moving on to the motivators, the hygiene factors discussed above can not be neglected. To do so would be asking for trouble in more than one way. First, employees would be generally unhappy, and this would be

apparent to customers. Second, hardworking employees, who can find jobs elsewhere, would leave, while mediocre employees would stay and compromise the practice's success. So better to deal with hygiene issues first, then move onto the motivators.

Work-itself. Perhaps most important to employee motivation is helping individuals believe that the work they are doing is important and that their tasks are meaningful. Emphasize that their contributions to the work practice result in positive outcomes and good care for customers. Share stories of success about how an employee's actions made a real difference in the handling of customers, or in making a process better. Make a big deal out of meaningful tasks that may have become ordinary. Of course employees may not find all their tasks interesting or rewarding, but you should show the employee how those tasks are essential to the overall processes that make the practice succeed. You may find certain tasks that are truly unnecessary and can be eliminated or stream lined, the theory is that most individuals sincerely want to do a good job. To help them, make sure place them in positions that use their talents and are not set up for failure. Set clear, achievable goals and standards for each position, and make sure employees know what those goals and standards are. Individuals should also receive regular, timely feedback on how they are doing and should feel they are being adequately challenged in their jobs. Be careful, however, not to overload individuals with challenges that are too difficult or impossible as that can be paralyzing.

Recognition: Individuals at all levels of the organization want to be recognized for their achievements on the job. Their successes don't have to be monumental before they deserve recognition, but the praise should be sincere. If employees are noticed doing something well, a supervisor must take the time to acknowledge their good work immediately. Publicly thank

them for handling a situation particularly well. Write them a kind note of praise, or give them a bonus, if appropriate. You may even establish a formal recognition program, such as "employee of the month".

Responsibility: Employees will be more motivated to do their jobs well if they have ownership of their work. This requires giving employees enough freedom and power to carry out their tasks so that they feel they "own" the result. As individuals mature in their jobs, provide opportunities for added responsibility. Care should be taken, however, that it is not simply adding more work. Instead, better to find ways to add challenging and meaningful work, perhaps giving the employee greater freedom and authority as well.

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

2.8 Determinants of Employee Performance

Employee performance refers to the contributions employees make to the organization's goal attainment. (Heneman and other *op.cit*; 142). In other words, it is how effectively employees carry out their job responsibility. High performing employees successfully meet their responsibilities and there by make a contribution to the goals of the organization.

The three things which generally determine employee performance are:

1. **Motivation:** the individual's willingness to engage in specific behaviors.

2. **Ability** :the individual's current capability & do the job
3. **The work environment:** the way work and work place is designed.

2.8.1 Motivation and Performance

An employee's performance is typically influenced by motivation, ability, and the work environment. Some deficiencies of ability and work environment can be addressed by providing training or altering the environment: motivation problem are not as easily addressed.

Motivation is important because of its significance as a determinant of performance as well as its intangible nature. There are different kinds of perspective of motivation with regard to its contribution to improve job performance.

1. Process perspectives on motivation

Process perspectives approach to motivation focus on why people choose certain behavioral options to fulfill their needs and how they evaluate their satisfaction after they have attained these goals.

The different theories under these perspective are:

Expectancy theory: which attempt to explain workers motivation in terms of anticipated rewards. Vroom's model argues that the psychological force on an employee to exert effort is a function of his or her expectancies about the future and the attractiveness of specific future outcomes. Two kinds of expectations are important in the model; the expectation that effort will lead to performance and the expectation that performance will lead to rewards.

The outcome that an employee receives can be evaluated in terms of their values or attractiveness. Valence is an index of how much an individual desires a particular outcome.

The four steps inherent in Vroom's theory are: (Taylor 1974)

1. What outcomes does the job offers the employee?

The important issue to be considered is what individual employee perceives the outcome to be. Outcomes may be positive or negative.

2. How attractive do employees view these outcomes?

This issue is related to the individual and considers his likes and dislikes

3. What kind of behavior must the employee produce in order to achieve these objectives?

The outcomes can be effective only when the employee knows clearly what he must do in order to achieve them i.e., he should know what are the criteria on the basis of which his performance would be judged.

4. How does the employee view his chance of doing what is asked of him?

After knowing his competencies and his abilities the individual should ascertain the probability of his successful attainment of the job.

Equity theory:- suggests that people are motivated to seek "social equity in the rewards they receive for performance.

2. Reinforcement perspectives

This perspective focuses on how motivation is maintained. Its basic assumption is that behavior that results in rewarding consequences is likely to be repeated, whereas behavior resulting in negative consequences is less likely to be repeated. Reinforcement contingencies can be arranged in the form of positive reinforcement, escape conditioning, extinction, and punishment and they can be provided on, fixed interval, variable interval, fixed-ratio or variable ratio schedules.

The four types of reinforcement are as follows: (Chandan1987:241-242)

A. Positive reinforcement

It is a reward for the desired behavior. This reward should be sufficiently powerful and valuable so that it increases the probability of occurrence of the desirable behavior and may include such reinforcers as participative decision making, attractive financial rewards, recognition for a job well done, promotion, challenging task etc. The level of these rewards must be contingent up on the level of performance.

B. Escape conditioning

This is a kind of negative reinforcement or avoidance conditioning and is also meant to strengthen the desired behavior. The employee under avoidance conditioning work hard to avoid the negative aspect of the environment.

C. Extinction

This is used to weaken undesired behavior by simply ignoring or not reinforcing (not performing) that behavior.

D. Punishment

This is used to weaken undesired behavior by using negative outcomes or unpleasant consequences when the behavior is performed.

2.8.2 Employee Ability and Performance

Ability refers to the individual's capability to engage in a specific behavior. Specific ability in individuals are important to the organizations because jobs require certain behaviors for successful performance. Job requirement is the ability requirement from an employees characteristics stand point. In other words, performance depends on the interaction of ability and job requirement (Robbins and Sanghi *op.cit*; 43).

2.8.3 Performance and Work Environment

It has long been known that employees behavior and attitudes are affected by the nature of the work they do and the environment they do it in. Overtime much experimentation and research have taken place in attempts to discover optimal designs of work and work places for maximum organizational and employee results. The research focused on the three major of building blocks of work and work place design; goal setting, job design and participative work groups. (Heneman and others *op.cit*;654-670).

Goal setting

Goal setting is a straight forward approach to work design. Goals (targets, deadlines, etc), when employees accept them; (1) direct attention and action(2) mobilize effort(3) encourage persistence toward task accomplishment and (4) encourage the development of strategies for task accomplishment. The result, under the right conditions, is improved employee performance. (Locke and Latham: 1969)

Not just any goals or circumstance will do. In general, specific and difficult goals result in higher performance that general (do your best) goals.

Many writers assert the beneficial effects of having employees participation in setting their goals rather than having supervisors set them unilaterally. It is argued that participation may increases acceptance of the goal in itself as a desirable to work.

Moreover, people will do better when they get feedback on how well they are progressing toward their goals because feed back helps to identify discrepancies between what they have done and what they want to do; that is, feedback acts to guide behavior. In general the performance effect of difficult and specific goal is enhanced when employees are appraised of their progress toward these goals.

Job Design

Jobs are collection of tasks. To some extent in a given work situation the number and nature of task to be performed are defined and constrained by technology and the related work environment. However, with in some bounds, organizations and individuals exercise discretion in specifying the precise character of the tasks performed and even more in deciding how these tasks are combined to form various jobs.(Campion and Thayer: 1987).

Recent research in job design provides strong evidence that the way the elements in a job are organized can act to increase or decrease performance. (Robbins and Sanghi op.cit:175).

There are two approaches to job design .These are:

1. Job simplification and
2. Job enrichment

However, most of the researches on the effectiveness of job design have focused on job enrichments, and more specifically on the job

characteristics model. Across a great number of studies job enrichment has been found to result in enhanced work motivation and higher levels of job performance; increased job satisfaction (and especially with the opportunity to grow in the job) and lower levels of absenteeism.

The Job Characteristics Modes (JCM) proposes that any job can be described in terms of five core job dimensions;

1. Skill variety: the degree to which a job requires a variety of different activities in carrying out the work that involves the employees use of a number of different skills and talent.
2. Task identity: the degree to which the job requires a completion of "whole" and identifiable piece of work that is, doing a job from beginning to end with visible outcome.
3. Task significance: the degree to which the job has a substantial impact on the lives or work of other people whether in the immediate organization or in the external environment
4. Autonomy: the degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling the work and in determining the procedures to be used in carrying in out.
5. Feed back: the degree to which carrying out the work activities required by the job results in the employee obtaining direct and clear information about the effectiveness of his or her performance.

The JCM suggest that high internal work motivation (and satisfaction) results from three psychological states; (1) experienced meaningfulness of work (2) experienced responsibility for outcomes of the work, and (3) knowledge of the actual result of work activities. The first of these is said to result from jobs that are high in skill variety, task identity and task

significance. Autonomy and feedback are to cause the second and third respectively. (Heneman and others op. cit; 662)

Participative work groups

Closely related to the issue of job design is the issue of decision making. Specifically which decision should be made at various levels of the hierarchy? By what mechanisms should these decisions be made? What roles will be played by whom?.

The traditional view is that management decide and workers do. Participation can be said to occur whenever this tradition is broken and lower level employees become involved in the organizational decision making.

Participation improves both employees ability and motivation. Ability is improved through communication and information sharing, which result in more informed employees who are able to contribute creative ideas to the success of the organization. Motivation is improved in part because employees tend to set higher goal participative than management does unilaterally and in part because the process causes individuals to become ego involved and committed and to exert pressure on themselves and co-workers to ensure that their decisions are sound and their goals are met.

2.9 Conclusion of Literature Review

In order for an organization to be successful they must continuously ensure the satisfaction of their employees. There are various components that are considered to be vital to job satisfaction. These variables are important because they all influence the way a person feels about their job. These components include pay, promotion, benefits, supervisor, co-worker's behavior working conditions, security and the work itself.

Job satisfaction is important to attract and retain the existing employees. In addition, it has a negative relationship with turnover, absenteeism, and organizing union activity. The two popular methods of satisfaction measures were also presented in the chapters.

The Herzberg's theory of work motivation was discussed in detail to show the factors leading to job satisfaction and job dissatisfaction.

Finally, a brief explanation of the determinants of employee job performance have been made.

CHAPTER THREE

DATA PRESENTATION AND ANALYSIS

In this chapter, four parts are going to be presented. The first part provides all the data gathered and summarized through the questionnaire about job satisfaction of employee in a tabular forms. The second part analyses the data presented in part one. The third part of the chapter provides data about the performance level of employees on their respective jobs. And the last part provides the effect of job satisfaction on the performance of employees.

3.1 Data Presentation

3.1.1 Job Satisfaction Dimensions

To measure job satisfaction the research used 20 different job related facets of satisfaction with five questions under each dimensions. The Minnesota Satisfaction Questionnaire (MSQ) was the model. The MSQ model makes it feasible to obtain an individual picture of employee job satisfaction as well as providing an accurate measurement of job satisfaction on numerous work place factors. Those dimensions in which job satisfaction is measured are as follows :

1. Ability utilization – The chance to use one's abilities.
2. Achievement – feelings of accomplishment.
3. Activity - being able to stay busy on the job.
4. Advancement – the opportunity to advances .
5. Authority – the chance to direct others.
6. UUC policies and pra ctices – satisfaction with UUC policies.
7. Compensation – pay for the work done.
8. Co -workers – relationship with co-workers.
9. Creativity – the chance to try own work methods.

10. Independence – the opportunity to work alone .
11. Moral values-doing the job without feeling morally wrong.
12. Recognition – praised received from work done.
13. Responsibility – freedom to use own judgment.
14. Security – steady employment of the job .
15. Social service – the chance to do things for others.
16. Social status – the opportunity to be some body .
17. Boss (HRM) – the way the boss (es) handles employees.
18. Working conditions – all facets of the work environment.
19. Variety – the chance to do different things occasionally .
20. Supervisor (technical) – Competence of supervisor.

3.1.1.1 Response Choices

The following five response choices were used for each dimension mentioned above. These are:

1. Very satisfied
2. Satisfied
3. Neutral (neither satisfied not dissatisfied)
4. Dissatisfied
5. Very dissatisfied

The study will represent the above responses in figurative terms. There is no absolute basis for assigning the scores. It is only made conventionally to easily manipulate the satisfaction levels of employees in figures or numbers to meet the entire purpose of the research. Therefore, a *very satisfied* response will be given a score of 100%. While the exact opposite of a very satisfied response i.e *very dissatisfied* response will be assigned a score of 0%. An exactly *neutral* response (which is indifferent between a very satisfied and a very dissatisfied response) will then have a score of 50%, because it is exactly between 0% and 100% in figurative terms.

Similarly, a *satisfied* response will be assigned a score of 75% because it is between a neutral and a very satisfied response or exactly between 50% and 100%. Finally, a *dissatisfied* response is exactly between neutral and very dissatisfied response. Therefore, it will be assigned with a score of 25%.

Table 1: Score Assignment of Response Choices

The table below gives the score assignment of each response choices.

Response	Score in percentage
Very satisfied	88-100
Satisfied	63-87.5
Neutral	38 -62.5
Dissatisfied	13-37.5
Very dissatisfied	0-12.5

3.1.2 Aggregate Data Result

The aggregate data is shown in Table 2 in Appendix 2. In the table, the top horizontal numbers (1-20) represent satisfaction dimensions in the order appearing on pages38 and 39. And the left side (1-58) of the Table, represents the number of questioned employees i.e. the respondents. The number in main body of the Table i.e. the middle data are satisfaction levels. And the numbers at the bottom of the table are the average satisfaction levels of the respondents for each dimensions.

Eighty- questionnaire were distributed to both academic and non academic employees of UUC. Fifty eight questionnaires were returned correctly and the rest twenty two were void.

The satisfaction level of each employee for a particular dimension is found by calculating the mean average score of the five responses. For example,

if we take a dimension, say social service, it has got five questions under it, namely the chance of doing your job for a client, the opportunity of doing the job for others, the social values of your job, societal reaction to your job and the feedback from others to whom you perform your job. Employees are then asked to give answers to these questions to evaluate their satisfaction level. Their answers could be very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. If for example, the response for the question; the chance of doing your job for a client, is very satisfactory, the response would have a score of 100%. And if the response is neutral the score would be 50% and so on.

Table 3: An Employees Response to Social Service Dimension

The table below is an employee's response for the five questions of the social service dimension.

Dimension-social service		
Questions	Responses	Scores
The chance of doing your job for a client	Very dissatisfied	0%
The opportunity of doing the job for others	Satisfied	75%
The social values of your job	Very dissatisfied	0%
Societal reaction to your job	Neutral	50%
The feed back from others to whom you perform your job	Dissatisfied	25%
Average		30%



The average score is calculated by summing up the score and dividing the result by the number of responses. Here satisfaction level of employees for the rest 19 dimensions are evaluated in the same way. For the above employee as in Table 3 the score of 30% for social service indicate that the employee is dissatisfied with the social service provided by his job.

To find the average satisfaction level of the questioned employee, the average score of the employee for each dimensions will be sum up and the result would be divided by 20. For example an employee has got the following average score for each dimensions indicated in the aggregate data result:

Ability utilization	75%
Achievement	70%
Activity	65%
Advancement	60%
Authority	45%
UUC's policy	15%
Compensation	60%
Co-workers	95%
Creativity	65%
Independence	65%
Moral values	75%
Recognition	25%
Responsibly	30%
Security	45%
Social status	50%
Social service	60%
Boss (HRM)	75%
Working conditions	10%
Variety	25%
Supervision (Technical)	40%

The average satisfaction score will therefore be: 52.5%, indicating that the employee is neither satisfied nor dissatisfied with his current job at the university college.

Once the satisfaction level of each employee is found, a method could be used to calculate the total average satisfaction level of all the employees by adding the average satisfaction level of each employee on each dimension and dividing the sum by the total number of respondents. This single number will represent the average job satisfaction level of the entire employees in the college.

In the second method, the total average satisfaction level of any employee can also be evaluated by calculating the mean score that the employee scored for all the 20 dimensions. For example, looking to the first row of the summarized data in Appendix II, the average satisfaction level of the first employee can be found by adding all the horizontal numbers in the first row and then dividing the sum by 20. In similar way, the satisfaction level of all the employees whom the researcher evaluated is found by taking the arithmetic mean of all employees' average satisfaction level for the entire dimension.

3.1.3 Satisfaction Level of the Employees on each Dimension

The following data shows the average satisfaction level of employees evaluated by the researcher on each dimension.

Table 4. Average Satisfaction Level of the Respondents on Each Dimension

Dimension	Average satisfaction level
Ability utilization	54
Achievement	59
Activity	42
Advancement	42
Authority	50
UUC policies and practices	28
Compensation	39
Co-workers	70
Creativity	49
Independence	60
Moral values	65
Recognition	33
Responsibility	51
Security	30
Social service	60
Social status	57
Boss (HRM)	49
Working condition	31
Variety	48
Supervisor (Technical)	45

3.1.4 Service Year and Job Satisfaction

Table 5: Service year and Average Satisfaction Level of Respondents.

Service year	Average satisfaction level
4	60
0.5	42
6.5	77
2	46
1	43
6	57
2	31
2.5	33
3	42
6	46
1	30
3	58
4	50
3	44
5	38
2	49
6.5	27
2	34
4	45
3.5	44
2	49
4.5	54
6	52
3	56
3	61
2	57
4	56

3	53
7.5	56
2	53
2	42
4	42
2	45
1	40
1.5	36
2	43
2	42
5.5	47
4	48
3.5	46
6 1/3	65
4	46
7	60
4 1/3	50
5	46
6	46
2	49
1	52
5.5	51
3	50
2.5	55
3	59
6	52
4	53
4	57
6	58
3.5	51
7.5	48

3.2 Data Analysis

3.2.1 Most Satisfactory Dimensions

The average satisfaction level of employees as calculated from the Table 4 in page 44 is 48.1% which indicates that employees are neither satisfied nor dissatisfied. Looking to the individual dimensions, employees are satisfied by interpersonal relationship and moral values, with a satisfaction level of 71% and 65% respectively. Next are independence, social service and achievement, with satisfaction level of 60%, 60%, and 59%. For these dimensions, employees are far from neutral.

And for the dimensions: social status, ability utilization, responsibility and authority, with satisfaction level of 57%, 54%, 51% and 50% respectively, the employees are more tend to neutral but a little bit above the exact neutral point.

Boss (HRM), creativity, variety, supervisor (technical), activity, advancement and compensation with satisfaction level of 49%, 49%, 48%, 45%, 42%, 42% and 39% respectively are dimensions in which employees are below neutral point.

3.2.2 Least Satisfactory Dimensions

Employees are dissatisfied most by the recognition (less frequency of receiving praise for the work done, lack of recognition for challenging tasks, and little chance of getting praiseful task), working conditions (no ventilations, insufficient working space and poor lighting), security (less opportunity for steady employment, fear of criticizing the working system and what they feel about their work), and the college's policy (unfair, vague, conflict with personal interest and less opportunity to learn it with a satisfaction level of 33%, 31%, 30% and 28% respectively).

3.2.3 Service Year and Satisfaction

The analysis of the data Table 5 on pp. 45 and 46 reveals that the highest average (77) score by an employee in the university college who has worked for six and half years beyond which the average has fallen down. 77 comes within the range of "satisfied". It can be concluded that no employee is "very satisfied".

Looking in to the variation against the number of service years, it is difficult to set up particular conclusion, as there is no definite relationship between satisfaction level and number of service years. The most dissatisfied employee (27), for example has also worked in the university college for six and half years.

In general terms about 45% of the employees have worked for more than four years in the college and the rest (55%) works for less than four years. Satisfaction level of those who have worked for more years is 51% and for the rest, it is 46%. Therefore employees with longer service years are more satisfied than employees with relatively shorter service years. But this holds true only when considering the average satisfaction level employees with the average number of service years. In individual terms the case is different.

3.3 Performances of Employees

UUC measures the performance of its employees using dimensions with five different grades under each dimension. However, the evaluation system for the teaching staff is different from the support staff.

3.3.1 Evaluation of Support Staff

Evaluation of performance for the support staff is made every six months. The dimensions in the appraisal form (Appendix III) are related to

punctuality, commitment, rules and regulations, ethics, goal and development, customer service, interpersonal relationship, responsibility, decision making, secrecy, personal development, creativity, and acceptance by others. Under each dimension the score could be different (0,1 ,2,3,4 or 5) depending on the performance level of employees. Here a score of 5 (five) indicates top performance while 0 (zero) is for poor performance.

The evaluation of the support staff is made by their immediate supervisors. The evaluator then discusses the result of the appraisal with the employee. Finally, the employee signs on his/her appraisal form in agreement to the evaluation or he/she puts a note regarding his/her point of disagreement and sign on it.

Based on the interview made with the Personnel Officer, W/ro. Fantaye, the acceptable level of performance for the support staff is fixed at two points. When it falls below two points, the employee is given a written warning to improve his/her performance for the next evaluation. In the year 2005/6, she said that, the average level of performance of the majority of the non-teaching employees was above average (i.e. above 2.5 points). This result was developed by her through personal observation and that is why she did not disclose the exact value of the average level of performance.

Performance level above two point is a requirement for the support staffs of the UUC and there is no special reward (incentive) designed to maintain the efforts of good performing employees.

3.3.2 Evaluation of Academic Employees

UUC has been using a multi-dimensional evaluation system for the academic staff. The average performance level of an academic staff was calculated by the average of evaluation results by the students, the department head, the colleagues, and self-evaluation.

The evaluation of a teaching staff is carried out in the following manner.

Evaluation by Students

Students evaluate instructors using the rating form (Appendix IV) which consists of certain basic items regarding the instructor and his/her teaching effectiveness.

Evaluation by Department Head

The head of the department evaluates instructors using the appraisal form (Appendix V) which consists of factors related to the instructors overall participation in the department.

Peer Evaluation

A peer evaluates the teaching effectiveness, personal and professional integrity of the instructor using the rating form attached in the appendices (Appendix VI)

Self Evaluation

Instructors evaluate themselves using an appraisal form (Appendix VII) which consists of items such as teaching effectiveness, research activities, teaching material preparation, etc.

The overall average performance level of the instructor is determined by multiplying the average evaluation results of the student, department head, peer and self evaluation by the corresponding weights as follows;

$$\text{Average Performance level} = 40\% (\text{ASER}) + 30\% (\text{ADER}) \\ + 20\% (\text{APER}) + 10\% (\text{ASER})$$

Where: ASER- Average Students Evaluation Result

ADER - Average Department Head Evaluation Result

APER- Average Peer Evaluation Result, and

ASER- Average Self Evaluation Result

In reporting the evaluation result for the instructor, the following ratings were used.

Rating	Evaluation result
Excellent	4.5 – 5.00
Very good	4.0 – 4.4
Good	3.5 – 3.9
Poor	3.5 and below

(Source UUC legislation)

Based on the above rating any instructor who earns an evaluation rating of 3.4 and below may not be considered for renewal of contract. Despite the evaluation of the academic staff everysemester the result is distributed for them only once in a year. The academic employees are not getting immediate feedback about their performances.

Currently, UUC has started to implement a new appraisal system that creates a link between performance and reward .In the new system, the performance appraisal involves only the students and the instructor's self evaluation and monetary rewards are attached to higher performances

It is an interesting progress for UUC to create such an appraisal system. However, the management of the college fail to ask the employees

regarding the attractiveness of such a monetary reward for superior performance. Moreover, there is no written policy communicated to the staff regarding the reward system.

3.3.3 The Concern of Management at Unity

UUC has been in functioning for about ten years. But except few employees, who have served the university college for more than six years, the rest has been working not for more than four years.

It is also the experience of the researcher that most of the employees have left unity college and employed in some other organizations to satisfy their unfulfilled needs. A formal study is indeed necessary to identify factors leading to the turnover of employees this college.

The management has been more concerned about the work done. And as far as employees performances are within the required range, they seem so reluctant to worry for the employees satisfaction. This was clearly reflected on the interview made with the Personnel Officer who when explaining about future plan said that she has no idea about unity's plan to improve the poor working conditions. She added that members may perceive the changes in the policy of the UUC as unfair but the college has done that to ensure its survival in the market place. However, the management of unity fails to understand the negative consequences of disregarding the interest and feelings of the employees in ensuring its future survival as it loses experienced employees.

3.4 The Effect of Job Satisfaction on performance

The objective of the research is to show the effect of job satisfaction on employee's performance. Employee's satisfaction was measured and shown as "neutral". From the interview made with the Personnel Officer

~~Employees' performance was found to be good. This seems to contradict~~
each other, but a closer look reveals that performance is not necessarily
affected by all the dimensions of job satisfaction. There exist at least one
dimension, interpersonal relationship, which all employees are satisfied
with and therefore perform their job well.

The effect of each dimension of performance (correlation between each
dimension and performance) can be set up, but it is beyond the scope of
the present study. If setup, it would help to identify the exact effect of
each dimension on performance.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The dimensions studied influence overall job satisfaction of employees of UUC. Among the factors considered, the satisfaction that employees have with behavior of co-workers and moral values play a fundamental role in keeping them satisfied with their overall job satisfaction. It seems that there exist a culture of cooperation with one another and a tendency to socialize in a very good manner among them selves. It is obvious that this situation contribute to the overall job satisfaction in a significant manner.

On the other hand factors like recognition, working conditions, administration policy, and job security are contributors to the dissatisfaction of employees. It can be said that the working environment and the college's administration policy are not suitable enough for the employees to perform their job comfortably. Moreover absence of recognition for the effective accomplishment of work and lack of job security are also affecting the satisfaction and the performance of the employees.

Other personal and social factors such as the independence in working alone , the social service provided by the job ,social status of the job , the chance of using one's ability on the job ,freedom of using one's own judgment ,and the chance to direct others also play a role in affecting the overall satisfaction of employees. As far as these dimensions are concerned, the average satisfaction level of the employees are above the "neutral "point. Boss (Manager or Deans), creativity, variety, supervisors

(technical), activity, advancement and compensation are dimensions in which employees are below neutral point.

In the literature part of the research, it was mentioned that the good existence of maintenance factors such UUC's policy, working conditions and job security does not increase satisfaction, rather their non-existence would result in dissatisfaction. UUC's policy, working conditions and job security are hygiene factors. Revising the college's administrative policy, improving the working conditions and providing steady employment can reduce the dissatisfaction level of employees. However, recognition is a motivational factor. When employees are praised for the work done it gives job satisfaction and improves their performance.

The average level of employees performance was found to be good and the average level of satisfaction was "neutral".

The new performance appraisal system attach monetary reward to superior performance.

* The focus of the management of UUC is on the performance of their employees rather than on their satisfaction. As a result of this the university college is loosing its experienced manpower who are migrating to other organizations.

4.2 Recommendations

Finally, the following recommendations are made which have been derived from the findings of the present study.

- Since the level and degree of job satisfaction of employees in UUC comes out from their interpersonal behavior, it is suggested to the management of the university college to encourage and motivate employees to follow the same trend and even improve it.

- The university college should alleviate policy related problems. In this regard the following action should be taken:
 - Revision and clarification of administrative policies by involving the employees. This will enable unity to minimize the conflict of the employees personal interest with the college's policy.
 - New or existing policies should be communicated to all staffs.
 - Articulation of all administrative policies.
- The working conditions should also be improved by allocating adequate amount of fund.
- Regarding job security Unity University Collage should consider permanent employment so as to enhance employees sense of belongingness.
- The employees should be praised for the effective accomplishment of their job because it gives workers a feeling of worth and self-esteem which ultimately results in better performance.
- The College should revisit the reward in the new performance appraisal system by getting inputs from the employees.
- The average satisfaction level of the employees for the dimensions such as responsibility achievement, ability utilization and advancement should be raised above a "satisfied" point. This benefits the college by motivating employees towards better performance.
- The management of UUC should take into consideration about the need and interest of employees in relation to; not only to the work they perform, but in relation to the fact that they are just human beings and they have feelings and emotions. Implementation of behavioral management system, which gives more value to the human factor as a key factor of productivity is recommended. If management takes care of the employees, employees will inevitably take care of the job.

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Appendix I

Job Satisfaction Questionnaire (MSQ)

Dear Respondent

You are kindly requested to fill the entire questionnaire with utmost honesty and confidence. It is only used for academic research purpose and does not affect your career in any ways. Thank you in advance for your full cooperation.

Yours Sincerely

Yoseph Yifru

The numbers from 1-5 on the top right side of the questionnaire represent the following expressions.

1. Very satisfied
2. Satisfied
3. Neutral(neither satisfied nor dissatisfied)
4. Dissatisfied
5. Very dissatisfied

Name (optional) -----

Age a. 20 – 30
 b. 31 – 40
 c. 41– 50
 d. above 50

Sex: M----- F-----

Number of service years on the present job -----

7

1. Ability Utilization

	1	2	3	4	5
1.1 The opportunity to use your own ability on job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The chances to develop your own ability on job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The extent to which the job challenges your ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The time it takes to develop your ability on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Training given to develop your ability on job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Achievement

	1	2	3	4	5
2.1 Feeling of accomplishment of your assignment at end of working hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The time it takes for you to accomplish your given task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The continuity of each sub-task to be Performed by you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Feeling about the quality of your work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Your desire to get feed back on your performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Activity

	1	2	3	4	5
3.1 The way your job makes you busy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The frequency in which you stay not out of any assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 The extent to which your really focus on your actual work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 The benefit you get from being busy on your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 The continuity of work flow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Advancement

	1	2	3	4	5
4.1 The opportunity for advancement on your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 The chance of getting ahead in your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 The way promotion is given out in your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 The chance for advancement of your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Your chance for any advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y

5. Authority	1	2	3	4	5
5.1 The opportunity to direct others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 The chance of directing other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 The way others obeyed your authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 General attitude of others to your directory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Cooperation of others to your directory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Unity University College	1	2	3	4	5
6.1 Fairness of UUC policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Clearness of the UUC policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Extent to which UUC policy Conflict with your personal interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Vagueness of Unity's policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Opportunity to learn Unity's policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Compensation	1	2	3	4	5
7.1 Amount of your salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Amount of overtime payment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Amount of indirect compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Amount of holiday and weekend payment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Medical compensation payment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Co-workers	1	2	3	4	5
8.1 Relation with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Team spirit with co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Co-operation with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Level of knowledge acquiring from senior co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5 Attitude of co-workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Creativity	1	2	3	4	5
9.1 Chance of trying own work methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Level of sticking to rules and Procedures of the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- 9.3 Opportunity of implementing your own idea on the job.
- 9.4 Nature of the job to encourage your creativity.
- 9.5 Regulations which resist applying creative ideas.

10. Independence

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 10.1 Opportunity to work alone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.2 Chance of getting as task to be done alone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.3 The feeling of working alone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.4 The accuracy of the job when working it alone. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10.5 The sense of freedom when working alone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. Moral values.

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 11.1 The discipline of workers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11.2 The extent to which work is done according to what it should be. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11.3 Devotion of workers to their job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11.4 Level of not having violated conscious at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11.5 Commitment to do the right thing on the job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. Recognition

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 12.1 Frequency of praise received from work done. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12.2 The chance of getting praiseful task | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12.3 The opportunity of getting recognition from the work line. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12.4 Willingness of supervisors to give recognition for challenging task. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12.5 The usefulness of getting praised from outstanding performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. Responsibility

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 13.1 Chance of the getting freedom to use own judgment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Y

- 13.2 Frequency of getting responsibility on the job.
- 13.3 The benefit of freedom to use own judgment.
- 13.4 Frequency of getting responsibility for the job.
- 13.5 Your willingness to accept responsibility

14. Security

1 2 3 4 5

- 14.1 Opportunity of steady employment of the job.
- 14.2 Opportunity to criticize system of the
Work without any fear.
- 14.3 The right to speak what you feel about the work.
- 14.4 The feeling of belongingness to the department
- 14.5 The nature of the work to cause any hazard on you.

15. Social service

1 2 3 4 5

- 15.1 The chance of doing your job for clients.
- 15.2 The opportunity of doing the job for others.
- 15.3 The social value of your job.
- 15.4 Societal reaction to your job
- 15.5 The feedback from others to whom
you perform your job.

16. Social status

1 2 3 4 5

- 16.1 The value that you give to your job.
- 16.2 Level of happiness that your job brings to you.
- 16.3 Level of respect you get from other because of
your job.
- 16.4 Any special thing that your job brings in your life.
- 16.5 The appreciation others give to you about your
job and your level of acceptance to the appreciation

17. Boss (HRM)

1 2 3 4 5

- 17.1 Ways that your supervisor handles things with you.
- 17.2 The closeness you have with your boss(es).





- 17.3 Level of communication with your boss(es).
- 17.4 How your boss (es) understanding you
- 17.5 How your boss (es) shares your personal views

18. Working condition

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 18.1 Level of ventilation in your working area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18.2 Level of noise in your working area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18.3 Facility lay out (arrangement of office/work equipments) in your area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18.4 Availability of sufficient space in the working area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18.5 Level of illumination (light) in the working area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

19. Variety

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19.1 Chance of celebration holidays together with co-workers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19.2 Frequency of getting together with co-workers after working hours. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19.3 Opportunity to participate in sport activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19.4 Chance of traveling picnic with co-workers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19.5 Chance of sharing personal problems together with co-workers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

20. Supervision (technical)

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 20.1 Knowledge of your supervisor about the job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.2 Confidence and decisiveness of your supervisor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.3 Leadership ability of your supervisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.4 Example ness of your supervisor for your career. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.5 Dependability on your supervisors decisions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unity University College
Evaluation Form for Academic Staff Member
(To be filled by Students)

Name of Academic Staff _____
 Department _____
 Date _____

Direction: Read each statement which describes aspects of instructor behavior and then evaluate the colleague whose name is mentioned above. Show your rating a tick (✓) mark against each item in the appropriate box.

Criteria	Poor	Satisfactory	Good	Very Good	Excellent	Remarks
	1	2	3	4	5	
Timely distribution of course outline or course plan to students						
Following the course plan and/or course outline thoroughly						
Coverage of course materials as specified in the course plan.						
Punctually for classes and concern for not missing classes.						
Compensation of lost classes.						
Use of class time only for topics related to the subject.						
Taking student attendance regularly						
Usage of teaching aids such as chalkboard, charts, models, transparencies, etc.						
Creating conditions for students to actively participate in class (that is, to raise questions, to be engaged in discussion and to challenge ideas).						
Giving assignments, tests, term papers, projects, etc; as prescribed in the course plan.						
Timely correction and return of assignments, tests, etc.						
Effectiveness in transmitting course content.						
Fairness and equal treatment of students, irrespective of age, sex, nationality, personal bias, etc.						
Shows ethical relationships with students.						
Convenience of consultation hours set for students.						
Availability during consultation hours.						
Willingness to attend to and solve students' problems related						

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o the course offered.						
Evaluation of students on the basis of continuous assessment.						
Objectivity and fairness in evaluating student performance.						
Presentableness of dressing or clothing.						
Clarifying student doubts.						

If you have additional about the instructor please write them below (if necessary use the back page).

Unity University College
Evaluation Form for Academic Staff Member
(To be filled by Department Head)

Name of Academic Staff _____

Department _____

Date _____

Direction: Read each statement which describes aspects of instructor behavior and then evaluate the colleague whose name is mentioned above. Show your rating a tick (✓) mark in the appropriate box.

No.	Criteria	Poor	Satisfactory	Good	Very Good	Excellent	Remarks
		1	2	3	4	5	
1	His/her active participation in the preparation of syllabi, course plans, course manuals, etc in the department.						
2	Preparation of teaching materials, textbooks, supplementary materials, etc for the course (s) being offered.						
3	Observance of course outline and course plan						
4	Evaluation of students according to modalities set by the department.						
5	His/her integrity in the grading of student achievement.						
6	Submission of continuous assessment results and final grades on time.						
7	Presentation on request of properly documented records of student results.						
8	Responsibility discharging of invigilation and other duties.						
9	Availability on consultation office hours regularly.						
10	Contribution of ideas of various dimensions to improve the teaching-learning process.						
11	Showing concern for the rational use of the institutions resources.						
12	Identification and presentation to the department problems that need to be addressed.						

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13	Implementation of the decision of the department council, and/or higher bodies.						
14	Willingness and participation in meetings called by deans, department heads, committee chairpersons, and other University College officials.						
15	Doing research to enhance his/her professional development.						
16	Active participation in committee or other assignments once assigned.						
17	Willingness to take assignments outside the University College in his/her area of specialization.						
18	Participation in activities that contribute to community efforts for development, public organizations and/or professional societies.						
19	Belief in evaluation; acceptance of constructive criticism; presents his/her complaints openly and in a proper way.						
20	His/her active participation in setting evaluation criteria in the standardization of tests, assignments, projects etc. for the various course of the department.						
21	His/her punctuality for classes and other duties.						
22	His/her regular attendance to assigned classes.						
23	His/her personal relationships with students and colleagues.						
24	Conducting make-up class timely.						
25	Preparing, conducting make-up exam and submitting grades timely.						
26	Availability at the University College during working hours.						

No. of Ticks score

1X _____ = _____

2X _____ = _____

3X _____ = _____

4X _____ = _____

5X _____ = _____

Average = Total score + Total ticks = _____

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Appendix vi

**Unity University College
Evaluation Form for Academic Staff Member
(To be filled by COLLEAGUES)**

Name of Academic Staff _____
Department _____

Date _____

Direction: Read each statement which describes aspects of instructor behavior

and then evaluate the colleague whose name is mentioned above. Show your rating a tick (✓) mark in the appropriate box.

No.	Criteria	Poor	Satisfactory	Good	Very Good	Excellent	Remark
		1	2	3	4	5	
	Attendance and active participation in department weekly meetings.						
	Willingness to take-up assignments teaching or otherwise						
	Willingness to share books, journals and other literature materials with colleagues.						
	Willingness to work in team						
	Respecting dissenting views or ideas of colleagues Different from his/her ideas.						
	Respecting dissenting views or ideas of colleagues in collaboration with other colleagues, especially with those having less experience						
	Engagement in research work and his/her Communication of the findings.						
	Shows ethical relationships with students and colleagues.						
	Acceptable manner of dressing and/or having agreeable personality.						
	Participation in extra-curricular and co-curricular activities.						

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1	His/her willingness in actively participating in committee works and other relevant public (community) activities						
2	His/her availability in the University College during working hours.						
3	Keeping abreast with latest theories, investigations and developments related to his/her profession.						
4	Participation in setting evaluation criteria for standardizing tests, assignments, projects, etc for course offered by the department.						
5	His/her fairness and integrity in his/her grading of students achievement tests , quizzes, term-papers						
6	The depth the soundness and the integrity of his/her views and opinions during workshops, seminars, symposia and department meetings.						
7	Punctually on meetings and other activities.						

No. of Ticks score

1X _____ = _____

2X _____ = _____

3X _____ = _____

4X _____ = _____

5X _____ = _____

Average = Total score + Total ticks = _____



Y

Unity University College

Self evaluation (Academic staff)

Your Name _____

Department _____

Date _____

Direction: Read each statement which describes aspects of instructor behavior and evaluate yourself. Show your rating by a tick (-- mark in the appropriate box. Your honesty, fairness and balanced judgment is appreciated.

No	Criteria	Poor	Satisfactor	Good	Very good	Excellent	Remark
		1	2	3	4	5	
	Preparation and use of course plan/ outlines, teaching materials, and supplementary materials for the courses I offered.						
	Punctuality for classes						
	Not missing classes unless faced with serious problems						
	Informing the department head/ campus coordinator a head of time of my absence						
	Respecting the starting and completion time in conducting classes.						
	Continual updating of course materials to fit the contents of the course outlines or course plan						
	Course materials meet the expectatiосn and needs of learners						
	Giving required number of assignments, tests, term papers, projects, etc according to course plan						
	Correcting and returning of assignments tests, term papers						

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	projects etc on time.						
0	Satisfactory discussion with students on individual and common problems with respect to assignments, tests, term paper, projects, etc						
1	Keeping student documents records and results properly						
2	Continual initiation of ideas of various dimensions to improve the teaching learning process						
3	Participation personal development activities such as training						
4	Engagement in research work and dissemination of the results to bring about professional and institutional development						
5	Attending to students' problems						
6	Fair handling and giving due respect to students						
7	Respect accorded to me by students						
8	Commitment to the causes and rules and regulations of the institution.						
9	Regular participation in departmental and other meetings						
0	Cooperating and working with others						
1	Fairness in grading o student achievement						
2	Preparing conducting and submitting grades on time according to modalities set.						

Y

Declaration

I hereby state that this study entitled **“The Effect of Job Satisfaction on the Performance of Employees of Unity University College, Addis Ababa”** is my original work and has not been presented by me for any degree or diploma in any other university and all sources of materials used for the thesis have been duly acknowledged.

Joseph Yc

Name of Candidate

Jus

Signature

22/3/07

Date