

**AN ASSESSMENT ON FACTORS THAT AFFECT
JOB SATISFACTION OF THE ADMINSTARTIVE STAFFS
OF ADDIS ABABA UNIVERSITY**

BY

YONAS YOSEPH

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN HUMAN RESOURCE AND
ORGANIZATIONAL DEVELOPMENT: EDUCATIONAL
PLANNING AND MANAGEMENT**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**ADDIS ABABA
April 2011**

ACKNOWLEDGEMENTS

Individuals who contributed in one way or another in preparation of this research should receive praise and my gratitude. The meticulous advice and guidance from my Advisor was one of the leading inputs for this research, thus, I would like to express my deepest gratitude and thanks to my thesis advisor, Ato Melaku Yimam, whose guidance, technical advice and encouragement were invaluable throughout my research work.

During the processes of coding the questioner in to SPSS, I received the support of AAU ICT office; in this case Ato Suliman Ahmed was a prominent contributor and should be praised and acknowledged. I would also like thank a staff member of college of Natural Science of AAU, Ato Dejene Kebede for his support in sharing views in relation with the research.

I would also like to appreciate and thank Ato Abreha Brehanu Gebre the Human resource Director of Addis Ababa University for his uplifting moral support.

I'm indebted to Ato Luel Bussa ,a staff member of AAU/HRM office, for providing me the needed information that I sought for.

Tribute goes to my family and my mother W/ro Bizunesh Legesse Wondim for their understanding and care through out the preparation of this paper.

Finally, I would like also to appreciate and express my gratitude to my co-workers In AAU/HRM section w/ro Martha Tadesse, w/ro Miheret Mamo, w/t Tihetena Teferdegne for sharing the steady job burdens and letting me freely engaged in this research work.

TABLE OF CONTENTS

	<u>Pages</u>
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
LIST OF FIGURES	iv
LIST OF TABLES	v
ACHRONYM AND ABBREVIATIONS.....	vi
ABSTRACT	vii
CHAPTER ONE	
1. INTRODUCTION	1
1.1. Background of the Study	3
1.2. Statement of the Problem	4
1.3. Objectives of the Study	5
1.3.1. General Objective	5
1.3.2. Specific Objectives	5
1.4. Significance of the Study	5
1.5. Delimitation of the Study	6
1.6. Limitations of the Study	7
1.7. Organization of the study	7
1.8 Operational Definition of key Terms	9
CHAPTER TWO	
2. REVIEW OF THE RELATED LITERATURE	10
2.1. Conceptual Frame work of the study.....	10
2.2. Concepts and definitions of Job Satisfaction	12
2.3. Theories relating to Job Satisfaction	14
2.3.1. Herzberg's Two factor Theory	14
2.4. Determinants of Job satisfaction	17
2.4.1. Personal determinants	17
2.4.1.1. Sex	17
2.4.1.2. Current Salary	18
2.4.1.3. Educational Level	19
2.4.1.4. Tenure /years of service	20

2.4.1.5. Age	20
2.4.1.6. Job grades	21
2.4.2. Organizational factors	22
2.4.2.1 Work Itself	22
2.4.2.2. Remuneration/pay	22
2.4.2.3. Supervision	23
2.4.2.4. Promotion opportunities	24
2.4.2.5. Coworker Relation	24
2.5. The measurements of Job satisfaction	24
2.6. The consequences of Job satisfaction	26
2.7. Summary	28
CHAPTER THREE	
3. RESEARCH DESIGN AND METHOD	29
3.1. Research Methods	29
3.2. Sources of Data	30
3.3. Sample size and Sampling Technique	30
3.3.1. Sample size	30
3.3.2. Sampling Technique	30
3.4. Instrument of Data Collection	31
3.5. Procedures of Data Collection	34
3.6. Methods of Data Analysis	36
CHAPTER FOUR	
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	38
4.1. Characteristics of Respondents	39
4.2. Analysis of the Findings of the Study	43
CHAPTER FIVE	
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	78
5.1. Summary of the Major Findings	78
5.2. Conclusions	81
5.3. Recommendations	83
Appendices	

LIST OF FIGURES

	<u>Page</u>
Figure1: The relationship between the Independent and dependent variables.....	8
Figures 2: model for Assessing Job satisfaction -----	10
Figure 3: Factors that affect job satisfaction -----	16
Figure 4: Performance and Satisfaction -----	26
Figure 5: Sex of respondents -----	38
Figure 6: Age of respondents -----	39
Figure 7: Respondent's Year of service in A.A.U -----	40
Figures 8: Currently salary of respondent -----	41
Figures 9: Level of Education of respondents -----	42
Figures10: Job Grade/levels of respondents -----	42
Figures11: Age and Satisfaction with work itself -----	52
Figures12: Age and Satisfaction with Promotion Opportunities -----	53
Figures13: Age and Satisfaction with Supervision -----	53
Figures14: Age and Over all job satisfaction -----	54
Figures15: Levels of education and satisfaction with work itself -----	58
Figures16: Levels of education and Over all satisfaction -----	59
Figures17: Current Salary and Satisfaction with Work itself-----	63
Figures18: Current salary and Satisfaction with Promotion -----	64
Figures19: Current Salary and Satisfaction with pay Administration-----	65
Figures20: Current salary and Satisfaction with Supervision -----	66
Figures21: Years of Service and Overall job satisfaction -----	70

LIST OF TABLES

Table 1: Sample size respondents drawn among campuses of AAU	31
Table 2: Cronbach alpha reliability test (previous study)	33
Table 3: Cronbach alpha reliability test of Current study	34
Table 4: Standard for rating satisfaction mean scores	43
Table 5: Measuring Levels of Satisfaction.	44
Table 6: Correlation of Facets of satisfaction and overall satisfaction	45
Table 7: Standard for labeling the strength correction between variables	45
Table 8: Correlation between the Intrinsic, Extrinsic factors with over all satisfaction.....	46
Table 9: Descriptive Statistics on facets of job Satisfaction.....	47
Table 10: Test of Significant difference in satisfaction based on sex.....	48
Table 11: Descriptive statistics based on the difference in satisfaction among Age groups....	49
Table 12: Test of Significant difference in Satisfaction among Age groups.....	50
Table 13: Scheff test comparing Satisfaction based on Age groups.....	51
Table 14: Descriptive Statistics based on satisfaction among Levels of Education	55
Table 15: Test of Significant difference in Satisfaction based on levels of Education.....	56
Table 16: Scheff test comparing Satisfaction based on Educational levels.....	57
Table 17: Descriptive statistics based satisfaction among Salary groups.....	60
Table 18: Test of Significant difference in satisfaction based on current salary.....	61
Table 19: Scheff test comparing Satisfaction based on current salary groups	62
Table 20: Descriptive Statistics based on satisfaction among different years of experience...67	67
Table 21: Test of Significant difference in satisfaction based on years of service.....	69
Table 22: Scheffe Comparisons, Overall job satisfaction among years of service.....	69
Table 23: Test of significant difference in satisfaction among different job Grades.....	71
Table 24: Comparison of satisfaction with the work itself among Job Grades.....	72
Table 25: Comparison of satisfaction with promotion among job grades.....	73
Table 26: Comparison of satisfaction with pay among job grades.....	73
Table 27: Comparison of satisfaction with supervision among job grades.....	74
Table 28: Standard multiple regression Analysis	75
Table 29: Levels of job satisfaction based of sex of employees.....	76
Table 30: Summary, model of the regression model	77

ACHRONYMS/ABBREVIATIONS

AAU= Addis Ababa University

HRMD= Human Resource Management Director

AS= Administrative Service

CF= Clerical and Fiscal Service

CM= Custodial and Manual Services

MSQ= Minnesota Satisfaction Questioner

PS= Professional and Scientific Services

SP= Sub-Professional Services

TC= Trades and Crafts Services

JDI= Job Descriptive Index

Abstract

The purpose of this descriptive- correlational study was to examine factors affecting job satisfaction of Administrative staffs of Addis Ababa University and measuring the level of satisfaction currently experienced by employees, that is the level of overall job satisfaction and satisfaction with the five modified JDI factors. The other fundamental purpose of the study was to Look in to as to how Herzberg's(1959) duality theory of motivators and hygiene factors in the context of higher education context in developing countries like Ethiopia As tools of analysis, descriptive statistics (frequencies, percentage, mean and standard deviation were utilized. Moreover, the Pearson Product Moment Correlation Coefficient, Multiple Regressions Analysis, Analysis of variance (ANOVA) and Scheffe's multiple comparisons Method (Post hoc test) were used as an inferential statistical tool. A random sample of 264 permanent and non academic employees of Addis Ababa University was selected as a statistical sample. And 213 useable responses were obtained (80.6% response rate) using a stratified random sampling technique. Employing a descriptive-correlative survey method and data were collected through modified job descriptive index was used to gather primary data (Bove, 2007) questioner. The study found that the overall job satisfaction (in general terms) satisfaction in general terms) was a moderate one. In addition it was found that, male employees were less satisfied than female ones .As far as the levels of satisfaction of employee with work itself, pay, promotions, coworkers relation, supervision were concerned, the Administrative staff of AAU showed low levels of satisfaction in relation with pay and promotion and show a medium level of satisfaction in relation with the nature of work they are doing (the work itself) and the prevailing supervision. The only facets of job satisfaction that employee, were highly satisfied with coworker relations. Regarding the strength of the independent variables to strongly explain the change in the overall job satisfaction. Sex, levels of education, service years, pay, supervision and coworker relations were found to be significant predictors of job satisfaction in the Administrative staffs of Addis Ababa University. In this connection, Pay was found to be the most significant and powerful predictor of the overall job satisfaction. Followed by Supervision and Coworker relation at $p < 0.05$ level. It means a unit change in the mentioned factors will bring a substantial change in the overall job satisfaction. However, work itself, promotions were not found to be significant predictors of the overall job satisfaction, $p > 0.05$, indicating that the intrinsic factors (the work itself, Promotion opportunities) were not significant determinants of job satisfaction. Herzberg(1959) hypothesized the intrinsic factors to have significant influence on the level of satisfaction experienced by employees contrary to it, the study found that the intrinsic factors have negligible effect on the level of overall job satisfaction. It means, the change in the extrinsic factors will not bring significant change in the overall job satisfaction. It means staff members of AAU prioritize improvement in Pay Administration and Supervision (the extrinsic factors) to the intrinsic ones. All in all it is recommended that the concerned body of the university (Strategic office, vice president for Business and Development and HRMD) office should pave the way for studies to be conducted, to improve the low level of satisfaction being experienced by employees. It is also recommended that there should be improved promotional procedures that could meet employees' expectations. This can be done by the collaboration of AAU/HRMD and strategic office of AAU.) With the support from other Government offices, the higher decision making offices of the university should find ways that minimize employees' dissatisfaction. Pay administration should also allow for modifications in order to minimize staff members dissatisfaction, this could be done with a consolidated effort of the federal government and the president office of the university.

CHAPTER ONE

1. Introduction

This section of the study takes care of the problem and the scientific approach to it. It comprises of background of the study, delimitation of the study, limitation of the study, definition of key terms and organization the study.

1.1 Background of the study

For better or worse, employees spend many of their hours at the work. In addition to working on assigned tasks, they typically interact with other persons (supervisors, fellow employees), and are exposed to organizational policies and practices. All these, in turn, influence employee feelings about their jobs and organizations that employ them. And employees might show their feelings in terms of satisfaction or dissatisfaction in relation with their jobs. What does each person want from his or her job? In other words, what is job satisfaction?

Many authors have described the difficulty of finding a single objective definition for what job satisfaction because it means different things to different people. For instance Rashid and Archer (1983) describe the following:

“there is no simple definition of Job satisfaction and it varies in fact according to what a person seeks in a job, how he or she ranks the items sought in order of priority, and how well the job permits the person to achieve the various personal goals.”

Given this fact it would be fair to look some of the definitions of job satisfaction as presented by different authors. The term “job satisfaction” has been defined in many ways for instance;

- Job satisfaction as the feeling an individual has about his or her job (Smith, P. C., Kendall, L. M., & Hulin, C. L.,1969).
- Job satisfaction is a positive or pleasurable reaction resulting from the appraisal of one’s job, job achievement, or job experiences (Locke 1969)
- Job satisfaction as workers’ emotional orientation toward their current job roles(Vroom 1982)

The basic element in the preceding definitions is that job satisfaction has to do with an affective state or how one feels about one’s job in contrast to simply describing a job. This is to mean job satisfaction is all about the outcome of emotional state following the assessment of an individual’s job.

In other words we may take definition of job satisfaction forwarded by Cooper and Argyris, (1995) as exhaustive one for it better describe some elements of the above definitions. They describe job satisfaction as “the emotional state resulting from the appraisal of one’s job and as such can be negative, positive or neutral.” Because of its significant implications on employees’ motivation studies on job satisfaction have attracted the attentions of several researchers.

Cooper and Argyris(1995) indicated that thousands of articles have been written about the definition of job satisfaction and the meaning, its antecedents and its consequences.

Although there is an increasing interest in employee satisfaction in higher education, it is clear that the majority of the dominant theoretical and empirical work in this field is concentrated in the west and shaped by North American and Western European influences (Fatma Kusu,2003) he further elaborated that Seldom has any research been done in other parts of the world ,that is ,in developing or underdeveloped countries on this subject .thus it can be assumed that more research is needed to understand the satisfaction of the staff in higher education in developing or less developed countries. Since other word this study aims generally to fill the gap in this field in under developed countries specifically, Ethiopia.

Higher institutions possess groups of employees which have distinct features .According to (Fatma Kusu,2003a) Employees working in higher education institutions can be categorized mainly in to two groups : Academic staff, who are generally responsible for the academic activities of the institutions such as research and teaching .and Administrative staff, the (main focus of this study)who are generally responsible for supporting research and teaching activities. There is significant gap between the number and nature of studies conducted on the Administrative staffs and Academic staffs of higher institutions. Fatma Kusu(2003) indicated that globally the research on the Academic employee is quite rich however The research on the Administrative employees is not as rich in either breadth or depth as that of Academic employees

Employee is one of the key factors of the organization success .No organization can succeed without a certain level of commitment and effort from its employees. Kanjana Kessuwan and Nuttawuth Muenjohn,(2010) Organizations often attempt to satisfy its employees to gain their commitment and loyalty. However, it is not easy for the organizations to be successful in making individual satisfied because people work for a wide variety of different reasons. some want material success while others might emphasize challenging job.

Employees, according to Cherrington (1994) experiencing high satisfaction levels contribute to organizational commitment, job involvement, improved physical and mental health, and improved quality of life both on and off the job. job dissatisfaction on the other hand results in higher absenteeism, turnover, labor problems, labor grievances. some researches support this. for instance Spector's (1997) found that employees who are dissatisfied with their jobs show their refusal by constantly being late or staying absent from work.

Several researches in the area of job satisfaction have been conducted over the past few decades (Boshoff, Cilliers & Vanwyk, 2003; Buitendach & DeWitte, 2005; Calder, 2000; Derlin & Schnider, 1994; Dolliver, 2003; Hoole & Vermeulen, 2003; KhMetle, 2005; Malherbe & pearse, 2003).

Job satisfaction has been a popular topic for researchers in the area of fields including industrial psychology, public administration, business and higher education. Kh Metle (2005). The principal reasons as to why job satisfaction is so extensively researched is that it relates to significant associations with several variables (Yousef, 2000 cited in Buitendach & De Witte, 2005). For example it has a positive association with life satisfaction (Judge, Boudereau & Bretz, 1994 cited in Buitendach & De Witte, 2005), organizational commitment (Fletcher & Williams, 1996 citee in Buitendach & De Witte, 2005) and job performance (Babin & Boles, 1996 cited in Buitendach & De Witte, 2005). The vast majority of studies conducted globally in the various institutes mainly focused on job satisfaction of Academic staffs (Fatma Kusu 2003).

The Administrative staffs in the higher institutions of Ethiopia are concerned little is known about the facets of job namely; intrinsic factors (work itself and opportunities for advancement) and extrinsic factors (salary, supervisory support, and coworker relations) that contribute to their satisfaction and dissatisfaction. Moreover very little is known as to how the demographic factors predict the overall job satisfaction.

1.2. Statement of the Problem

Various researches have been undertaken locally to study the job satisfaction in higher educational institutions. However, most of the studies (job satisfaction) reviewed by the researcher focused on the Academic staff members. Among these (Nemera, 2006, Yiferu, 2007) carried out a study on Arba Minch and Unity university colleges respectively.

There was only a single study conducted recently by Abebe (2005) on Addis Ababa University academic staffs' job satisfaction. This same research found that the job itself is the major source of satisfaction for the instructors. This indicated that the academic staffs were satisfied with their teaching, research and management responsibilities. Currently there are over 3500 Administrative staffs working in the 17 faculties of the university providing support services that are extremely important and unavoidable for the steady progresses of teaching and learning processes. The Administrative out number the academic staffs' of Addis Ababa University and playing a vital role in sustaining a smooth running of learning and teaching processes through providing support services. This may deteriorates through time and not be able to stay long as employees' resentment, grievances, grudge and dissatisfaction went high. Being a staff member of Human Resource Unit the researcher could personally observe the steady employees' petition brought by employees. In several instances they feel being neglected and opted to leave the University for good. It is logical to say there is very sharp instability of employees' tenure that is high labor turn over. Thus, based on these apparent facts the researcher believed that it sounds reasonable to make study on the major factors that affect job satisfaction of the staff members of AAU as the problems looks significant and worth researchable.

This research is expected to explore and answer the following research questions.

1. What is the overall level of job satisfaction (in general term) and satisfaction with work itself, promotion, pay, and supervision and coworkers relations?
2. Is there a significant relationship between the work itself (nature of the job), pay, supervision, promotion, and co-workers with overall job satisfaction amongst the Administrative staffs' members of Addis Ababa University?
3. Is there a significant relationship between intrinsic Vs extrinsic job satisfaction factors with overall job satisfaction among the Administrative staffs member of Addis Ababa University?
4. Is there significant difference among the administrative staff members' job satisfaction (overall job satisfaction and the five determinants) when compared by their Personal factors as sex, age, Educational level, current salary, years of service and job grades?
5. What are the greatest predictors (explanatory variable for a change in the dependent variable) of job satisfaction and can Herzberg (1959) duality theory of intrinsic and extrinsic factors be verified in the Ethiopian higher education context?

6. Do the demographic variables of sex, age, education level, current salary, and years of service, Job grades, and organizational factors (work itself, pay, promotions, coworkers' relation, and supervision) factors significantly explain the variance in the overall job satisfaction amongst employees of Addis Ababa University?

1.3. Objectives of the study

1.3.1. General Objective

To examine factors that affect job satisfaction considering Herzberg (1966) duality theory of satisfaction (intrinsic and extrinsic) and measuring the current levels of job satisfaction of the Administrative staffs of AAU.

1.3.2. Specific Objectives

The researcher aimed to survey the overall job satisfaction of the Administrative staff in Addis Ababa University and the following objectives were decided:

1. Measuring level of overall job satisfaction of the Administrative staff of AAU.
2. Measuring the level of satisfaction in relation to factors, work itself, pay, promotion, coworker's relation, supervision.
3. To determine the nature of relationship the intrinsic and extrinsic categories with the overall job satisfaction.
4. To compare job satisfaction of the Administrative staff of AAU by their personal factors.
5. Looking in to as to how Herzberg's duality theory of motivators and hygiene factors be verified in the context of higher education context
6. To determine which factor is the most predictors of the overall job satisfaction.

1.4. Significance of the study

The Administrative staffs are one of the major components of Human Resources of the university. It takes the highest working forces of the university. According to the current Master List of Addis Ababa University there are around 3500 Administrative employees (both contractual and permanently employed ones) whereas the academic staffs reach the number 2500 of the total Human Resources of the university.

This huge number of employees is getting lower from time to time. If this high turnover trend continues, the turnover plus the employment costs may contribute to shortage of well trained man power and mal administration of Human resource practices. Based on the preceding facts this research is assumed to be significantly important. The findings will contribute to the little research conducted in a relation to the AAU Administrative staffs' overall job satisfaction and factors that might contribute to the level of job satisfaction. Finally, the research will provide tools to higher education leaders for assuring what job satisfaction factors are important to the university Administrative staff members.

All in all, the findings of this study should lead to a better understanding of internal and external job satisfaction factors for the Administrative staffs of Addis Ababa University. Ultimately, the end result should be an improved awareness by educational leaders in order to support Administrative staffs to be successful.

1.5. Delimitation of the study

This study included only the permanently employed administrative staff member of Addis Ababa University. In addition, employees who are on the job grade (CM) Custodian and Manual and (TC) Trades and Crafts Service have been excluded from consideration. Moreover there might be several determinants of job satisfaction; however, the research looked in to some major determining factors of job satisfactions namely intrinsic (work itself and advancement opportunities) and extrinsic (salary, supervisor support, and coworker relations) included in the JDI. In addition some Demographic variables such as the Age Gender, income, Educational attainments, Job grade) shall be considered. Several other variables that might have some kind of relationships with the overall job satisfaction have not been included except the mentioned ones.

The conclusions based on the results of this study were dependant on the views expressed by those who chose to respond to the survey. It is assumed that the respondents were willing to openly reveal attitudes and responses which, from their perspectives, represented the best answers to the survey questions.

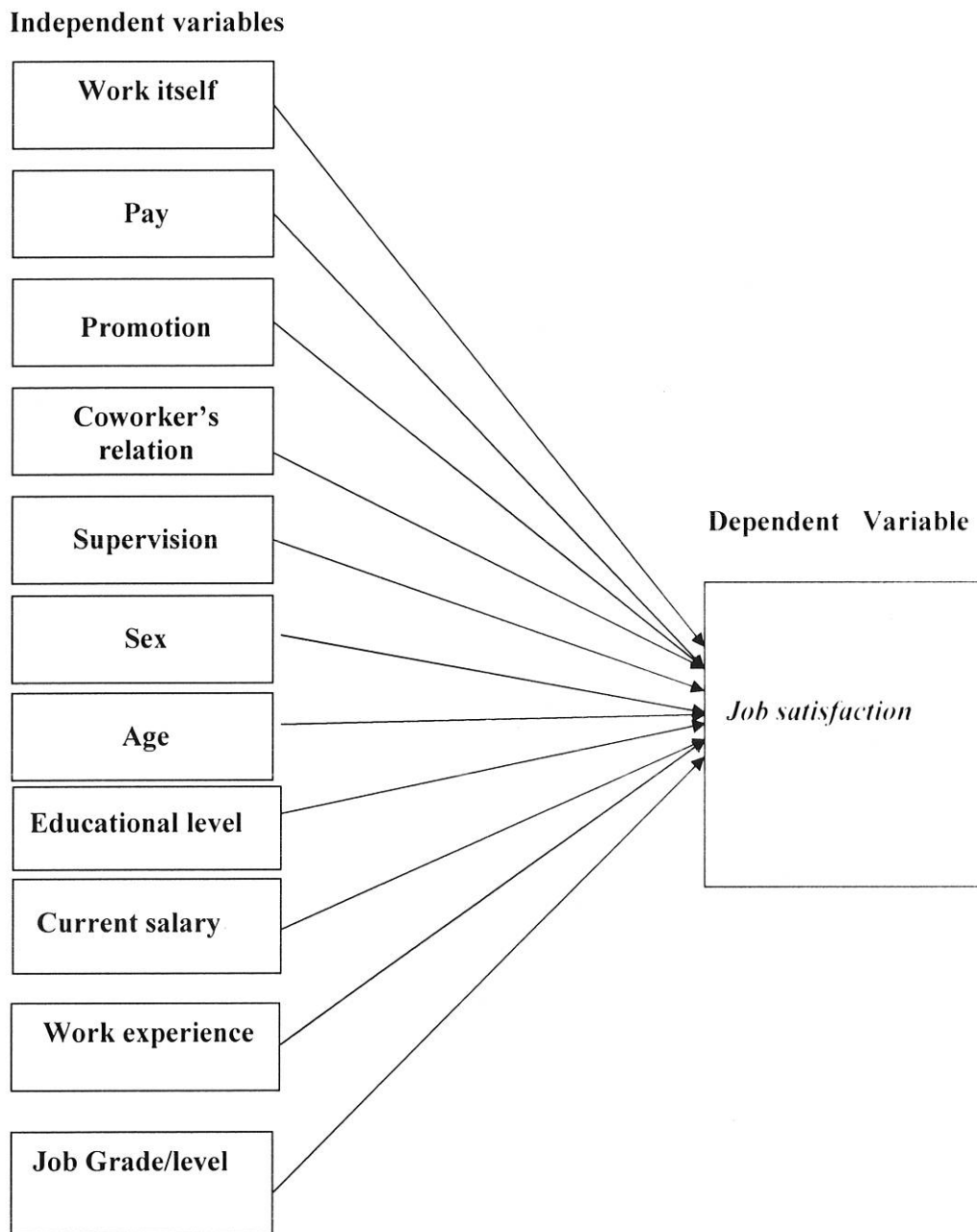
1.6. Limitations of the study

The timing in which this study has been carried out just coincides with the period of time which Addis Ababa University is about to embark on a new reform programs called Business Process Reengineering. Thus the questions included in the study might be taken as otherwise and employees might shy away from putting their true emotions and feelings. In addition questions raised in relation to employees' supervisor in some instances might have potential constraint on the sides of subordinates, thus the honesty of the data provided may not reflect the real situation to a degree of higher objectivity.

1.7. Organization of the study

This study was organized in to five chapters, the first deals with the problem and its approach and the second chapter focuses on review of related literature .chapter three contains research design and methodology. The fourth chapter encompasses on the presentation and analysis of the data .Finally .chapter five provides summary, conclusions and recommendations of the study.

Figure 1. The Relationship between the Independent and Dependent variables.



Source: (the researcher)

1.8. Operational Definitions of Key Terms

For this particular research endeavor the variables or concepts used in employees' and were defined as follows

The work itself

The extent to which the job provides the individual with interesting tactics, opportunities for leavening and the chance to accept responsibility (Fred Luthans, 2005).

Pay

The amount of financial remuneration that is received and the degree to which this viewed as equitable vis-à-vis that of others in the organization (Fred Luthans, 2005).

Promotion opportunities

The chance for advancement in the organization (Fred Luthans, 2005)

Supervision

The abilities of the supervisor to provide technical assistance and behavioral support (Fred Luthans, 2005):

Coworkers

The degree to which fellow workers are technically proficient and socially supportive (Fred Luthans, 2005):

Extrinsic factors -also known as hygiene factors are the parts of the jobs which create dissatisfaction but, if not present, only return the worker to a neutral point of job satisfaction. These job factors in this study include supervision, interpersonal relations, pay (Ruththankoon et al,2003)

Intrinsic factors -Are related to job tasks, job content and intrinsic aspects of the job can lead to job satisfaction, but the absence thereof cannot lead to job dissatisfaction. in this study comprises of work itself, coworkers relation, supervision(Ruththankoon et al.2003)

Administrative Staffs

Employees who are generally responsible for supporting research and teaching activities (Fatma Kusu,2003).

Academic Staffs

Employees who are generally responsible for the academic activities of the institutions such as research and teaching (Fatma Kusu, 2003).

CHAPTER TWO

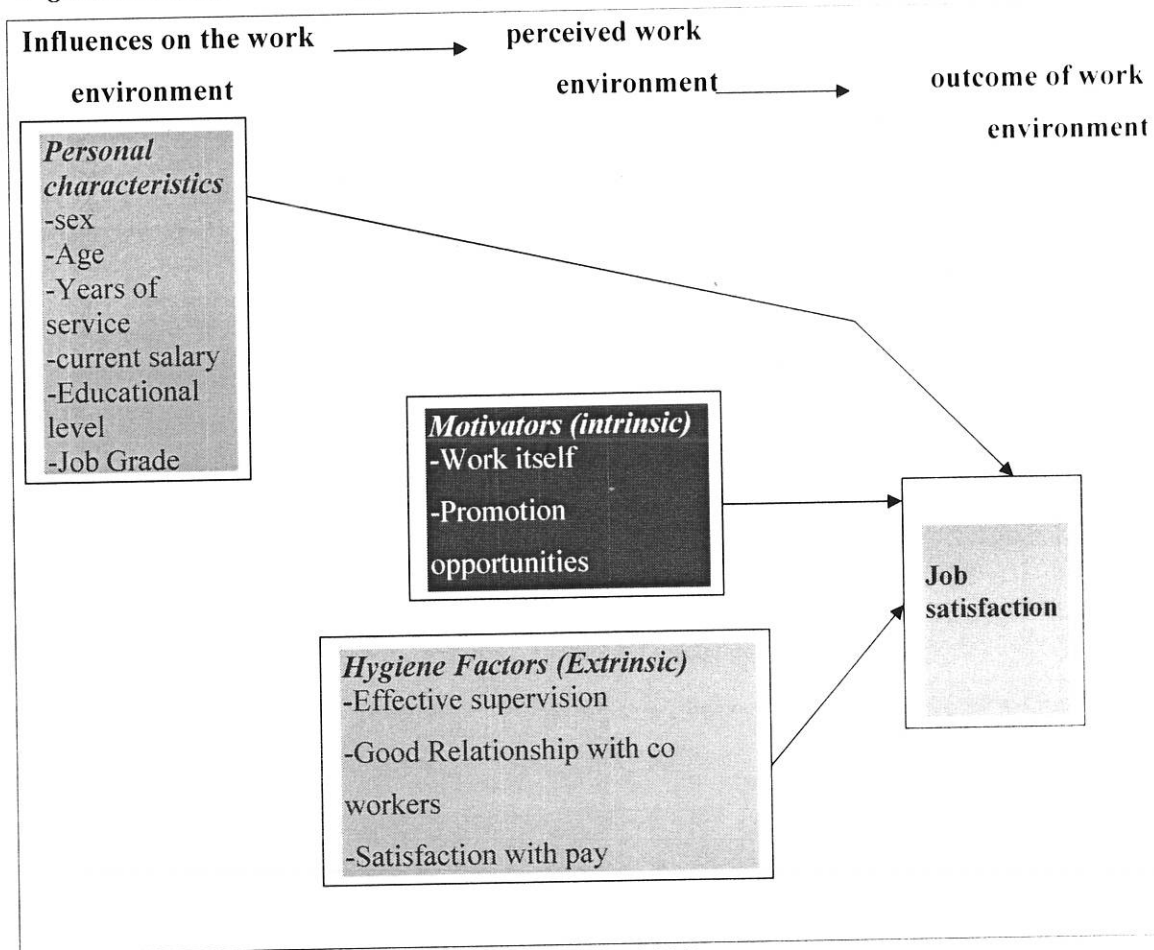
2. REVIEW OF THE RELATED LITERATURE

In this chapter the relevant literature will be reviewed to get a better understanding of job satisfaction literatures from various studies, sources. Concepts, definitions and theories, factors pertinent to job satisfaction shall be explored in the context of higher education administrative staffs.

2.1. Conceptual Frame Work: Job satisfaction of staff members

Job satisfaction is anchored in multiple theoretical frameworks regarding organizational and motivational psychology (Green, 2000). However the researcher the model indicated in figure2.

Figure2. Model for assessing job satisfaction



Source: (Ryan E.Smerek, and Marvin Peterson,2003)

Some researchers such as Green concluded that there were several historical frameworks (Adams, 1963; Glisson & Durick, 1988; Herzberg, 1966; Maslow, 1954; Quarstein, McAfee, & Glassman, 1992; Vroom, 1964) The current model reflecting the literature review contains the major constructs: personal characteristics, perceived work environment (intrinsic and extrinsic) and job satisfaction (see figure1) .Overall, the conceptual model frames the major intents of the study: How influential are personal characteristics on job satisfaction? What are the greatest predictors of job satisfaction? And is Hertzberg's duality theory of motivators (intrinsic) and hygiene (extrinsic) factors verified in this higher education context.

To conceptualize the impact on this dependent variable, the framework delineates the influence of personal characteristics on job satisfaction by addressing the impact of sex, Age, Length of service, current salary, Educational Level, Job grade/level. Finally, controlling the influence of personal characteristics ,the conceptual model divide the work environment dimensions in to Herzberg's motivators(intrinsic) and Hygine (extrinsic) factors to examine their relative influence on the out come variable. The research on administrative employees is not as rich in either breadth or depth as that on academic employees (Johnsurd, 2002 cited in Fatma Kusu 2003.). As far as the research of job satisfaction is concerned the works are mainly shaped by North American and Western European Influences, suggest that there is much research is needed to understand employee satisfaction in higher education in developing or less developed countries. (Fatma Kusu, 2003). Locally few research conducted in the context of higher education among these (Nemera, 2006; yiferu, 2007) carried-out studies On Arba Minch and unity university colleges respectively.

The country oldest university, Addis Ababa University, was founded in 1950 as University College of Addis Ababa. In 1961 it was restructured and renamed Haile Selassie I University, and in 1975 it adopted its present name. Addis Ababa university's vision is to promote excellence in the production, growth and dissemination of advanced scientific knowledge through teaching and research .where as the university's mission is to meet the increasing demand for competent, knowledgeable and skilled manpower with Special responsibility in the effort to enhance Ethiopia's overall capacity of higher education(Addis Ababa university senate legislation,2007).

Given its vision and mission the Administrative staffs are striving for the betterment of the university as their counter- part Academic staffs. Much more researches conducted to assess

the factors behind the Academic staffs however little is known as to what factors contribute to the overall job satisfaction of the administrative staffs of the Addis Ababa University.

The proceeding literatures will try to show the various critical elements of job satisfactions, and it includes Herzberg theory relating to job satisfactions, determinants of job satisfaction, measurements of job satisfactions, consequences of job satisfactions and dissatisfactions and finally the summary of related literatures on the will be presented.

2.2. The Concepts of Job Satisfaction

The concept of job satisfaction began in 1911 with the research of Taylor (Taylor 1911) stated that rewards like the earnings of the job, incentive payments, promotion, appreciation, and opportunities for progress could lead to increased job satisfaction (as cited by Aslan, 2001).

There are multiple of definitions of job satisfaction, some of which are contradictory in nature. Spector (1997) as cited by Nezaam Luddy (2005) refers to job satisfaction in terms of how people feel about their jobs and different aspects of their jobs. Some writers in support of the above view for instance Ellickson and Logsdon (2002) define job satisfaction as the extent to which employees like their work. Another researcher defines job satisfaction as an affective or emotional response towards various aspects of an employee's work Schermerhorn (1993). This author emphasizes that likely causes of job satisfaction include status, supervision, co-worker relationships, job content, remuneration and extrinsic rewards, promotion and physical conditions of the work environment, as well as organizational structure.

Some researchers indicated that the relationship between job satisfaction and employees' attitude towards the job. For instance, Robbins et al. (2003) forward that an individual with high job satisfaction will display a positive attitude towards their job, and the individual who is dissatisfied will have a negative attitude about the job. Still many definitions forwarded to define job satisfaction relate it to emotional feelings that employees have towards to their jobs. Such definitions can be obtained as Greenberg and Baron (1995) define it, job satisfaction as an individual's cognitive, affective and evaluative reactions toward their jobs. As far as the factor that may affect job satisfaction is concerned, the work itself could have an effect on the total quality of life of the employee Coster (1992 cited in Sempane, Rieger & Roodt, 2002).

Schneider and Snyder (1975 cited in Sempene et al., 2002) conclude job satisfaction is an individual's personal assessment of conditions prevalent in the job, thus evaluation occurs on the basis of factors, which they regard as important to them.*'

According to Rue and Buers (1994), job satisfaction is made up of 5 components:

- Attitude towards colleague
- General working conditions
- Attitudes toward the education system
- Financial benefits
- Attitude towards supervision

The concept of job satisfaction according to Robbins (2001) can be described as a general attitude toward one's job; the difference between the rewards received and what they actually believe they should receive.

There are different facets of job satisfaction and understanding job satisfaction and its effects in an organization is practically challenging. For instance Mullins (2002) described that job satisfaction is a complex and multi-dimensional information, which can mean different things to different people.

In the area of job satisfaction there are two broadly observed concepts Cherrington (1994). research on job satisfaction has identified two aspects to understanding the concept of job satisfaction, namely, the facet satisfaction and overall satisfaction. These two concepts are explained as follows:

Facet satisfaction refers to the tendency for an employee to be more or less satisfied with various facets or aspects of the job (Johns, 1988) where as Cherrington (1994) refers to the various aspects or facets of the job as the individual's attitude about their pay, the work itself –whether it is challenging, stimulating and attractive, and the supervisors-whether they possess the softer managerial skills as well as being competent in their jobs.

Overall satisfaction focuses on the general internal state of satisfaction or dissatisfaction with the individual. Positive experiences in terms of friendly colleagues, good remuneration, compassionate supervisors and attractive jobs create a positive internal state. Negative experiences emanating from low pay, less than stimulating jobs and criticism create a negative internal state. Therefore, the feeling overall satisfaction and dissatisfaction is holistic

feeling that is dependent on the intensity and frequency of positive and negative experiences (Cherrington, 1994).

2.3. Theories relating to Job Satisfaction

Several theories have been proposed to explain the concept of job satisfaction Stemple (2004) comments that “today the classic theories of Maslow (1943), Herzberg (1968), and Vroom (1964) on job satisfaction are the basis for much of the modern day studies. These classic theories have served as a basis for the evolution of the job satisfaction research and have served as a springboard for research inside and outside the field of management. In their book on theories of job satisfaction, Campbell, Dunnette, Lawler, and Weik (1970) divide the present-day theories of job satisfaction in two groups, content theories which provide details of factors that influence job satisfaction and process theories that try to give an explanation of the process by which variables such as expectations, needs, and values relate to the characteristics of the job to produce job satisfaction. According to Cronje, Du Toit, Marais and Mottola (2003) state that content theories highlight the factors within people that guide behavior, whereas process theories focus largely on how individuals choose for certain behavioral choices to satisfy their desires and how they assess their satisfaction after they have attained their objectives.

A more rigorous categorization of theories related to job satisfaction can be observed from (Nezaam Luddy, 2005) which indicate theories relating to job satisfaction categorized and further divided as follows; content theories (Maslow's needs hierarchy theory, Herzberg's two factor theory and McClelland's achievement motivation theory.) and process theories (The Valence Instrumental Expectancy theory, Equity theory and Goal Setting theory.) However in line with the objective of the research only the Herzberg theories of satisfaction were entertained subsequently.

2.3.1. Herzberg's two factor theory

According to Heller and Hindle (1998), Herzberg's two factors is a set of motivators that drives people to achieve satisfaction. According to Mullins (2002), Herzberg's two factor theory is effectively a theory of job satisfaction. Furthermore, Baron and Greenberg (2003), states that Herzberg's two factor theory also known as motivator-Hygiene theory focuses on factors that are responsible for job satisfaction and job dissatisfaction.

Herzberg (1959) cited in Ruthankoon and Ogunlana (2002), the hygiene factors also known as extrinsic factors are the parts of the jobs which create dissatisfaction but, if not present, only return the worker to a neutral point of job satisfaction. These job factors include supervision, interpersonal relations, benefits, job security, salary and working conditions. Herzberg states that hygiene issues cannot motivate employees but can minimize dissatisfaction and serve as a point of departure for motivation.

On the other hand, satisfying motivator needs which are related to job tasks, job content and intrinsic aspects of the job can lead to job satisfaction, but the absence thereof cannot lead to job dissatisfaction (Robbins, 1993). Factors that can affect job satisfaction illustrated diagrammatically in figure three.

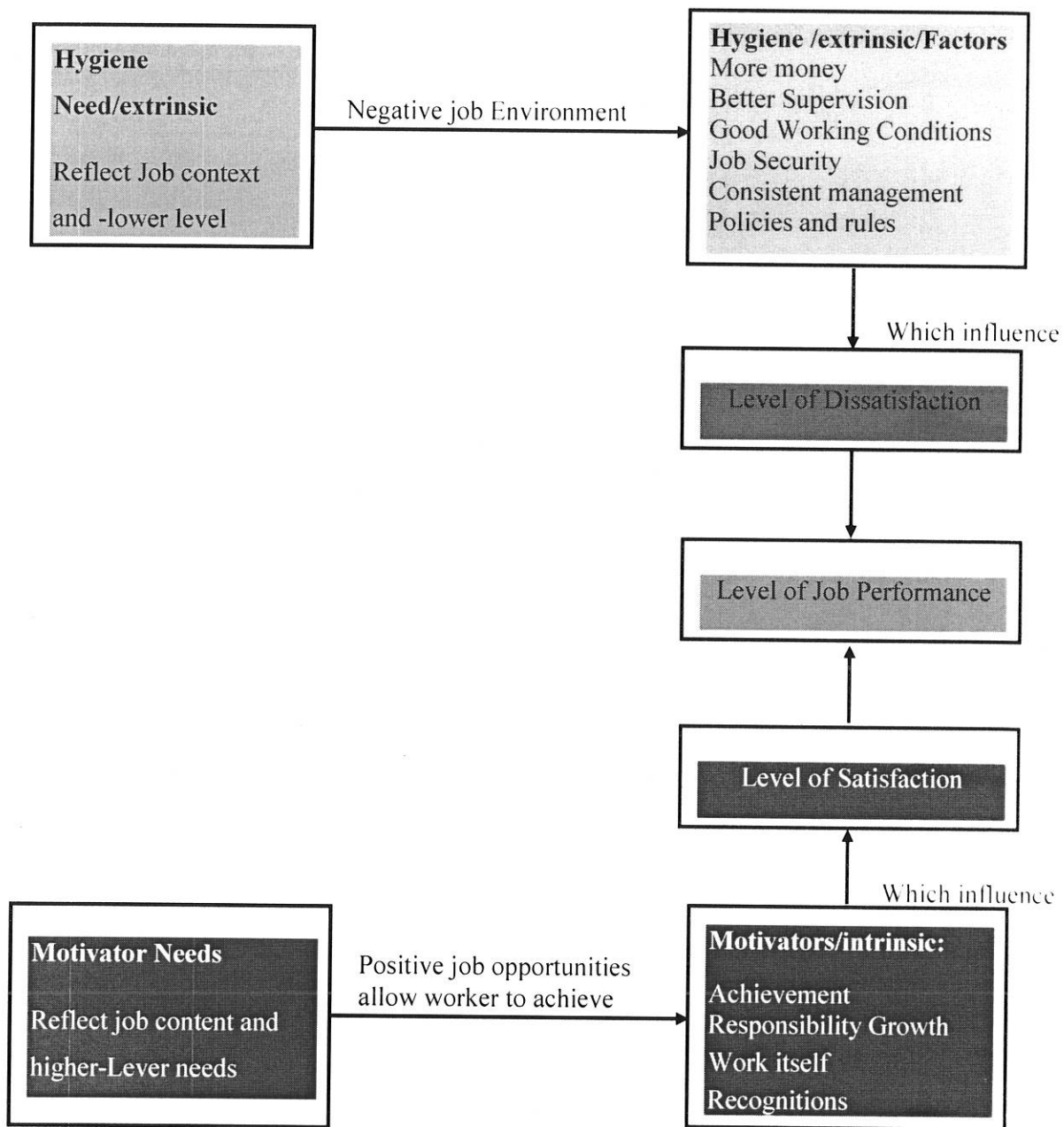


Figure 3: Source: Grobler et al. (2002), Factors that affect Job Satisfaction in terms of Herzberg's theory

According to Schermerhorn (1993), Herzberg's two-factor theory is an important frame of reference for managers who want to gain an understanding of job satisfaction and related job performance issues. Schermerhorn states that Herzberg's two-factor theory is a useful reminder that there are two important aspects of all jobs: what people do in terms of job tasks (job content), and the work setting in which they do it (job context).he suggests that managers

should attempt to always eliminate poor hygiene sources of job dissatisfaction in the workplace and ensure building satisfier factors into job content to maximize opportunities for job satisfaction.

2.4. Determinants of Job satisfaction

Determinants of job satisfaction are factors that may affect job satisfaction experienced by employees in some way. Some of the factors are very personal to individuals. For instance Gender, Current salary, Educational Level, Years of service, Age and job grades are deemed as factors that may affect job satisfaction in a certain manner. In other hand, there are other determinants or factors that scholars considered emanates from the organizational settings. Such factors might include the work itself, pay, promotion, coworkers' relation and supervision. These five factors are widely assumed by scholars to change the levels of satisfaction of employees and they are believed to be organizational factors of job satisfaction.

Similarly, the factors affecting job satisfaction can be divided into two main areas, namely, personal determinants and organizational factors (Nel et al., 2004).

2.4.1. Personal Determinants

Studies investigating job satisfaction indicate that personal determinants such as sex, Educational level, years of service, Age impact on job satisfaction.

2.4.1.1. Sex

Several studies conducted with regard to the relationship between sex and job satisfaction showed contradictory results (Chiu, 1998).

A study conducted by Murray and Atkinson (1981) investigating gender differences in determinants of job satisfaction, reflected that females attach more importance to social factors, while males place greater value on pay, advancement and other extrinsic aspects. Other In support of the above findings namely Tang and Talpade (1999) found that there is a significant difference between males and females in terms of job dimensions impacting on job satisfaction.

Their study found that men tend to have higher satisfaction with payments in relation to females, while females tended to have higher satisfaction with co-workers than males.

Findings of a study looking at issues affecting women in the South African workforce indicated similar findings with regard to females. The majority of respondents revealed that they were satisfied with their jobs. The factors that contributed the most to their job satisfaction were the co-workers, the opportunity to learn new things and factors related to the job itself (Robbins et al., 2003).

Contradicting the above findings some researchers reject the idea that gender affect job satisfaction, for instance Oshagbemi (2000) failed to find that gender affects job satisfaction. Similarly, Donohue and Heywood (2004) could not prove gender satisfaction differences in a study conducted amongst young American and British employees. Contrary to the above, Robbins et al. (2003) argue that no evidence exists suggesting that gender impacts on an employee's job satisfaction. The authors insists that gender differences can have an effect on the relationship between job dimensions and job satisfaction, but that it does not have a direct impact on job satisfaction.

Some locally conducted researches for instance (Sebsebe, 2003) however could not find significant differences regarding overall job satisfaction. Another research conducted by (Arsema, 2007) shows that gender is not a significant predictor of job satisfaction.

2.4.1.2. Current salary

Earnings are the primary reason why people go to work. A review of the literature Carvajal (1999) suggests that present income exerts a substantial and positive effect on job satisfaction; other things equal, greater earnings lead to greater satisfaction. A study done by Santhapparaj and Syed Shah Alam (2005) among academic staff in private universities in Malaysia indicated that pay, promotion, working condition and support of research have positive and significant effect on job satisfaction. Man-Whitney U test results showed that female staff were more satisfied with all the facets (eg: pay, promotion, fringe benefits, working condition and support of teaching) than their male counterparts. This seems that women enjoyed their working environment and they do not have higher expectation in terms of promotion or salary, in general. Sararaks and Jamaluddin (1997) revealed factors found to be significantly associated with job satisfaction were age, job designation, income, duration of service and intention to resign Ball and Chik (2001) stated job-fit index, self esteem, income were found to bear significant relationships with job satisfaction.

2.4.1.3 Educational level

Studies conducted on the relationship between the level of education and job satisfaction showed no consistent pattern (Kh Metle, 2003). An investigation by Crossman and Abou-Zaki (2003) in the Lebanese banking sector found that no statistically significant relationship existed between job satisfaction and education.

Although the relationship was not significant, their research found that a relationship between job satisfaction and education existed. In this regard respondents in possession of a school certificate reported the lowest level of overall job satisfaction, while employees with a college certificate reported the highest level of overall job satisfaction. The researchers highlighted possible factors such as a lack of skills and less favorable treatment by management as contributing to lower satisfaction levels among staff who possess lower level educational certificate. However, a similar study conducted by (Kh Metle, 2003) amongst Kuwaiti women employed in a public government sector environment, showed that a strong relationship existed between the level of education and overall job satisfaction.

Those Employees who possess an intermediate level qualification reported higher levels of satisfaction in relation to those employees who have higher levels of education.

Another research finding by Kh Metle (2003) suggests that job satisfaction decreases in relation to an increase in the level of education as the expectations of employees are often not met by employers. From another perspective that is in relation to be over qualified results obtained from a study conducted by Johnson and Johnson (2000) in the American postal services were surveyed, found that perceived over-qualification to have a negative relationship with the dimensions of job satisfaction. Finally, local researches such as (Sebseb, 2003) there is no significant differences among educational sub groups of employees (below 12th grade, 12th grade complete, technical and vocational education).

2.4.1.4 Tenure/years of service

Tenure refers to the number of years an employee has spent working (Oshagbemi, 2003). According to Bedeian, Ferris and Kacmar (1992) cited in Robbins et al. (2003), tenure and job satisfaction is positively related. Ronen (1978) cited in Oshagbemi (2003) found tenure to have a U-shaped relationship with job satisfaction. In this respect, Ronen insists that employee satisfaction declines within the first year of employment and remains low for

several years, after which it increases. Furthermore, he maintains that employee expectations are high at the time of appointment, but when these expectations are not met, this outcome leads to a drop in job satisfaction. As the employee becomes more mature and experienced, the initial expectations decline to a more realistic level there by making such expectations more attainable, coinciding with increased job satisfaction.

Research conducted by Mottaz (1988) amongst nurses in the United States of America found a significant increase in job satisfaction with length of time on the job. Clarke, Oswald and Warr (1996) argue that employees with longer service may experience higher satisfaction levels because the job matches their personal needs. In relation to this, Mottaz (1987) cited in Sarker, Crossman, & Chinmeteeputuck (2003) adds that employees with long service tend to adjust their work values to the conditions of the workplace resulting in greater job satisfaction. Oshagbemi (2000) reasons the increase in job satisfaction over the length of time to factors such as job stability and opportunities for promotion.

Contrary to the above, Savery (1996) cited in Sarker et al. (2003) state that longer tenure in a job may lead to boredom and lower levels of job satisfaction. Similarly, Clarke et al. (1996) insist that longer tenure does not necessarily lead to increased levels of job satisfaction.

2.4.1.5 Age

Mixed evidence exists regarding the relationship between age and job satisfaction (Robbins et al., 2003). According to Greenberg and Baron (1995), older employees are generally happier with their jobs than younger employees, while people who are more experienced in their jobs are more highly satisfied than those who are less experienced. This view is supported by Drafke and Kossen (2002). The researchers state that job satisfaction typically increases with age as older workers have more work experience and generally have a more realistic view of work and life in comparison to their younger counterparts.

Research conducted by Okpara (2004) amongst managers within an IT environment found a significant relationship between job satisfaction and age. Similarly, earlier research supported this finding. Rhodes (1982) cited in Oshagbemi (2003) supports the findings that the relationship between job satisfaction and age is significant. The author reached this

conclusion after a review of the findings of seven other separate studies conducted on the relationship between age and job satisfaction.

Robbins et al. (2003) report that although most studies indicate a positive relationship between age and job satisfaction, other studies reflect a decrease in satisfaction as employees move towards middle age, at least up to the age of 60. Satisfaction increases again from around 40 and on. The authors refer to this phenomenon as the U-shaped relationship. Mottaz (1987) in Oshagbemi (2003) cited several reasons for the variance in job satisfaction between older and younger workers. Mottaz's view is that younger workers are generally more dissatisfied than older employees because they demand more than their jobs can provide. The author postulates that older workers possess more seniority and work experience enabling them to move easily into more rewarding and satisfying jobs. Older workers place less emphasis on autonomy or promotion, thus they demand less from their jobs, making them more satisfied than their younger counterparts. Workers tend to adjust to work values and the work environment the longer they are employed, adding to greater job satisfaction.

2.4.1.6. Job grades

Satisfaction surveys reflect that a positive relationship prevails between job level and job satisfaction (Cherrington, 1994). Higher levels of job satisfaction are usually reported by individuals occupying higher level positions in organizations as they offer better remuneration/pay, greater variety, more challenge and better working conditions (Cherrington, 1994). Research conducted by Robie, Ryan, Schmieder, Parra and Smith (1998) confirms the view that a positive and linear relationship exists between job satisfaction and job level. Results of their study indicate that as job level increased, so did job satisfaction. In support of the above, Allen (2003) assumes that job satisfaction is strongly linked to an employee's position within the company.

2.4.2. Organizational factors

The organizational factors impacting on job satisfaction include the work itself, remuneration/pay, supervision, promotion opportunities, co-workers, job status and job level.

2.4.2.1 The work itself

Locke (1995) assumes that employee job satisfaction is dependant on satisfaction with the job components, such as the work itself. Robbins et al. (2003.) refer to the work itself as "the extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results." According to Robbins (1993), employees prefer jobs that present them with opportunities to execute their competencies on a variety of tasks and that are mentally stimulating.

This view is supported by Lacey (1994) who states that individuals are more satisfied with the work itself when they hold tasks that are mentally and physically stimulating. Robbins et al. (2003) assume that jobs that are unchallenging lead to boredom and frustration. Contrary to the above, Johns (1996) insisted that some employees prefer jobs that are unchallenging and less demanding. Research conducted by Vitell and Davis (1990) which involved employees in a management information system environment, found a statistically significant relationship between job satisfaction and the dimension of work itself. Findings from other studies conducted indicate that a dimension such as the work itself can result in either job satisfaction or dissatisfaction (Oshagbemi, 1997; Ruthankoon & Ogunlana, 2003).

2.4.2.2. Remuneration/pay

Researches appear to be open to more than one interpretation regarding the influence of pay on job satisfaction. Some researchers argue that no substantial evidence exist that support payment to be a source of employees job satisfaction for instance Bassett (1994), claim that a lack of empirical evidence exists to indicate that pay alone improves worker satisfaction or reduces dissatisfaction. The author proposes that highly paid employees may still be dissatisfied if they do not like the nature of their job and feel they cannot enter a more satisfying job.

However In a study conducted by Oshagbemi (2000) amongst United Kingdom academics, a statistically significant relationship between pay and rank of employees and their level of job satisfaction was established. Contrary to Oshagbemi (2000) a study conducted by Young,

Worchel and Woehr (1998) in the public sector unable to find any significant relationship between pay and satisfaction. Yet, another finding from a survey conducted by Brainard (2005) amongst postdoctoral scientific researchers found that pay and benefits to be weakly associated with job satisfaction.

The existence of both financial reward and recognition has been found to have a significant influence on knowledge workers (Arnolds & Boshoff, 2004; Kinnear, 1999; Kinnear & Sutherland, 2000). Individuals view their remuneration/pay as an indication of their value to the organization. They compare their inputs to received outputs relevant to that of others (Nel et al., 2004). This view is supported by Sweeney and McFarlin (2005) who agree that comparisons with similar others are important predictors of pay satisfaction. Their study highlighted the fact that comparisons to similar others impacts on pay satisfaction. According to Boggie (2005), inequity in terms of lack of recognition and poor pay often contribute to a problem with employee retention.

2.4.2.3. Supervision

Research shows that a positive relationship exists between job satisfaction and supervision (Koustelios, 2001; Peterson, Puia & Suss, 2003; Smucker, Whisenant, & Pederson, 2003). Supervision forms an essential role relating to job satisfaction in terms of the ability of the supervisor to provide emotional and technical support and guidance with work related tasks (Robbins et al., 2003). According to Ramsey (1997), supervisors contribute to high or low morale in the workplace. The supervisor's attitude and behavior toward employees may also be a contributing factor to job-related complaints (Sherman & Bohlander, 1992). Supervisors with high relationship behavior (who highly interact with employees) strongly impact on job satisfaction (Graham & Messner, 1998). Similarly, Wech (2002) supports this view by commenting that supervisory behavior strongly affects the development of trust in relationships with employees. The author further assumes that trust may, in turn, have a significant relationship with job satisfaction. A study conducted by Packard and Kauppi (1999) found that employees with supervisors showing democratic management styles experienced higher levels of job satisfaction compared to those who had supervisors who exhibited autocratic or laissez – faire (no supervisors) leadership styles. Bassett (1994) insists that supervisors bringing the humanistic part to the job, by being considerate toward their employees, contribute towards increasing the employee's level of job satisfaction.

2.4.2.4. Promotion opportunities

A number of researchers consider that job satisfaction is strongly related to opportunities for promotion (Pergamit & Veum, 1999; Peterson et al., 2003; Sclafane, 1999). This view is supported in a study conducted by Ellickson and Logsdon (2002) with municipal government workers where satisfaction with promotional opportunities was found to be positively and significantly related to job satisfaction. Kreitner and Kinicki (2001) however, state that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees.

2.4.2.5. Co-workers

A number of authors insist that having friendly and supportive colleagues contribute to increased job satisfaction (Johns, 1996; Kreitner & Kinicki, 2001; Luthans, 1989). Findings of a survey conducted by Madison (2000) on more than 21000 women occupying the most demanding jobs indicated that those participants, who lacked support from co-workers, were more likely to suffer from job dissatisfaction. Another survey conducted amongst 1250 Food Brand employees found that positive relationships with co-workers enhance job satisfaction (Berta, 2005). Empirical evidence indicates that relationships with colleagues have consistently indicated significant effects on job satisfaction of federal government workers in the United States (Ting, 1997). A study conducted by Viswesvaran, Deshpande and Joseph (1998) further confirmed previous findings that there is a positive correlation between job satisfaction and co-workers.

2.5. The Measurements of Job Satisfaction

Since there is no single agreed upon definition of job satisfaction, and no widely accepted theory to explain it, it is no surprise that there is also no general consensus on the best way to measure job satisfaction (Wanous & Lawler, 1972). The most basic forms of measurement might include an interview, a single-item measure, or a workplace observation; however, most researchers opt for a more objective and in-depth survey instrument (Spector, 1997).

Basically there are two types of job satisfaction measures: single question Versus multiple-item measures. Single-question measures typically ask a question such as, "On the whole would you say you are satisfied or dissatisfied with the work you do?", and its variant, "All in all, would you say you are satisfied or dissatisfied with your job?" (Quinn, et al., 1974.). A respondent may then be presented with a scale of measure from satisfaction to dissatisfaction

or vice versa. Multiple-item measures, on the other hand, ask respondents to rate various aspects of their job on a scale running from (say) levels of dissatisfaction to levels of satisfaction. While the literature on the topic of job satisfaction is extensive (Oshagbemi, 1996), the results obtained from empirical studies are often a function of the measure of job satisfaction employed. While there is popular single-question and general multiple-item measures of job satisfaction, there are often more specific tailor made multiple measures of ascertaining the job satisfaction of specified workers. Therefore, the choice of what measure to use in ascertaining the job satisfaction of a given occupational group is sometimes problematic in terms of the information desired and the ease of comparability of results with different occupations.

There have been a variety of efforts to measure job satisfaction perhaps the two of best-known efforts according to (cooper and Argyris, 1995,) are:

- 1) ***The Minnesota job satisfaction questionnaire (MSQ)*** which assesses job satisfaction along 20 separate job facets where separate composites are computed for intrinsic, extrinsic, and general job satisfaction.

Minnesota Satisfaction Questionnaire developed in 1967 by Weiss, Dawis, England, & Lofquist, the Minnesota Satisfaction Questionnaire (MSQ) has become a widely used instrument to evaluate job satisfaction. Three forms of the MSQ have been developed, two 100-item long forms (1977 version and 1967 version) and a 20-item short form. The MSQ is designed to measure specific aspects of an employee's satisfaction with his or her job, and it provides more information on the rewarding aspects of a job than do more general measures of job satisfaction

- 2) ***The job descriptive survey index (JDI)*** where satisfaction is assessed along the following dimensions; work, pay, promotion, co-workers and supervision.

The Job Descriptive Index (JDI) was first discussed in Smith, Kendall, and Hulin's publication of the Measurement of Satisfaction in Work and Retirement (1969). This 90-item scale is designed to measure employees' satisfaction with their jobs by looking at five important aspects or facets of job satisfaction which are present job, present pay, and opportunities for promotion, supervision, and coworkers. It has been widely used and researched for over 40 years, and it has become one of the most popular job satisfaction survey instruments (DeMeuse, 1985; Zedeck, 1987). In fact, more than 12,000 research studies are currently archived by the JDI Research Group.

2.6. The consequences of Job Satisfaction

The general concern of management is what will be the out come be, should an employee be satisfied or dissatisfied and how this will have an effect on the organization. There is sufficient evidence to warrant that job satisfaction or dissatisfaction can have positive or negative consequences for employees. Caution must be exercised not to create stereotypes since satisfaction/dissatisfaction is concerned with people. (Lock, 1976).Furthermore, the outcomes of people can not be forecasted, therefore this is not possible to generalize them completely (Lock, 1976).some authors such as Robbins (2001) have indicated that in recent years, ample research studies have been designed to assess the effects of job satisfaction on employee productivity, absenteeism, and turnover.

Productivity

The saying “a happy worker is a productive worker”, is not really true. it’s actually the converse that productivity is more likely to lead to satisfaction.(Arnold and Feldman, 1996) Moreover, four decades of research in to this issue argues that a satisfied worker is not a productive worker due to two reasons,(Arnold and Feldman (1996)Firstly, there exists a relationship between job satisfaction and job performance. Empirical research findings have indicated that these two variables are not closely related to each other. for instance, the condition of the work equipment or the workers own abilities have a greater impact on how much one can produce than his or her job satisfaction does Arnold and Feldman (1996)Secondly, there is sufficient evidence to indicate that job performance results in job satisfaction.

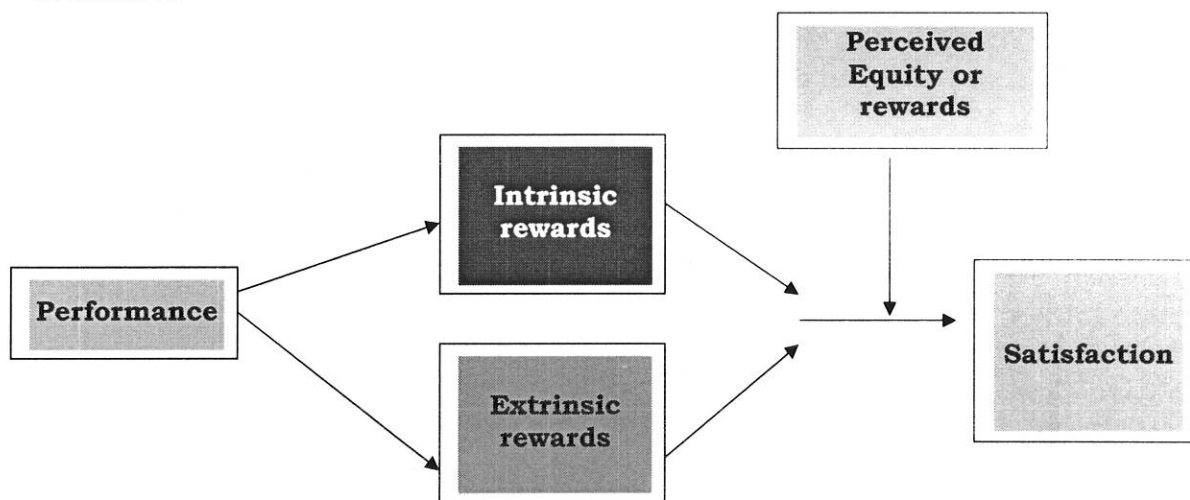


Figure 4.performance and satisfaction (adapted from Lawler, E.E &Porter,L.W(1967)

The above illustration indicates that an employee will expect to be rewarded accordingly and equitably recognized for his outstanding efforts and performance, both intrinsically and extrinsically. If he/she is not justifiably rewarded; this will leave the employee to be dissatisfied.

Absenteeism

Research indicates that job satisfaction levels are related to absenteeism (Hellriegel, Slocum & Woodman, 1989). Nel et al. (2004) maintain that "absenteeism is regarded as withdrawal behavior when it is used as a way to escape an undesirable working environment." According to Luthans (1989), various studies conducted on the relationship between satisfaction and absenteeism indicate an inverse relationship between the two variables. Thus, when satisfaction is high, absenteeism tends to be low. The converse indicates that when satisfaction is low, absenteeism tends to be high. Contrary to this, the findings of a study undertaken by Johns (1996) found the association between job satisfaction and absenteeism to be moderate.

Robbins (1993) supports the view of a moderate relationship existing between satisfaction and absenteeism. According to Robbins et al. (2003), the moderate relationship between these variables could be attributed to factors such as liberal sick leave, whereby employees are encouraged to take time off. The afore-mentioned could ultimately reduce the correlation coefficient between satisfaction and absenteeism.

Turnover

A number of studies strongly support the view that turnover is inversely related to job satisfaction (Griffon, Hand, Meglino & Mobley (1979) and Price (1977) cited in Robbins et al., 2003). According to French (2003), a high employee turnover rate is often prevalent in an environment where employees are highly dissatisfied. Greenberg and Baron (1995) contend that employees lacking job satisfaction often tend to withdraw from situations and environments as a means of dealing with their dissatisfaction. A major form of employee withdrawal is voluntary turnover. By not reporting for duty, or by resigning to seek new job prospects, individuals might be expressing their dissatisfaction with their jobs or attempting to escape from the unpleasant aspects they may be experiencing. Phillips, Stone and Phillips (2001) concur that employee turnover is the most critical withdrawal variable. A study conducted by Steel and Ovalle (1984) established a moderately strong relationship between job satisfaction and turnover, indicating that less satisfied workers are more likely to quit

their jobs. According to Lee and Mowday (1987) cited in Luthans (1989), a moderate relationship exists between satisfaction and turnover. The researchers posit that high job satisfaction will not necessarily contribute to a low turnover rate, but will inadvertently assist in maintaining a low turnover rate.

2.7. Summary of the Chapter

The chapter introduced the concept of job satisfaction and highlighted the different motivational theories relating to job satisfaction. Furthermore, it sought to provide an overview of the literature pertaining to job satisfaction antecedents, whereby personal determinants and organizational factors impacting on job satisfaction were discussed. In terms of the job satisfaction antecedents and job satisfaction consequences, various areas where research has been conducted have been referred to. From the literature review it is evident that job satisfaction is a phenomenon that has been extensively researched and is of significant importance to employees and managers alike. In this regard, the literature concludes with the relevance of job satisfaction of employees and the effect it has on productivity, turnover and absenteeism.

CHPATER THREE

3. RESEARCH DESIGN AND METHOD

This section describes the subject of the study, data source, instrument used, variables included, procedures followed and methods of data analysis. The chapter highlights how the research problems were explored, with specific reference made to how the participants were selected and the procedure followed to gather the data. Further more, ethical considerations and confidentiality aspects are addressed; the measuring instruments to gather the data and its ensuring.

3.1. Research Method

This study is conducted using entirely quantitative methods, specifically descriptive, correlational and inferential one. Descriptive statistics allow researchers to present the data acquired in a structured, accurate and summarized manner (Huysamen, 1990). The descriptive statistics used for the purpose of clearly presenting the proportion of respondents based on their sex, age, income, years of service and job grades. In addition descriptive statistics used for the calculation of mean satisfaction of respondents in the general nature of satisfaction and facet satisfaction.

As part of co relational method and to ascertain whether a statistically significant relationship exists between works itself, pay, supervision, promotion and co-workers with job satisfaction, the product Moment Correlation Coefficient was used. Sekaran (2000) states that the Pearson product Moment correlation provides an indication of the scope to which the variables being investigated are related to each other or not. Sekaran further states that it also indicates the directionality and strength of the relationship. He further elaborated that "Inferential statistics allow researchers to infer from the data through analysis the relationship between two variables; differences in a variable among different subgroups; and how several independent variables might explain the variance in a dependent variable." Thus, these statistical tools were employed.

3.2. Sources of Data

AAU employees Master List of member staffs was used in the process of selecting respondents working in the AS, PS, SP, FC job grades and Senate Legislation were cited these documents were part of the primary sources. Those researches conducted in the area of job satisfaction, textbooks, journals and handouts, analyzed documents like articles found in the web are also parts of secondary sources of information used in conducting this paper.

3.3. Sample size and sampling Technique

The following procedures and tools were employed to collect data for the study .

3.3.1. Sample Size

Currently, Permanente employees are 1776(one thousand seven hundred and seventy-six) in terms of numbers.(source: the Human resource Archive and documentation section of HRMD/AAU) Since the study doesn't involves those permanent employees whose job grade is known to be CM(Custodian and Manual) and Trade and crafts (TC) were carefully picked and exclude from the consideration for the reason their job description clearly indicates that the environment in which the job is performed are radically different from the four job grade ,which are more of office based job ones.

Following the exclusion of the two groups, the target group of the study was 805 employees. Out of this number of employees, 264 employees were selected using Disproportionate stratified sampling technique from every campus of AAU based on their proportion to the total. Prior to sample size determination, electronic source <http://www.raosoft.com/samplesize.html> was used to select the best representative sample size. And a confidence interval of 95% and a 0.05 margin of error were allowed. After dispatching 264 questionners, 213 could be properly filled and collected showing a response rate of (80.6%).which is usually accepted as a good rate of response by many studies.

3.3.2. Sampling Technique

Random disproportionate stratified sampling was used to select sample respondents because this sampling technique facilitates a fair and unbiased sample selection, using different proportion for different campuses in the process of selecting sample respondents. Finally the study conducted by administrating questionners in the following campuses, institutes, colleges:

Table 1: sample size of respondents drawn among campuses of AAU

Sample of the study	Total number of employees	Sample employees
Main campus	361	118
School of Information and Management	30	10
Addis Ababa Institute of Technology	37	12
Eskinder Bogosian Visual and Performing Arts	31	9
School of Commerce	123	40
College of Natural science	89	29
Faculty of Medicine	68	22
Ethiopian institute of Architecture, Building construction and City Development	24	8
Faculty of journalism and Communications	23	8
Akaki Campus /school of social work	6	2
Faculty of Veterinary Medicine	14	6
Total	805	264

357
/

The study used a sampling technique called random disproportionate stratified sampling techniques, which make use of samples from the different faculties, based on their relative proportion to the total sample size (target population size).this technique was used because it helps fair and representative sample size among different groups, in this case faculties, colleges or school in AAU. In short this sampling technique helps in avoiding sampling biases.

3.4. Instrument of Data Collection

For the purpose of collecting first hand data the researcher used a modified job Descriptive Index questionnaires used and they are designed in three sequential sections, covering:

- ✓ *Job component factors* i.e. the work itself, promotion opportunities salary supervision, and coworkers' relations
- ✓ *Overall job satisfaction questions* (general aspects of job satisfaction)
- ✓ *General background data* i.e. Age, current salary, sex, years of service, job grade, Education levels and current salary.

Questioners were used in order to get primary data from respondents. Dessler (2000) points out the following in terms of using questionnaires as a method of data collection:

- ✓ It is a quick and efficient way to obtain information from a large number of individuals;
- ✓ It is less costly than interviewing a vast number of people ; and
- ✓ Questionnaires secure participants' anonymity.

Variables measurement

Originally the JDI (job descriptive index) instrument was developed by Smith, Kendall & Hulin, cited in Muchinsky M. Paul, (1989), the questionnaire measure five facets: satisfaction with work itself, supervision, pay, promotions, and co-workers. Wallace D. Boeve (2007) conducted Job Satisfaction research among faculty of Physician assistant education, based on modified Job descriptive index (questionnaire) that was originally prepared by Smith et al.'s (1969), through which five job satisfaction factors were to be measured.

The questionnaire used to measure job satisfaction is taken from a modified job descriptive index (JDI) which was used in the study conducted by (Wallace D. Boeve, 2007) to job satisfaction of among faculty in physician assistant in education. The researcher modified some of the items to fit in to the current research context.

Originally the JDI (job descriptive index) instrument was developed by (Smith, Kendall & Hulin, cited in Muchinsky M. Paul, 1989). The questionnaire measure five facets: satisfaction with work itself, supervision, pay, promotions, and co-workers. Each facet consists of nine or eighteen items. These words ("routine") or short phrases ("gives sense of accomplishment") gives choice 1 up 3.

Six types of scale were used to collect data for the study. The first one used to measure the overall job satisfaction of employees, and the remaining five is used to measure satisfaction with specific aspects of a job (work itself), Opportunities for promotion, pay, Supervision and coworker relations).

However each of the current scales employed in the questionnaire are measured from a range of "1" representing "very dissatisfied", to "5" representing very satisfied". Thus "3" on the scale represents in difference, i.e. neither satisfied nor dissatisfied. In this research the questionnaire which is a modified job descriptive index have the following items for each factors, work it 12-items, promotion 10-items, pay-10 items, supervision-15 items, coworker relation -14 items, overall job satisfaction-5 items with a total of 65 items. Overall job Satisfaction as well as satisfaction with different components of the Administrative staffs' job

in AAU were measured using a modified job descriptive index questioner. For short the modified JDI instrument give better options to respondents to choose than the original three scale instrument.

Among the scales used to measure satisfaction with specific aspects of a job, the Job Descriptive Index (JDI) has been the most popular with researchers, it is the most often used and researched scale; it is the most thoroughly and carefully validated scale, and all JDI subscale have reliabilities of 0.80 or higher. The subscales are the work itself, payment, promotional opportunities, supervision and coworkers. (Schneider & Dshler, 1978; Landy, 1985; Muchinsky, 1990).The JDI was chosen because of these obvious benefits. Thus the reliability test of (Wallace D. Boeve, 2007) modified JDI presented below that increases its reliability. The cronbach alpha reliability of this instrument show for the five items as follows:

Table 2. Cronbach alpha reliability test (previous study)

<i>Variables</i>	<i>Alpha scores after item deletion</i>
<i>Work itself</i>	<i>0.835</i>
<i>Promotion opportunities</i>	<i>0.900</i>
<i>Pay</i>	<i>0.914</i>
<i>Supervision</i>	<i>0.964</i>
<i>Coworker relations</i>	<i>0.862</i>
<i>Overall job satisfaction</i>	<i>0.868</i>

Wallace D.Boeve’s (2007) instrument could be considered reliable one. Thus, the researcher, finally adapted the above modified JDI, instrument. And incorporated some modifications in addition consultation with employees of Addis Ababa University about the contents of the questioner was held and proper adjustment was made.

Reliability of the instrument

The reliability alpha coefficient of the instrument was assessed through pilot testing through which 30 employees which are not part of the research were asked to give their responses based on this the reliability of the instrument was tested.

The overall cronbach alpha of the instrument was found to be 0.72 further assessment indicates the corrected alpha value if some of the items was deleted.

Table 3. Cronbach alpha reliability test of current study

<i>Variables</i>	<i>Cronbach's Alpha if Item Deleted</i>
<i>Work Itself</i>	<i>0.616</i>
<i>Promotions</i>	<i>0.626</i>
<i>Salary</i>	<i>0.674</i>
<i>Supervisory</i>	<i>0.609</i>
<i>Coworker Relation</i>	<i>0.710</i>
<i>Overall Satisfaction</i>	<i>0.720</i>

Cronbach's alpha item deleted displays cronbach's alpha that would result if a given item were deleted .like the item-total correlation presented above ,this column of information is valuable for determining which items from among a set of items contributes to the total alpha if item items in the column were deleted would drop from the overall total of 0.72 to 0.616,0.626,0.674,0.609,0.710,0.72.since alpha would drop with the removal of each item. these items appear to be useful and contribute to the overall reliability .

3.5. Procedures of Data Collection

Primarily, the researcher contact the Human resource Director office and submit application requesting the Master list, employee job descriptions of employees along with their job grades, after the permission was granted, rigorous assessment was made to identify those employee groups to be included the study and the other employees whose job grades are not the concern of this study were carefully investigated and excluded. During this processes employees whose job grades were (custodian and Manual) CM and Trade and crafts (TC) were carefully identified and excluded.

Then Reliability of the instrument was assessed on the basis of response patterns within the survey and on the basis of the researcher's overall preparation of the survey for data collection. Items of the questioner were made to be reviewed by groups of employees, who were not part of this study, employees in the group forward very important points that are important in studying job satisfaction. Thus, correction was made to the first questioner. Prior to distributing the questioner; the enumerators (AAU, undergraduate students) were made to receive a one day proper orientation as to how they manage the data collection procedures as

per the researcher expectation. The Enumerators holding the needed cooperation letter written from the department contacted and sought permission from the Administrative Heads of the target colleges, school and faculties in Addis Ababa University. Up on arrival, the enumerators described and clarified the purposes of the study and the confidentiality of aspects of the study. Then the actual data collection proceeded by identifying the target respondents based on their emplacement contract (permanent or temporary) and job grade levels. The completeness of each questioner was assured by enumerators by carefully looking in to the filled questioners. Following this envelopes made available and used to place each respondents' response isolated and keep it confidential. At a given time interval the researcher made surveillance to oversee how the enumerators are working on the data collection procedures and asked problems faced. Finally, all the necessary count was made by the Enumerators and handover the questioners to the researcher as per schedule.

3.6. Methods of Data Analysis

Statistical techniques

The research data were statistically analyzed by means of the statistical package for social sciences (SPSS) version 17.0. The data analysis involved both descriptive and inferential statistics.

Descriptive statistics

Descriptive statistics allow researchers to present the data acquired in a structured, accurate and summarized manner (Huysamen, 1990). The descriptive statistics utilized in the current research to analyze the demographic data included frequencies, percentages, Means and standard deviations.

Inferential statistics

According to Sekaran (2000), "inferential statistics allow researchers to infer from the data through analysis the relationship between two variables; differences in a variable among different subgroups; and how several independent variables might explain the variance in a dependent variable." thus inferential statistics were used.

The Pearson Product Moment Correlation Coefficient

Chhen and Swerdlik(2002) suggest that the person product Moment correlation coefficient is a widely used statistics for obtaining an index of relationships between two variables when the relationships between the variables is linear and when the two variables correlated are continuous. According to Anatasi and Urbina (1997).“the Pearson product Moment correlation coefficient takes in to account not only the Pearson’s position in the group but also the amount of her or his deviation above or below the group mean.”To ascertain whether a statistically significant relationship exists between work itself, pay, supervision, promotion and co-workers with job satisfaction, the product Moment Correlation Coefficient was used. Sekaran(2000)states that the Pearson product Moment correlation provides an indication of the scope to which the variables being investigated are related to each other or not .Sekaran further states that it also indicates the directionality and strength of the relationship. In order to address the research questions this statistical tools were applied.

Multiple Regressions Analysis

Multiple Regressions Analysis takes in to account the interactions among all variables involved. This method also takes in to account the correlations among the predictor scores (Cohen&Swerdilk,2002). Sekaran(2000) adds that in multiple regression analysis more than one predictor(independent) is jointly regressed against the criterion(dependent) variable. This method is used to determine if the independent variables will explain the variance in job satisfaction experienced by the Administrative staffs of Addis Ababa University.

Analysis of variance (ANOVA)

Murphy and Davidshofer (2001) assert that analysis of variance (ANOVA) provides statistical estimates of the variability in test scores associated with systematic differences in the ratings assigned and differences in the ratings obtained. They add that ANOVA scores can be more accurately generalized over time. According to Hinkle, Wiersma and Jurs (1982), “in ANOVA, the hypothesis is that the mean performance in the population is the same for all groups (equality of population means).This statistical method is used to establish whether statistically significant differences exist in job satisfaction based on biographical/demographical variables.”

Scheffe’s multiple comparisons Method

ANOVA offers discriminate in to the differences between groups, but does not provide a precise indication as to where the differences exactly remain. For this reason the Scheffe’s

Multiple Comparison Method was utilized to establish precisely where such differences lie in job satisfaction based on the biographical/demographical variables.

Hinkle et al.(1982) assert that “when a statistically significant F ratio is obtained in ANOVA, and the null hypothesis is rejected ,we conclude that at least one population means could differ or any combinations could differ, and as a result ,in order to validate which pairs of means differ, it is necessary to do subsequent analysis such as the Scheffe’s Multiple comparison procedure. The scheffe’s comparison Method is thus used to ascertain where the differences between the groups prevail.

Because of the mentioned merits of these statistical tools the researcher used all the descriptive, inferential and co relational statistical tools to address all the research questions.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

An overview of the results obtained in the study are presented and discussed in this chapter. The chapter also outlines the demographic information depicted in graphical format. Descriptive and inferential statistics were also presented thereafter.

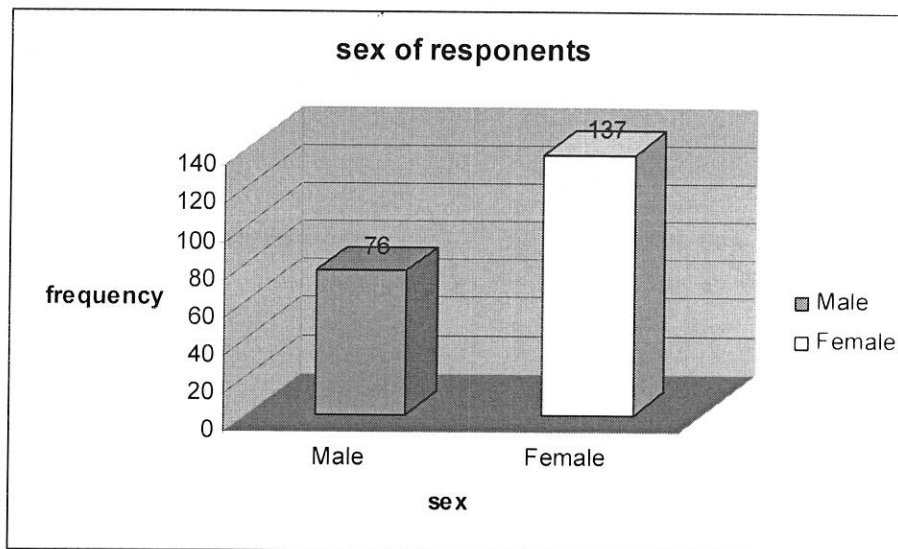
4.1. Characteristics of respondents

The chapter commences with analysis of the biographical data gathered from the research sample size of 213. The data analyzed are presented in the form of bar charts and pie charts. This is followed by a description of the most representative sample characteristics by means of frequencies and percentages.

Sex of respondents

Figure five depicts a graphical representation of the sex of the sample. It is evident that the population was primarily representative of female administrative staffs to that of male employees. The male respondents were 76 and represented 35.7% of the sample size on the other hand female respondents were 137, and represented 64.3% of the sample size.

Figure5: Sex of respondents

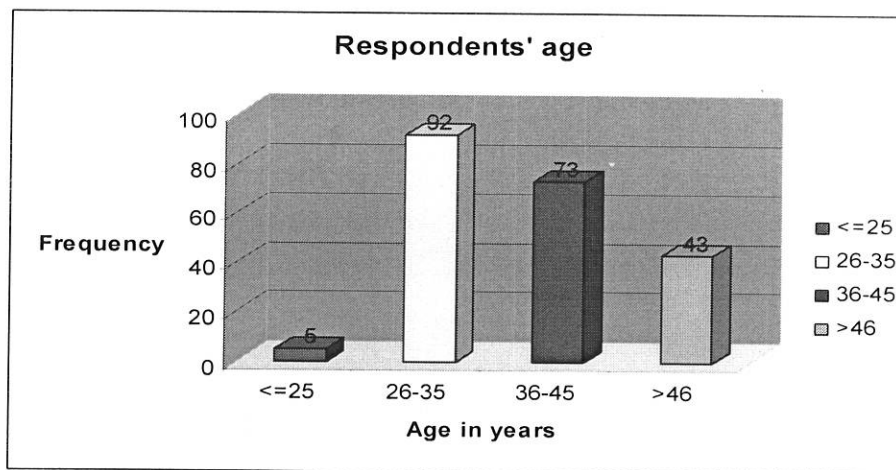


As can be noted from the table female respondents took the lion share of the sample size

Age of respondents

Figure six portrays a graphical representation of the age distribution of the age distribution of the sample. It is observed that most 43.2% of the respondents are in the age category of 26-35 followed by the age category 36-45 years which accounted for 34.3% of the respondents which is followed by the age category of above 46 that comprises of 20.2 % of the sample respondents age groups. The least amount of respondents of the sample fall in the category 25 years and younger accounts for 2.3% of the sample respondent's age group. This reflect that most of the work force participating in the study is young, ranging between 26-35 years old.

Figure6: Age of respondents



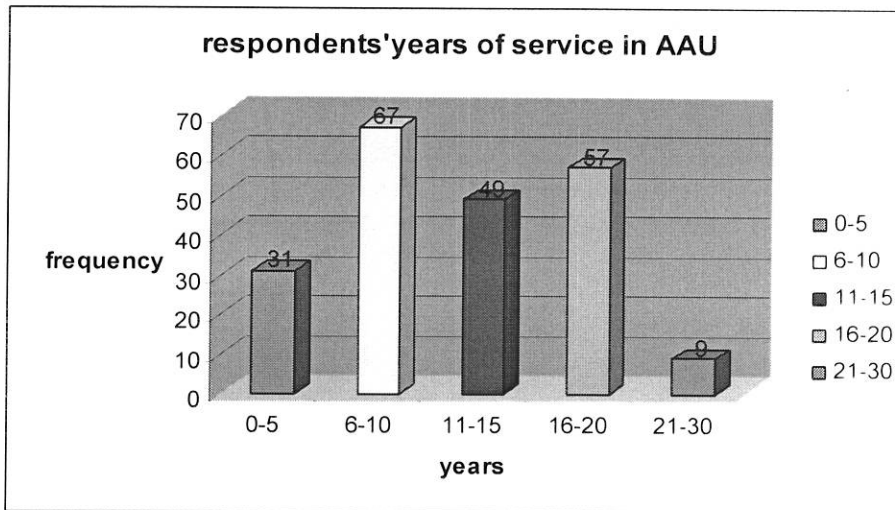
This could be seen in comparison with employees whose age exceed 46. that is a relatively highly represented in the sample that the youngest ones. Thus it can be inferred that those employees who might provide several years of service were predominantly represented in the current study. In other hand employees who were employed in their relatively young age (25 years and younger) were the least represented in the sample.

Years of service of respondents

Figure7 reflects years of service that the respondent in the sample possessed. It is observed that most of the respondents have 6-10 years of work experience in the Addis Ababa University that accounts for 31.5% of the respondents as far as their years of service are concerned. This is followed by those employees with 16-20 years of services and accounted for 26.3% of the sample size in terms of years of service. The next lower represented one is the category of service between 11-15 years and 23% of the sample was represented by this

group. The fourth category of years of service in terms of representation in the sample are groups having years of service that found in the range between less than five years or five years of experience and accounts for 14.6% of the respondents. It is also observed that the least represented employees are who possess 21-30 years of experience in AAU and accounts for 9% this might be due to the retirement age of employees.

Figure 7: years of service in AAU



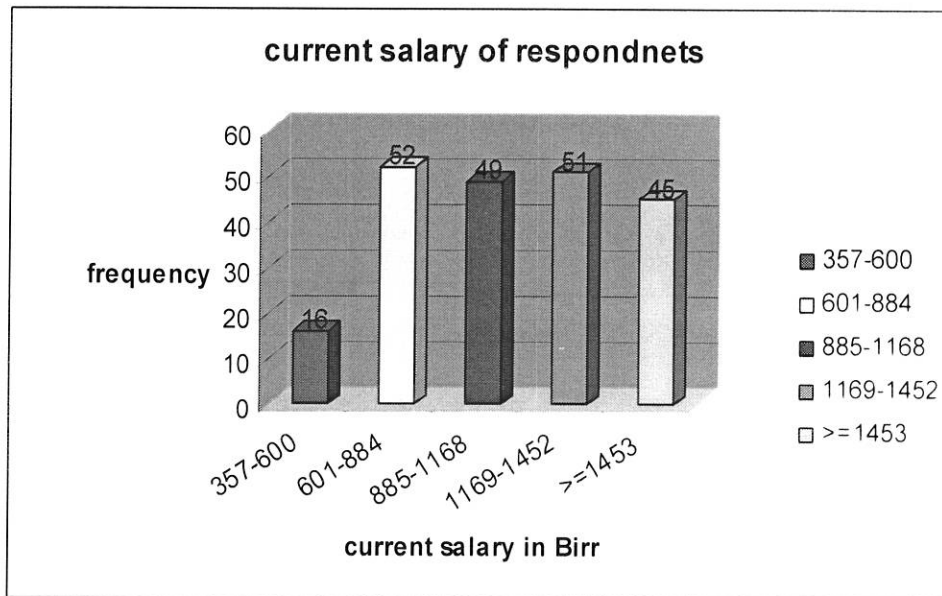
It would be possible to suggest that employee with several years of services in AAU found themselves spent additional years in the university for certain reasons.

As noted from the figure 7, the majority of the respondents included in the study had ample experience in the AAU.

Current salary of respondents

The graphical representation of salary earned by the sample respondents per month depicted in Figure 8. It is clear that majority of the respondents earn a monthly salary in the category between Birr 601-884 Birr that represent 24.4% of the respondents' salary, which is closely followed by categories of Birr1169-Birr1452 per month that accounts for 23.9% of the sample respondents' current salary. It means that employees whose current salary fall in this salary category are the second highly represented. And employees whose current salary is between Birr.885-Birr1168 accounts for 23% of sample representation of employees' salary. The fourth largest respondent group represented in the sample accounted for 21.1% and employee earn a salary of Birr1453 or more. The least amount of respondents represented employees whose current salaries fall in the category of Birr357-Birr600 and accounted for 7.5% of the sample respondents' current salary.

Figure 8: current salaries



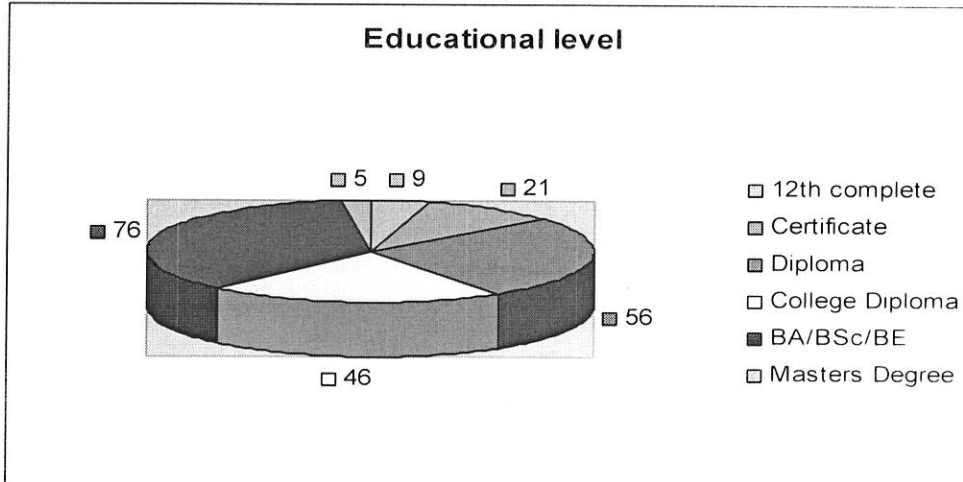
** The salary represent only the period up to January, 2003 E.C / prior to the Ethiopian government salary increment*

From the above one can observe that there was almost similar number of respondents represented in the sample from the salary ranges except for Birr 357-600 which was represented by the lowest number of respondents.

Levels of Education of respondents

A graphical representation of the Educational qualifications of the sample was portrayed in table 9. It is observed that the sample mainly comprises of employees who got the qualification of Bachelor’s Degree accounted for 35.7% of the respondents followed by 26.3% of the respondents having Diploma (Technical and Vocational Colleges) whilst 21.6% of the respondents had College Diploma. Around 9.9% of the respondents had the educational qualification of technical and vocational college (TVET) certificate. The least number of respondents 4.2%, 3% were found to have high school leaving certificate and Masters Degree respectively.

Figure 9: Levels of Education

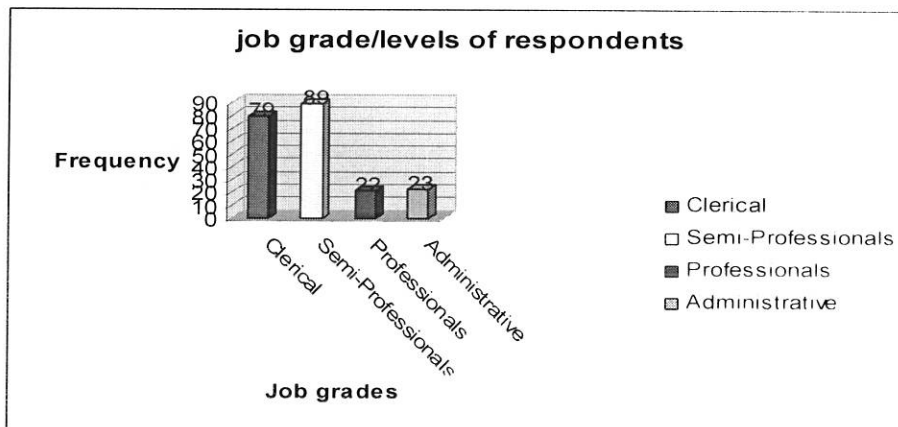


Thus, it is possible to mention that the faculties chosen in Addis Ababa University where the study was conducted are mostly comprised of individuals with the Educational levels of first Degree/BA/BE/BSC.

Job grades of respondents

As illustrated in figure 10 that is the graphical representation of the four job grade levels of the sample respondents. It is observed that the sample mainly comprises of the job grade level, semi-professional that accounts for 41.8% of respondents. Which is followed by clerical-financial services that cover 37.1% of sample respondents. The Administrative services job grade level comprises of 10.8% of respondents. It is also observed that the least amount of respondents comprised of employees with a job grade of professional services that accounted for 10.3% of sample respondents.

Figure 10: Job grades/levels of the respondents



From the above it can be suggested that staff members of AAU are predominantly semi professional which requires a lower educational level compared to the professionals.

4.2. Analysis of the Findings of the Study

The following research questions were analyzed as follows

1. *What is the overall level of job satisfaction and satisfaction with work itself, promotion, pay, and supervision and coworkers relations?*

In order to address this research questions all the data brought from the modified job descriptive index was coded in to the SPSS version 17 and descriptive statistics was performed to measure the level of job satisfaction being experienced by the staff members of AAU. Prior to measuring the overall and dimensions of job satisfaction, a standard was set for rating the mean scores of satisfaction as “high, medium, low”. The criteria for labeling the mean satisfaction scores was adopted from (Kanjana Kessuwan and Nuttawuth Muenjohn, 2010) as follows:

Table 4: Standards for rating satisfaction mean scores

<i>Mean scores</i>	<i>Level of satisfaction</i>
<i>1.00-2.49</i>	<i>Low</i>
<i>2.50-3.49</i>	<i>Moderate</i>
<i>3.50-5.00</i>	<i>High</i>

In line with the purpose of the research, the level of overall job satisfaction of respondents was computed using descriptive statistics. Referring to the previously set criteria it can be said that the respondents degree of satisfaction can be describe as Moderate as the mean value of the overall satisfaction was found to be 3.2469, SD=1.10336 based on the standard indicated in table four the degree of satisfaction could be rated as a moderate one. It means in the general aspect of their job, employees in AAU showed neither lower nor a higher level of overall satisfaction.

Descriptive statistics were computed to determine and measure the levels of satisfaction with determinants (work itself, promotions, pay, and supervision and coworker relation) of job satisfaction. The result indicated in table fives.

Table5: Measuring Levels of job satisfaction

Independent Variables	N	Mean	S. D	Degree of satisfaction
Work Itself	213	2.7117	0.84464	Moderate
Promotions	213	2.3848	0.78552	Low
pay	213	1.7991	0.48932	Low
Supervision	213	2.7066	0.81593	Moderate
Coworker Relation	213	3.9750	0.52914	High

As indicated in table five, employees satisfaction in relation with promotions (Mean=2.3848, SD=0.7855) and pay (Mean=1.7991, SD=0.8159) show low level of satisfaction. Satisfactions with the work itself (Mean=2.7117, SD=0.844) were found to show a moderate levels of satisfaction. This finding indicated that staff members show a moderate level of satisfaction in relation with the work it self.

As far as supervision is concerned the finding indicated that employees were a moderately satisfied with the prevailing nature of supervision (Mean=2.7066, SD=0.8159). This is may partly emanates from some autocratic supervisory relation or lack of some kind of understanding between subordinates and their supervisors.

Co-workers relation is the only factor that employees' level of satisfaction was found to be high (3.9750, SD= 0.5291). In spite of low levels of staff members' satisfaction with pay administration, they are highly satisfied with coworkers' relation. This reflects that employees in AAU created harmonious relationships among employees.

In order to examine the nature/strength of relationship of each determinants of job satisfaction with the overall job satisfaction, Pearson correlations coefficients were computed using SPSS. The coefficient of correlation of each determinants (facet satisfaction) of job satisfaction was presented in table six below in relation with the over all job satisfaction (dependent variable).

Table 6: Correlations of Facets of Satisfaction with the overall Satisfaction

Factors of job satisfaction		Work Itself	Promotions	pay	Supervision	Coworker Relation	Overall Satisfaction
Work Itself	Pearson Correlation	1	0.611(**)	.299(**)	.522(**)	.189(**)	0.203(**)
	Sig.(2-tailed)		.000	.000	.000	.006	.003
	N	213	213	213	213	213	213
Promotions	Pearson Correlation	.611(**)	1	.467(**)	.463(**)	.081	0.171(*)
	Sig. (2-tailed)	.000		.000	.000	.237	.012
	N	213	213	213	213	213	213
pay	Pearson Correlation	.299(**)	.467(**)	1	.318(**)	-.060	0.311(**)
	Sig. (2-tailed)	.000	.000		.000	.386	.000
	N	213	213	213	213	213	213
Supervision	Pearson Correlation	.522(**)	.463(**)	.318(**)	1	.270(**)	0.300(**)
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	213	213	213	213	213	213
Coworker Relation	Pearson Correlation	.189(**)	.081	-.060	.270(**)	1	0.240(**)
	Sig. (2-tailed)	.006	.237	.386	.000		.000
	N	213	213	213	213	213	213

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

As can be seen from table 6, there was significant relationships between determinants of job satisfaction and the overall job satisfaction as all the p values less than 0.05.

In order to better understand and determine the strength of correlation standard were adopted from choen(1988) cited by Julie Pallant (2005)as follows:

Table 7: Standard for labeling the strength of correlation between two variables.

<i>Correlation coefficient</i>	<i>Strength of correlation</i>
<i>[0.10 to 0.29] or [-0.10 to -0.29]</i>	<i>small</i>
<i>[0.30 to 0.49] or [-0.30 to -0.49]</i>	<i>Medium</i>
<i>[0.50 to 1.0] or [-0.50 to -1.0]</i>	<i>Large</i>

Referring the standard set on table 7, the strongest correlation was found between the overall job satisfactions with pay($r=0.311$, $p<0.01$) at 0.01 level of significance, as evidenced by the highest Pearson correlation coefficient. As the Pearson correlation coefficient(r) closer to 1, the nature of correlation between the two variables will get stronger.

The second significantly correlated factor with the overall job satisfaction was found to be supervision ($r=0.300$, $p<0.01$) at 0.01 level of Significance. Co-workers relation was also strongly correlated with the overall job satisfaction ($r=0.240$, $P<0.01$) at 0.01 level of significance, which is the third strongest correlated job satisfaction factor. The work it self was found to be the fourth strongly correlated ($r=0.203$, $p<0.01$) at 0.01 level of significance with the overall job satisfaction.

Finally, the factor promotion is the least strongly correlated with the overall job satisfaction ($r=0.171$, $P<0.05$) at 0.05 level of significance. Based on the standard set in table ten ,the variable work itself, promotion opportunities and coworker relation variables have a correlation coefficient of $r=0.203$ (small correlation), $r=0.171$ (small correlation), $r=0.240$ (small correlation) respectively. Thus it can be easily inferred that these variables has weak and positive relationship with the overall job satisfaction. However the variable pay, $r=0.311$ (Medium correlation) and supervision, $r=0.300$ (Medium correlation) have a positive moderate relation ship with the overall job satisfaction.

Generally, as can be indicated in table six, all the five determinants of job satisfaction are positively correlated with the overall job satisfaction. Thus the second research question was addressed.

In order to assess the relative correlation of the intrinsic and extrinsic variables in relation with the overall job satisfaction. For the purpose of understanding the nature /strength of relationship with the overall job satisfaction the Pearson correlation was performed, the results of the correlation coefficient for each category of job satisfaction factors were presented in table eight below.

Table 8: Correlations of intrinsic, extrinsic factors with the overall job satisfaction

Factors		Intrinsic Factors	Extrinsic Factors	Overall Satisfaction
Intrinsic Factors	Pearson Correlation	1	.487(**)	0.209(**)
	Sig. (2-tailed)		.000	.002
	N	213	213	213
Extrinsic Factors	Pearson Correlation	.487(**)	1	.343(**)
	Sig. (2-tailed)	0.000		0.000
	N	213	213	213

** Correlation is significant at the 0.01 level (2-tailed).

As indicated in table 8, the intrinsic (work itself, promotion) category has a correlation coefficient of 0.209 which shows that a weak positive relationship. Where as the Extrinsic (pay, coworkers relation, supervision) category with a correlation coefficient of 0.343 shows moderate relationship with the overall job satisfaction. Thus it can be said that the extrinsic factors were found to have more correlation with the overall job satisfaction than the intrinsic category of job satisfaction factor.

In order to address the fourth research questions the following items were analyzed as follows.

I, Overall Job satisfaction and facet satisfaction based on sex.

In order to find the existence of statistically significant mean difference in the overall job satisfaction, and determinants of job satisfaction (work itself, pay, promotion, coworker relation, supervision) descriptive statistics was performed as indicated in table nine, below. It means that assessment was made to spot difference in the general aspect (overall job satisfaction) and facet satisfaction between male and female staff members of AAU.

Table 9: Descriptive Statistics on facets of job satisfaction based on sex.

Variables	Sex	N	Mean	Std. Deviation	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Work Itself	Male	76	2.7925	.86427	2.5950	2.9900
	Female	137	2.6668	.83336	2.5260	2.8076
	Total	213	2.7117	.84464	2.5976	2.8257
Promotions	Male	76	2.4250	.72076	2.2603	2.5897
	Female	137	2.3625	.82095	2.2238	2.5012
	Total	213	2.3848	.78552	2.2787	2.4909
pay	Male	76	1.7684	.48723	1.6571	1.8798
	Female	137	1.8161	.49143	1.7330	1.8991
	Total	213	1.7991	.48932	1.7330	1.8652
Supervision	Male	76	2.6370	.76505	2.4621	2.8118
	Female	137	2.7453	.84308	2.6028	2.8877
	Total	213	2.7066	.81593	2.5964	2.8168
Coworker Relation	Male	76	3.9458	.48754	3.8344	4.0572
	Female	137	3.9913	.55193	3.8980	4.0845
	Total	213	3.9750	.52914	3.9036	4.0465
Overall Satisfaction	Male	76	2.9237	1.10319	2.6716	3.1758
	Female	137	3.4263	1.06573	3.2462	3.6063
	Total	213	3.2469	1.10336	3.0979	3.3960

From the descriptive statistics above mean scores of male and female were presented along with their respective Standard deviations and confidence intervals. As a statistical tool for identifying the presence of statistical difference ANOVA test was performed using the SPSS software. And the result was presented in table 10 as summary from the ANOVA table it can be observed that there is significant mean score of the overall job satisfaction between male and female as $P < 0.05$

Table 10: Test of Significant difference in satisfaction based on sex

		df	F	Sig.
Work Itself	Between Groups	1	1.082	0.299
	Within Groups	211		
	Total	212		
Promotions	Between Groups	1	0.308	0.579
	Within Groups	211		
	Total	212		
pay	Between Groups	1	0.462	0.497
	Within Groups	211		
	Total	212		
Supervision	Between Groups	1	0.860	0.355
	Within Groups	211		
	Total	212		
Coworker Relation	Between Groups	1	0.360	0.549
	Within Groups	211		
	Total	212		
Overall Satisfaction	Between Groups	1	10.602	0.001
	Within Groups	211		
	Total	212		

As indicated in table 10 there was statistically significant difference At ($F_{1, 212} = 10.602$, $p < 0.05$). However there was no significant difference in any of the determinants of job satisfaction in relation to male and female employees. As it can be noted from the mean scores in table 9, Female employees (Mean = 3.4263, SD = 1.06573) are more satisfied than males (Mean = 2.9237, SD = 1.10319). As can be evidenced from the result of analysis of variance, this difference in satisfaction is statistically significant. It can be said that female

employees' level of overall satisfaction can be rated as high where as male ones degree of satisfaction can be rated as low. This is in contradiction with the findings of oshaghemi (2000) which could not find that sex difference affects job satisfaction.

II, Overall Job satisfaction and satisfaction with work itself, promotions, pay, supervision, coworkers' relation difference based on Age

Table 11: Descriptive statistics based on the difference in satisfaction among age groups

	Ages	N	Mean	SD	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Work Itself	<=25	5	2.5561	.77214	1.5973	3.5148
	26-35	92	2.4632	.80797	2.2959	2.6305
	36-45	73	2.8003	.78025	2.6183	2.9824
	>45	43	3.1108	.87824	2.8405	3.3811
	Total	213	2.7117	.84464	2.5976	2.8257
Promotions	<=25	5	2.2600	.93968	1.0932	3.4268
	26-35	92	2.1822	.71835	2.0335	2.3310
	36-45	73	2.5082	.78859	2.3242	2.6922
	>45	43	2.6233	.81849	2.3714	2.8751
	Total	213	2.3848	.78552	2.2787	2.4909
pay	<=25	5	1.9000	.35355	1.4610	2.3390
	26-35	92	1.7446	.45170	1.6510	1.8381
	36-45	73	1.8671	.50168	1.7501	1.9842
	>45	43	1.7884	.55429	1.6178	1.9590
	Total	213	1.7991	.48932	1.7330	1.8652
Supervision	<=25	5	2.5638	.62071	1.7931	3.3345
	26-35	92	2.5071	.83409	2.3344	2.6799
	36-45	73	2.7269	.73671	2.5551	2.8988
	>45	43	3.1155	.79023	2.8723	3.3587
	Total	213	2.7066	.81593	2.5964	2.8168
Coworker Relation	<=25	5	3.9571	.33731	3.5383	4.3760
	26-35	92	3.9381	.59385	3.8151	4.0611
	36-45	73	3.9259	.51366	3.8061	4.0458
	>45	43	4.1395	.38872	4.0199	4.2592
	Total	213	3.9750	.52914	3.9036	4.0465
Overall Satisfaction	<=25	5	3.4400	.32863	3.0319	3.8481
	26-35	92	2.9870	1.09336	2.7605	3.2134
	36-45	73	3.5452	1.00624	3.3104	3.7800
	>45	43	3.2744	1.22515	2.8974	3.6515
	Total	213	3.2469	1.10336	3.0979	3.3960

Means and Standard Deviations and confidence interval were computed. As indicated in table 12 there was no significant difference at ($F_{3, 209}=0.928, p>0.05$) that means that there is no significant difference in satisfaction with pay across age groups. In addition there was no significant difference at ($F_{3, 209}=1.765, P>0.05$) among the four age groups as far as coworkers relation is concerned. It can be observed however, there were statistically significant difference at $F_{3, 209}=6.676, F_{3, 209}=4.183, F_{3, 209}=5.8778$ and the their respective P values less than 0.05, this means satisfaction with work itself, promotion opportunities, supervision is significantly different among the different age groups.

Table 12: Test of significant difference among age groups.

		DF	F	Sig.
Work Itself	Between Groups	3	6.676	0.000
	Within Groups	209		
	Total	212		
Promotions	Between Groups	3	4.183	0.007
	Within Groups	209		
	Total	212		
pay	Between Groups	3	0.928	0.428
	Within Groups	209		
	Total	212		
Supervision	Between Groups	3	5.878	0.001
	Within Groups	209		
	Total	212		
Coworker Relation	Between Groups	3	1.765	0.155
	Within Groups	209		
	Total	212		
Overall Satisfaction	Between Groups	3	3.675	0.013
	Within Groups	209		
	Total	212		

In order to identify the existence of specific satisfaction difference among specific age groups, pot hoc *scheff* test was performed. The S cheff test comparison attached in the appendix and specific points of differences from the scheff test was presented in table 13 and the table clearly shows that there were statistically significant difference in satisfaction with

work itself, promotion opportunities, supervision between employees whose age exceed 45 and those one whose age falls in the category of 26-35. It means the two age groups feel differently about their job. Considering the overall job satisfaction there was statistically significant difference between age category of 36-45 and 26-35 year older ones. This means that satisfaction score of the two groups. Among the total four age groups, the post hoc test indicated that satisfaction was found significantly different between the two mentioned age groups. This is further evidenced by $P < 0.05$.

Table 13: Scheff test comparing Satisfaction based on Age groups

	(I) Age	(J) Age	Mean Difference (I-J)	Sig. (P value)
Work Itself	>45	26-35	0.64763(*)	0.000
Promotions	>45	26-35	0.44101(*)	0.024
Supervision	>45	26-35	0.60836(*)	0.001
Overall Satisfaction	36-45	26-35	0.55825(*)	0.014

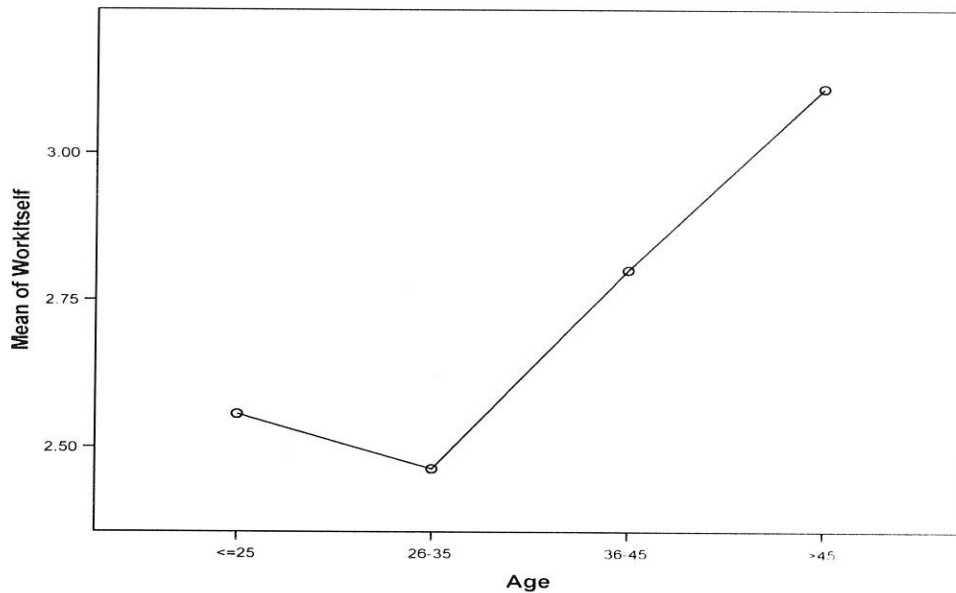
* The mean difference is significant at the .05 level.

Satisfaction with the work itself and Age

As it can be shown in table there was significant difference in the mean satisfaction score with the work itself item between age category of above 45 years with Mean=3.1108 and SD=0.87824 and employees whose age category fall between 26-35 with Mean=2.4632 and SD=0.80797 as $P < 0.05$. Thus, senior employees were found to be more satisfied with the nature of the work they are doing than the younger ones. This finding is consistent with Greenberg and Baron (1995) which similarly found that older employees are generally happier with their jobs than their younger employees.

As a means of Illustration, mean plot diagram indicated in figure 11 to clearly spot the employees' satisfaction with work itself based on Age.

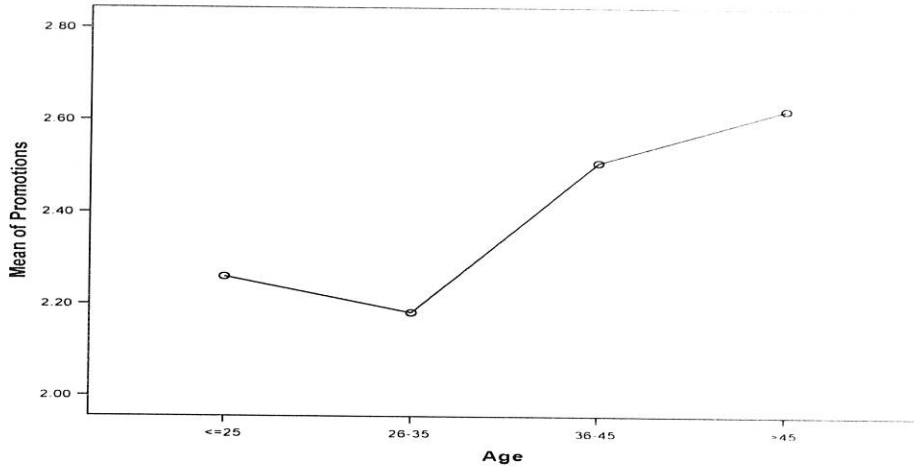
Figure 11: Age and Satisfaction with Work itself



Satisfaction with the opportunities of promotion and Age

Regarding satisfaction with promotion opportunities as it can be seen that the mean value of employees who are older than 45 years (Mean=2.6233, SD=0.8184) were found to be significantly higher than the later one age category 26-35 years old (Mean= 2.182, SD= 0.71835) as $P < 0.05$. Thus, regarding the promotion opportunities the senior ones feel relatively better than their younger (26-35 years older) counter parts. Yet it's the lowest facet of job satisfaction. Relatively this finding is similar with that of Mottaz (1987) in his research findings justified the variation in job satisfaction between older and younger workers saying younger workers are generally more dissatisfied than older employees because they demand more than their jobs can provide .and he further assume that older workers possess more seniority and work experience enabling them to move easily in to a more rewarding and satisfying jobs. The preceding discussions can be illustrated by the mean plots as indicated in figure 12, it clearly show that the mean scores employees with age category 26-35 and employees whose age exceeds 45 years. As a means of Illustration mean plot diagram indicated in figure 12 to clearly spot the employees' difference in satisfaction with promotion based on Age.

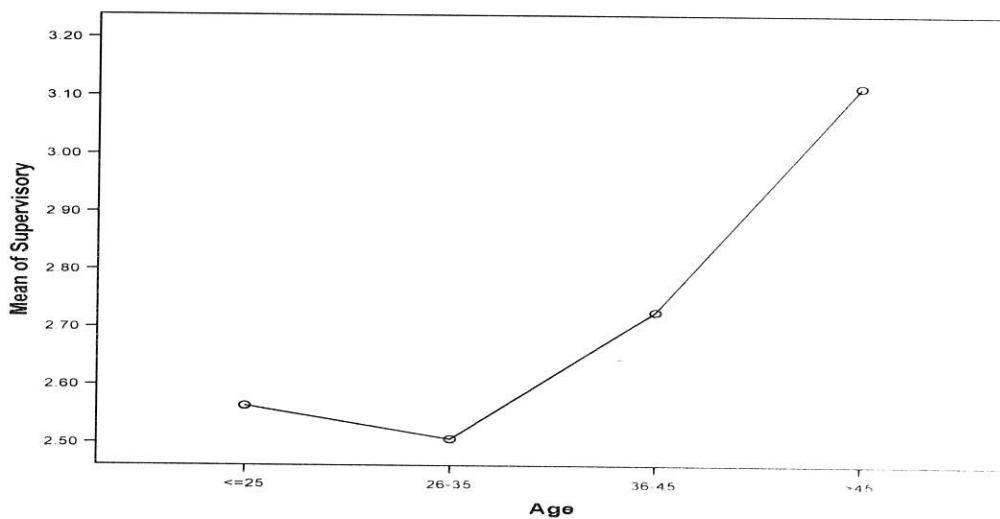
Figure 12: Age and satisfaction with promotion opportunities



Satisfaction with the nature of Supervision and Age

Considering Satisfaction in relation to supervision, it was found that there was a significant difference between the more senior ones (Mean=3.1155, SD=0.79023) and those who fall in the age category between 26-35 years (Mean= 2.5071, SD=0.83409) as it can be evidenced from $P < 0.05$. Thus, it can be sad that the veteran ones are more satisfied with the nature of supervision. This may be attributable to the fact that as employees grew older with experience the degree of supervision they may require is very minimal. However: Mottaz (1987) justified that older workers place less emphasis on autonomy thus they demand less from their jobs, making them more satisfied than their younger counter parts. As a means of illustration mean plot diagram indicated in figure 13 to clearly spot the employees' difference in satisfaction with supervision based on Age.

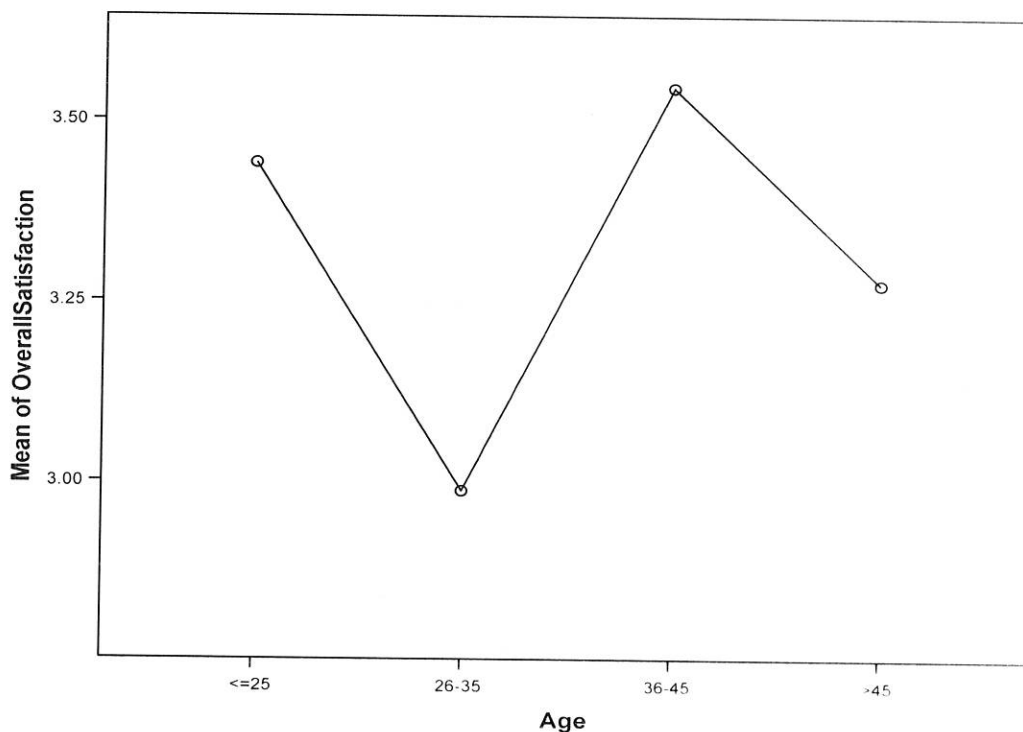
Figure 13: Age and Satisfaction with supervision



The over all job satisfaction and Age

Finally, as can be noticed from the extract of scheff test above it was found that there was statistically significant difference in the overall satisfaction between the age category of 36-45 (Mean= 3.5452, SD=1.006) and employees between the age range of 26-35 (Mean=2.9870, SD =1.0933) as $P < 0.05$. All in all the former age groups who are older than the later one are more satisfied in the general aspect of their job. The findings of this study is consistent with Mottaz (1987) which found that as senior workers tend to adjust to work values and the work environment the longer they are employed, adding to greater satisfaction. As a means of Illustration, mean plot diagram indicated in figure 14 to clearly spot the employees' overall satisfaction difference based on Age.

Figure 14: Age and overall job satisfaction



III, Overall Job satisfaction and satisfaction with work itself, promotions, pay, supervision, co workers relation difference between based on Educational levels

Prior to assessing the mean score difference in overall job satisfaction and satisfaction with work itself, promotions, pay, supervision and coworkers, descriptive statistics was computed and followed by Analysis of Variance and Scheff multiple comparisons.

Table 14: Descriptive statistics based on satisfaction among levels of Education

		N	Mean	SD	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Work Itself	12th complete	9	2.6204	0.75819	2.0376	3.2032
	TVET Certificate	21	2.4527	.69839	2.1348	2.7706
	TVET Diploma	56	2.4183	.69146	2.2331	2.6035
	university/college Diploma	46	2.7642	.87127	2.5054	3.0229
	BA/BE/BSC Holders	76	2.9134	.89416	2.7091	3.1177
	MA/ME/MSC Holders	5	3.7000	.71831	2.8081	4.5919
	Total	213	2.7117	.84464	2.5976	2.8257
Promotions	12th complete	9	2.0111	.67905	1.4891	2.5331
	TVET Certificate	21	2.2333	.77867	1.8789	2.5878
	TVET Diploma	56	2.2494	.78684	2.0387	2.4601
	university/college Diploma	46	2.3478	.76818	2.1197	2.5759
	BA/BE/BSC Holders	76	2.5789	.77206	2.4025	2.7554
	MA/ME/MSC Holders	5	2.6000	.96954	1.3962	3.8038
	Total	213	2.3848	.78552	2.2787	2.4909
pay	12th complete	9	1.5111	.26667	1.3061	1.7161
	TVET Certificate	21	1.6810	.41547	1.4918	1.8701
	TVET Diploma	56	1.8054	.45264	1.6841	1.9266
	university/college Diploma	46	1.8043	.44918	1.6710	1.9377
	BA/BE/BSC Holders	76	1.8237	.53113	1.7023	1.9451
	MA/ME/MSC Holders	5	2.3200	.83487	1.2834	3.3566
	Total	213	1.7991	.48932	1.7330	1.8652
Supervision	12th complete	9	2.6148	.75408	2.0352	3.1945
	TVET Certificate	21	2.6984	.84607	2.3133	3.0835
	TVET Diploma	56	2.6631	.88885	2.4251	2.9011
	university/college Diploma	46	2.6038	.72925	2.3873	2.8204
	BA/BE/BSC Holders	76	2.7500	.80378	2.5663	2.9337
	MA/ME/MSC Holders	5	3.6800	.46999	3.0964	4.2636
	Total	213	2.7066	.81593	2.5964	2.8168
Coworker Relation	12th complete	9	4.1825	.47664	3.8162	4.5489
	TVET Certificate	21	4.0016	.51749	3.7660	4.2371
	TVET Diploma	56	3.9311	.53330	3.7883	4.0739
	university/college Diploma	46	3.9720	.53990	3.8117	4.1324
	BA/BE/BSC Holders	76	4.0010	.53734	3.8782	4.1238
	MA/ME/MSC Holders	5	3.6143	.37321	3.1509	4.0777
	Total	213	3.9750	.52914	3.9036	4.0465
Overall Satisfaction	12th complete	9	3.9778	1.06510	3.1591	4.7965

		N	Mean	SD	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
	TVET Certificate	21	3.4095	.94123	2.9811	3.8380
	TVET Diploma	56	3.5250	.99275	3.2591	3.7909
	university/college Diploma	46	3.5174	1.11919	3.1850	3.8497
	BA/BE/BSC Holders	76	2.7000	1.02424	2.4660	2.9340
	MA/ME/MSC Holders	5	3.9600	.96333	2.7639	5.1561
	Total	213	3.2469	1.10336	3.0979	3.3960

After assessing the existence of significant difference in the mean score satisfaction of employees with respect to the nature of job(work itself),promotions, pay, supervision, coworker relation and overall satisfaction in the different levels of education, the scheff test was conducted where significant difference in the mean satisfaction score was observed. Primarily the Analysis of variance was chosen as tool of identifying the existence of significant difference among the different levels of Education.

Table 15: Test of Significant difference in Satisfaction based on Levels of Education

Variables		df	F	Sig.
Work Itself	Between Groups	5	4.358	.001
	Within Groups	207		
	Total	212		
Promotions	Between Groups	5	1.964	0.085
	Within Groups	207		
	Total	212		
Pay	Between Groups	5	2.096	.067
	Within Groups	207		
	Total	212		
Supervision	Between Groups	5	1.695	0.137
	Within Groups	207		
	Total	212		
Coworker Relation	Between Groups	5	.863	0.507
	Within Groups	207		
	Total	212		
Overall Satisfaction	Between Groups	5	7.222	.000
	Within Groups	207		
	Total	212		

As clearly presented above in the results of Analysis of variance, it was found that there was significant difference at $(F_{5, 207}) = 4.358, P < 0.01$ and $(F_{5, 207}) = 7.222, P < 0.05$. It showed there was significant difference in satisfaction with the work itself and overall satisfaction among the different education levels as indicated in table 15. It means there is substantial difference in the overall job satisfaction based on the educational difference. However Satisfaction with promotion, pay; supervision and co workers relation were not statistically significant along the different levels of education as $P > 0.05$.

Table 16: Scheff test comparing Satisfaction based on Educational levels.

Dependent Variable	(I) levels of education	(J) levels of education	Mean Difference (I-J)	Sig.(p value)	95% Confidence Interval	
					Lower Bound	Upper Bound
Work Itself	BA/BE/BSC Holders	TVET Diploma	0.49509(*)	0.039	.0140	.9762
	MA/ME/MSC Holders	TVET Diploma	1.28171(*)	0.048	.0067	2.5567
Overall Satisfaction	12th complete	BA/BE/BSC Holders	1.27778(*)	0.033	.0574	2.4981
	TVET Diploma	BA/BE/BSC Holders	0.82500(*)	0.001	.2153	1.4347
	University/college Diploma	BA/BE/BSC Holders	0.81739(*)	0.004	.1707	1.4641

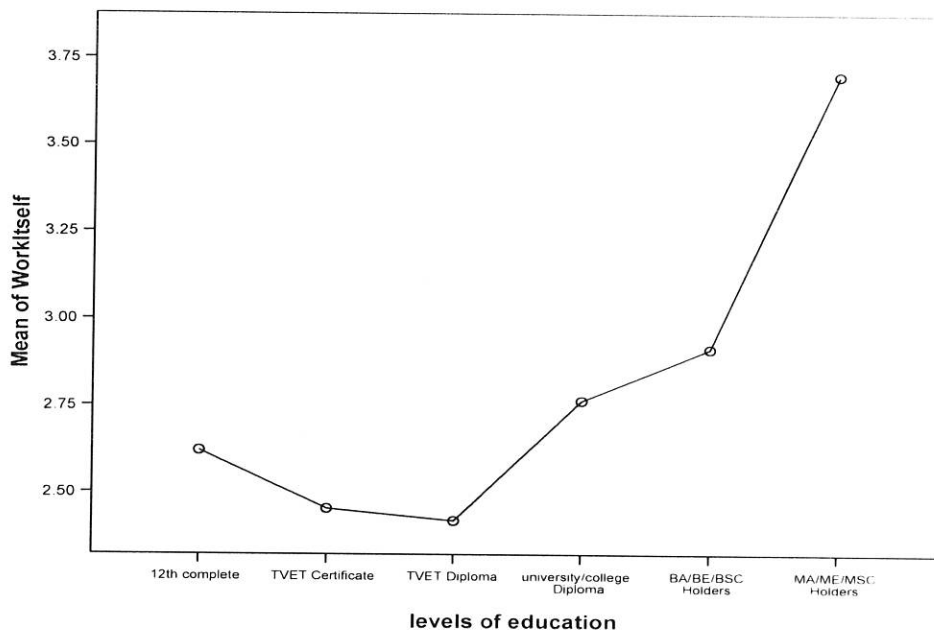
* The mean difference is significant at the .05 level.

Satisfaction with work itself among different educational levels

As it can be observed from the extracts of multiple scheff test in table 15, there were significant difference in the mean satisfaction scores of Bachelor Degree holders (Mean=2.9134, SD=0.89416) and TVET Diploma holders with Mean of 2.4183 and SD=0.69146).thus it can be said that Degree holders are more satisfied than TVET Diploma holders in relation with the nature of the work they are doing. In addition, as indicated in table 15. There was significant difference between Masters Degree Holders with Mean of 3.7000and SD of 0.71831and TVET Diploma holders with Mean of 2.4183and SD of 0.69146.It was observed that Masters Degree Holders are more satisfied than TVET Diploma holders in relation with the nature of the job (work itself). All the difference observed above were statistically significant as p values less than 0.05.Studies conducted on the relationship between the level of Education and job satisfaction showed that no consistent pattern (Kh Metle 2003).however this study found that higher educational level tied with higher levels of

satisfaction with the work itself, as Bachelor and Masters degree holders are more satisfied with the nature of job they are working. As a means of Illustration mean plot diagram indicated in figure 15 to clearly spot the employees' satisfaction with the work itself difference based on Educational attainments.

Figure 15: levels of education and satisfaction with work itself



Overall job satisfaction among the different Levels of Education

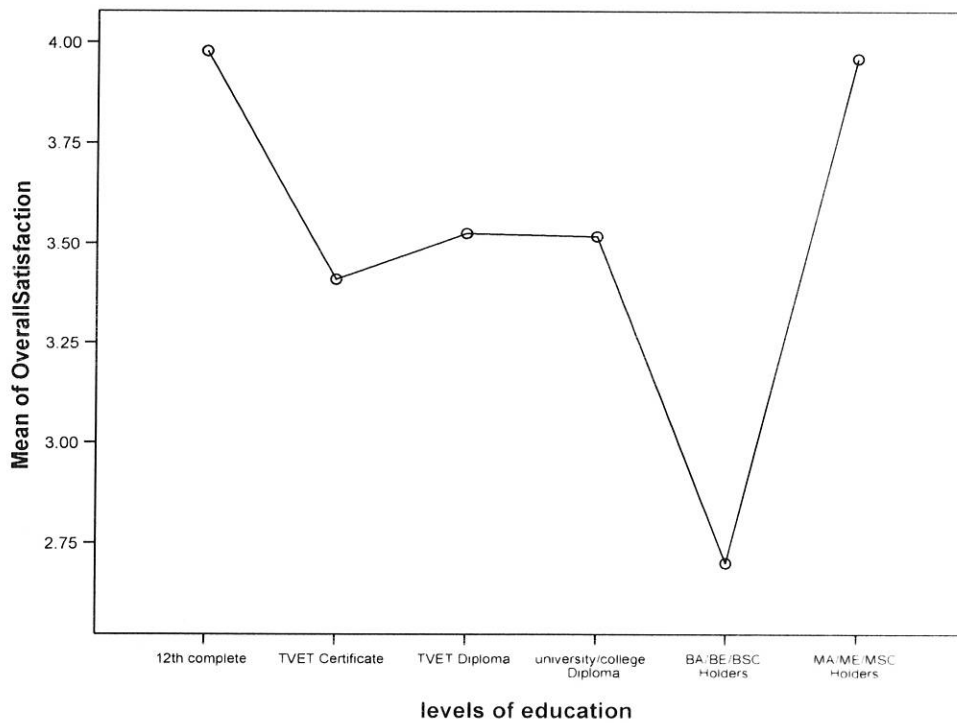
Overall job satisfaction was found to be significantly different between educational levels of 12thcomplete (Mean=3.9778, SD=1.06510) and Bachelor Degree holders (Mean=2.7000, SD=1.02424). From this it can be said that all in all employees whose educational level is 12th complete are generally more satisfied than those who have Bachelor degree. Comparing the overall job satisfaction mean score of Bachelor degree holders (Mean=2.7000, SD=1.02424) and TVET Diploma holders (Mean=3.5250, SD=.99275) indicates that the later is more satisfied than the former. The mean score difference between the two groups is statistically significant. However Bachelor Degree holders (Mean=2.7000, SD=1.02424) are less satisfied than University /College Diploma (Mean =3.5174, SD=1.11919) holders. This is evidenced from table 15 as P values less than alpha value of 0.05.

Generally employees with higher levels of education are less satisfied in the overall aspects of their job than employees with lower educational attainments. The finding of this study is consistent with the findings of Kh Metle (2003) which suggests that job satisfaction decreases

in relation to an increase in the level of education as the expectations of employees are often not met by employees.

As a means of Illustration mean plot diagram indicated in figure 16 were presented to clearly spot the employees' overall job satisfaction difference based on levels of education.

Figure 16: levels of education and overall satisfaction



IV. Overall Job satisfaction and satisfaction with work itself, promotions, pay, supervision, co workers relation difference based on current salaries

In order to test the significant variability of the mean scores of the overall job satisfaction among different salary groups ANOVA test was conducted. Prior to the ANOVA test descriptive statistics was performed in order to facilitate comparison of means among different salary groups, and presented in the table 16.

Table 17: Descriptive statistics based satisfaction among Salary groups

Variables/current salary	Current Salary	N	Mean	Std. Deviation	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Work Itself	Birr357-600	16	2.3930	.70636	2.0166	2.7694
	Birr 601-884	52	2.4363	.74487	2.2290	2.6437
	Birr 885-1168	49	2.4881	.71968	2.2814	2.6948
	Birr1169-1452	51	2.7932	.94423	2.5277	3.0588
	> Birr 1452	45	3.2941	.71355	3.0797	3.5085
	Total	213	2.7117	.84464	2.5976	2.8257
Promotions	Birr 357-600	16	1.8667	.51640	1.5915	2.1418
	Birr 601-884	52	2.1250	.62336	1.9515	2.2985
	Birr 885-1168	49	2.3551	.90532	2.0951	2.6151
	Birr1169-1452	51	2.5078	.81703	2.2780	2.7376
	> Birr 1452	45	2.7622	.66137	2.5635	2.9609
	Total	213	2.3848	.78552	2.2787	2.4909
pay	Birr 357-600	16	1.6438	.32243	1.4719	1.8156
	Birr 601-884	52	1.6846	.40939	1.5706	1.7986
	Birr 885-1168	49	1.6735	.50157	1.5294	1.8175
	Birr 1169-1452	51	1.9118	.53278	1.7619	2.0616
	> Birr 1452	45	1.9956	.48051	1.8512	2.1399
	Total	213	1.7991	.48932	1.7330	1.8652
Supervision	Birr 357-600	16	2.8625	1.06095	2.2972	3.4278
	Birr 601-884	52	2.2066	.61503	2.0354	2.3778
	Birr 885-1168	49	2.7320	.87088	2.4818	2.9821
	1169-1452	51	2.8863	.76505	2.6711	3.1014
	> Birr 1452	45	2.9978	.68107	2.7932	3.2024
	Total	213	2.7066	.81593	2.5964	2.8168
Coworker Relation	Birr 357-600	16	4.0134	.68423	3.6488	4.3780
	Birr 601-884	52	3.9708	.45912	3.8430	4.0987
	Birr 885-1168	49	3.9836	.46013	3.8515	4.1158
	Birr1169-1452	51	3.8655	.71223	3.6652	4.0659
	> Birr 1452	45	4.0810	.33420	3.9805	4.1814
	Total	213	3.9750	.52914	3.9036	4.0465
Overall Satisfaction	Birr 357-600	16	3.4625	1.05254	2.9016	4.0234
	Birr 601-884	52	3.0923	1.09792	2.7866	3.3980
	Birr 885-1168	49	3.3918	1.15971	3.0587	3.7249
	Birr 1169-1452	51	3.4314	1.09426	3.1236	3.7391
	> Birr 1452	45	2.9822	1.04082	2.6695	3.2949
	Total	213	3.2469	1.10336	3.0979	3.3960

In order to test the existence of significant difference of the mean scores of the *overall job satisfaction* and satisfaction with work itself, promotion, pay, supervision and coworkers relation among different Levels of current salary, ANOVA test was conducted. After assessing the existence of significant difference in the mean score satisfaction of employees with respect to the nature of job(work itself),promotions, pay, supervision, coworker relation and overall satisfaction in the different levels of basic salary scale, the scheff test was conducted where significant difference in the mean satisfaction score was observed. Primarily the Analysis of variance was chosen as tool of identifying the existence of significant difference among the different levels of current salary categories.

Table 18: Test of Significant difference in satisfaction based on current salary

		df	F	Sig.
Work Itself	Between Groups	4	9.624	.000
	Within Groups	208		
	Total	212		
Promotions	Between Groups	4	6.751	.000
	Within Groups	208		
	Total	212		
pay	Between Groups	4	4.721	.001
	Within Groups	208		
	Total	212		
Supervision	Between Groups	4	8.032	.000
	Within Groups	208		
	Total	212		
Coworker Relation	Between Groups	4	1.022	.397
	Within Groups	208		
	Total	212		
Overall Satisfaction	Between Groups	4	1.643	.165
	Within Groups	208		
	Total	212		

As clearly indicated in table 18. above, in the results of Analysis of variance, it was found that there was significant difference at [(F4, 208) =9.624, P<0.01], [(F4, 208) =6.751, P<0.05],[(F4,208)= 4.721,P<0.05.], [(F4, 208) = 8.032, P<0.01]. These indicate the existence of significant difference in the mean score of satisfaction with the work itself, promotion, pay

and supervision among the different salary groups. However that is there was no significant difference in satisfaction with co workers relations and overall satisfaction among the different salary groups, as evidenced by $P > 0.05$. The presence of significant mean difference among the different salary groups has been identified, but the ANOVA table doesn't provide where the specific difference lies among the groups. Thus, post hoc test, such as Scheffé test are mandatory to use.

Table 19. Scheffé test comparing Satisfaction based on current salary groups

Dependent Variable	(I) current salary in Birr	(J) current salary in Birr	Mean Difference (I-J)	Sig. (P Value)	95% Confidence Interval	
					Lower Bound	Upper Bound
Work Itself	>1452	357-600	.9011(*)	0.004	.1925	1.6098
		601-884	.8577(*)	0.000	.3621	1.3535
		885-1168	.8060(*)	0.000	.3033	1.3087
		1169-1452	.5008(*)	0.048	.0029	.9988
Promotions	> 1452	357-600	.8955(*)	0.002	.2206	1.5705
		601-884	.6372(*)	0.002	.1651	1.1093
pay	> 1452	601-884	.3109(*)	0.037	.0116	.6103
		885-1168	.3220(*)	0.031	.0186	.6256
Supervision	885-1168	601-884	.5253(*)	0.021	.0510	.9998
	1169-1452	601-884	.6796(*)	0.001	.2101	1.1493
	>Birr 1452	601-884	.7911(*)	0.000	.3060	1.2763

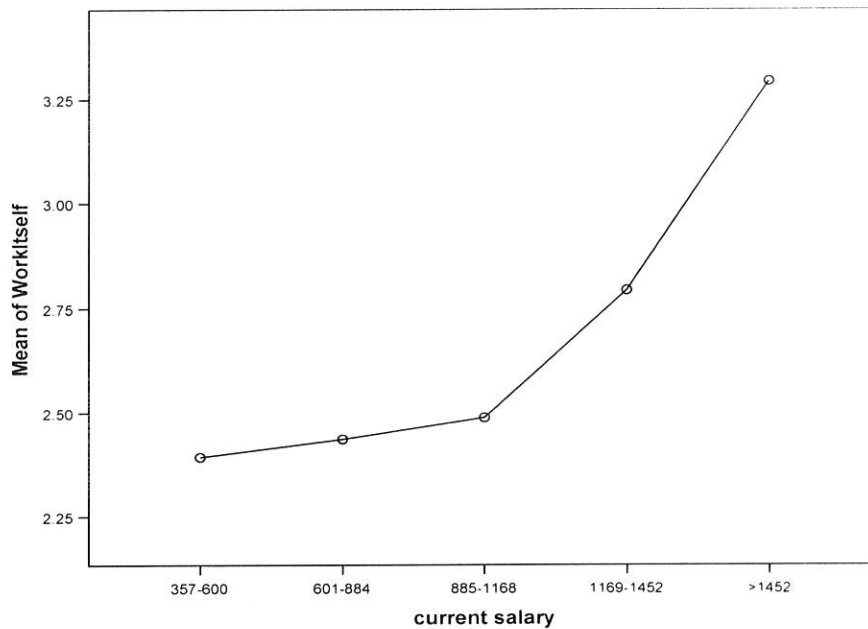
* The mean difference is significant at the .05 level.

Satisfaction with the work itself among different salary group/range

Regarding satisfaction with the nature of job they are working (work itself) as table 18 indicates there was significant mean difference between those employees who are earning a salary of Birr over 1,452 [(Mean=3.2941, SD=0.71355)] and employees whose salary category falls between (Birr357-600), (Mean=2.3930, SD=0.70636), [(Birr601-884), (Mean=2.4363, SD=.74487), (Birr885-1168)(Mean=2.4881, SD=0.71968), [(Birr1169-1452) (Mean= 2.7932, SD=.94423)]. From the mean scores, it can be said that employees who are earning a salary above Birr 1,452 are more satisfied than low income employees.

The reason might be these high salaried employees feel that they are working much praiseworthy job.

Figure 17: Current Salary and Satisfaction with work itself



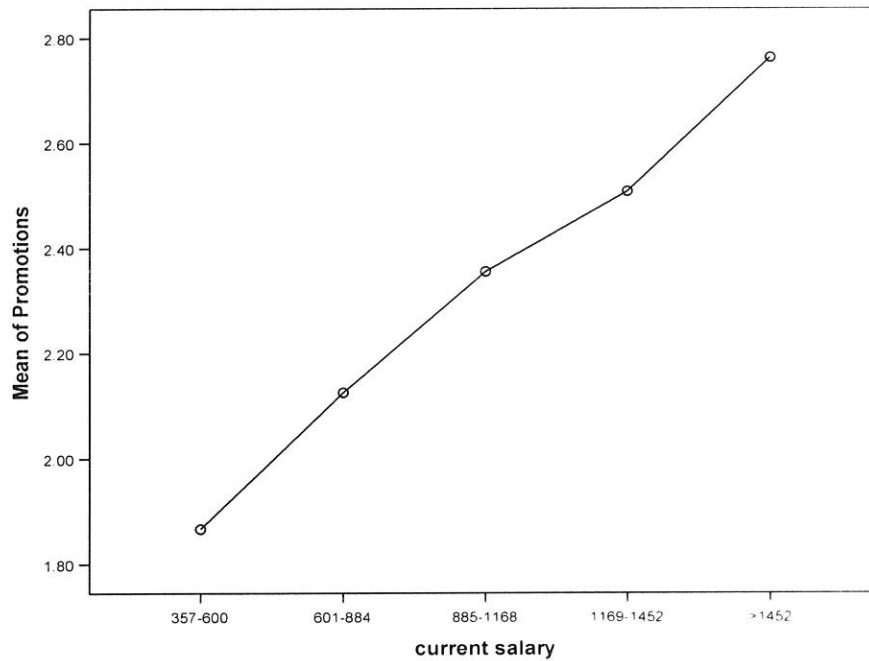
As a means of Illustration mean plot diagram as indicated in figure 17 were presented to clearly spot the employees' overall job satisfaction difference based on current salaries.

Satisfaction with promotion among the different current salaries

As it indicated in table 18 employees whose monthly salary exceed Birr 1,452[(Mean=2.7622, SD=0.66137)] was found to have statistically significant difference with other employees whose current salary fall in the range between Birr 357-600[(Mean =1.8667, SD=0.51640)] and Birr 601-884[(Mean=2.1250, SD= 0.62336)] as far as satisfaction with promotion was concerned. Thus, it can be said that there mean satisfaction difference between the highest salary groups and the remaining two salary groups and this is statistically significant as $P < 0.05$. Finally from the mean scores comparison above it is rational to say that the highest salary group [(Mean=2.7622, SD=0.66137)], are more satisfied than the remaining two salary groups[(Mean =1.8667, SD=0.51640)], [(Mean=2.1250, SD=0.62336)] as far as satisfaction with promotion is concerned.

This is might be for the reason that the highest earners feel that their current salary is the out come good promotion procedures and recognition on the part of the Management.

Figure 18: Current salary and satisfaction with promotion



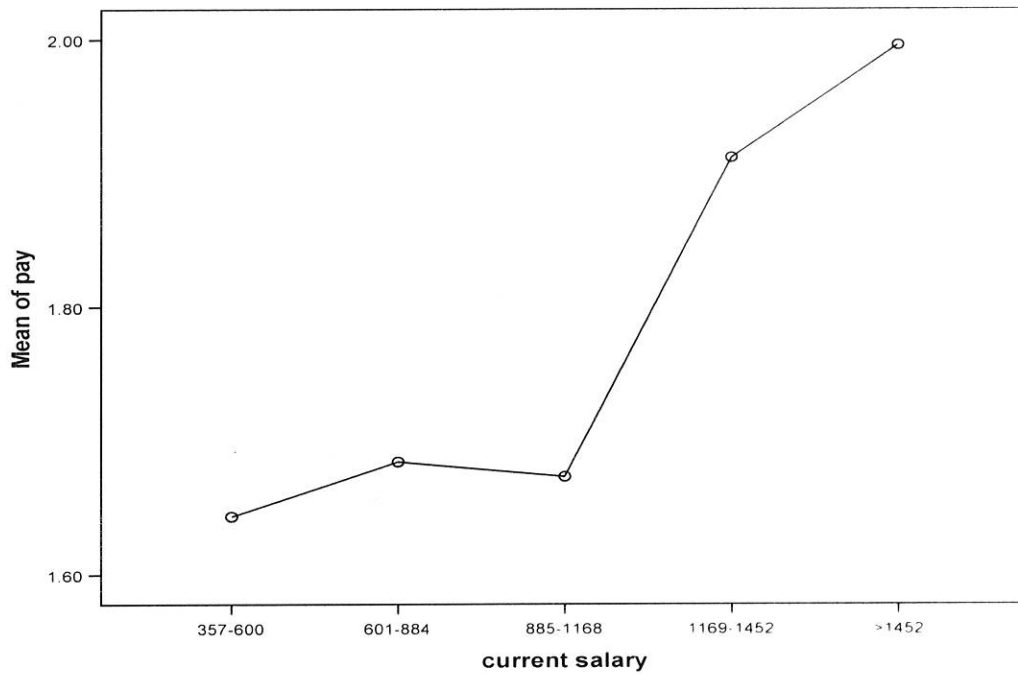
As a means of illustration mean plot diagram indicated in figure 18 presented to clearly spot the employees' satisfaction with promotion difference based on current salaries.

Satisfaction with pay administration and current salary

As indicated in table 19, employees who are earning the highest current salary [(above Birr 1452) [Mean 1.9956, SD=0.48051), was found to have statistically significant difference ($p < 0.05$) with employees whose current salary falls in the category of Birr 601-884 [(Mean = 1.6846, SD=0.40939)] and Birr 357-600, [(Mean = 1.6438, SD= 0.32243)] as far as satisfaction with the pay administration is concerned. Thus it can be said that the former salary group feel good about the pay administration in AAU than the later two salary groups. Yet the mean satisfaction of the pay administration is low regardless of the amount of current salaries.

In spite of the significant difference in the mean satisfaction scores of the first salary group and the later two groups, employees are not satisfied with the pay administration.

Figure 19: Current salary and Satisfaction with pay administration



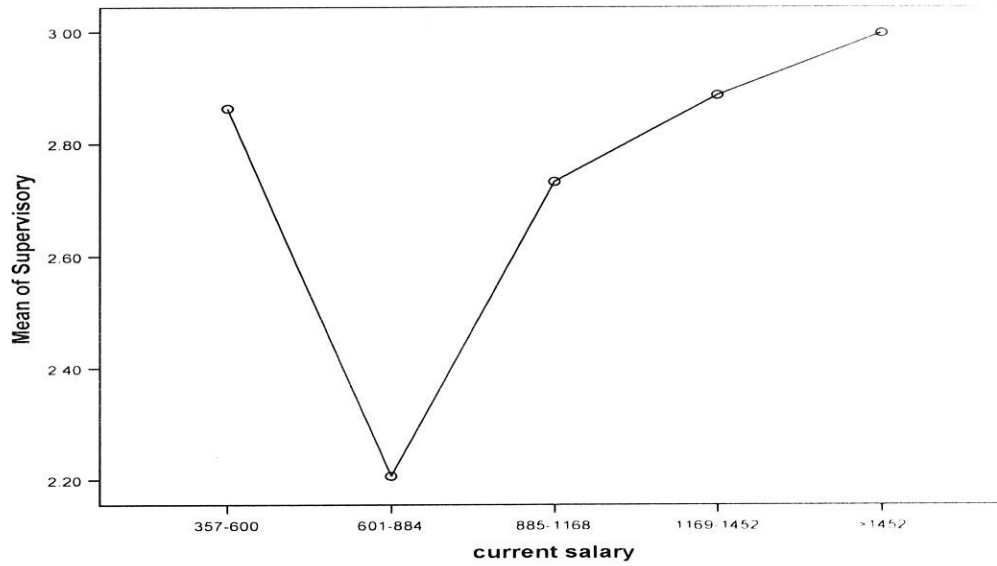
As a means of Illustration mean plot diagram indicated in figure19 presented to clearly spot the employees' satisfaction difference with pay administration based on current salaries.

Satisfaction with supervision and current salary

Satisfaction in relation with supervision was compared among different groups of salary using scheff test. as table 19, indicated above there was significant difference ($p < 0.05$) between employees whose salary fall in the category of Birr 885-1168[(Mean=2.7320 SD=0.87088)] and Birr 601-884= [Mean=2.2066, SD=.61503].the mean value of the two groups indicate that the former salary group are better satisfied than the later ones. In addition the scheff multiple comparison table 19, show that satisfaction with supervision is significantly different between salary groups of Birr 1169-1452[(Mean=2.8863, SD=0.76505)] and groups of employees who are earning more than a monthly salary of Birr 1452 [(Mean= 2.9978, SD=0.68107)].As the $p < 0.05$, the mean value difference between the two groups are statistically significant as far as satisfaction with supervision is concerned. Generally, employees with higher salary categories are more satisfied with the nature of supervision than lower salary groups.

As a means of Illustration mean plot diagram indicated in figure20 presented to clearly spot the employees' satisfaction difference with pay administration based on current salaries.

Figure 20: Current salary and satisfaction with supervision.



V. Overall Job satisfaction and satisfaction with work itself, promotions, pay, supervision, co workers relation difference between based on years of service.

In order to test the significant variability, of the mean scores of job satisfaction among different years of service categories, if there was any; ANOVA test was conducted. Prior to the final analysis was made descriptive statistics was computed and presented in table in order to facilitate the comparison of mean satisfaction values among the different years of services. Finally scheff multiple comparison will be used in order to locate the significant differences.

Table 20: Descriptive Statistics based on satisfaction among different years of experience

		N	Mean	SD	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Work Itself	0-5 years experience	31	2.7678	.88290	2.4440	3.0917
	6-10 years experience	67	2.4566	.85798	2.2473	2.6659
	11-15 years experience	49	2.8137	.75972	2.5955	3.0319
	16-20 years experience	57	2.8623	.83109	2.6418	3.0828
	21-30 years experience	9	2.9074	.88628	2.2262	3.5887
	Total	213	2.7117	.84464	2.5976	2.8257
Promotions	0-5 years experience	31	2.2280	.67116	1.9818	2.4741
	6-10 years experience	67	2.1925	.70438	2.0207	2.3643
	11-15 years experience	49	2.4918	.90757	2.2312	2.7525
	16-20 years experience	57	2.5509	.76020	2.3492	2.7526
	21-30 years experience	9	2.7222	.88428	2.0425	3.4019
	Total	213	2.3848	.78552	2.2787	2.4909
pay	0-5 years experience	31	1.8774	.42717	1.7207	2.0341
	6-10 years experience	67	1.7239	.46092	1.6115	1.8363
	11-15 years experience	49	1.8000	.49329	1.6583	1.9417
	16-20 years experience	57	1.8421	.53517	1.7001	1.9841
	21-30 years experience	9	1.8111	.59884	1.3508	2.2714
	Total	213	1.7991	.48932	1.7330	1.8652
Supervision	0-5 years experience	31	2.7164	.95946	2.3645	3.0684
	6-10 years experience	67	2.5104	.75474	2.3264	2.6945
	11-15 years experience	49	2.8408	.79650	2.6120	3.0696
	16-20 years experience	57	2.7468	.75766	2.5458	2.9478
	21-30 years experience	9	3.1481	1.00099	2.3787	3.9176
	Total	213	2.7066	.81593	2.5964	2.8168
Coworker Relation	0-5 years experience	31	3.9027	.53260	3.7073	4.0981
	6-10 years experience	67	3.9067	.57125	3.7673	4.0460
	11-15 years experience	49	3.9840	.56380	3.8220	4.1459
	16-20 years experience	57	4.0643	.47618	3.9379	4.1906

		N	Mean	SD	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
	21-30 years experience	9	4.1190	.17128	3.9874	4.2507
	Total	213	3.9750	.52914	3.9036	4.0465
Overall Satisfaction	0-5 years experience	31	3.0774	.84959	2.7658	3.3891
	6-10 years experience	67	2.9552	1.09479	2.6882	3.2223
	11-15 years experience	49	3.2286	1.08244	2.9177	3.5395
	16-20 years experience	57	3.6140	1.16427	3.3051	3.9230
	21-30 years experience	9	3.7778	1.02198	2.9922	4.5633
	Total	213	3.2469	1.10336	3.0979	3.3960

In order to test the significant variability of the mean scores of the overall job satisfaction and satisfaction with work itself, promotion, pay, supervision and coworkers relation among different years of service , ANOVA test was conducted as it is a very helpful statistical tool to identify the existence of significant mean difference between groups of interest. And the result of Analysis of Variance indicated that there was significant difference at [F4, 208=3.627, P<0.05] which means there were significant mean satisfaction with overall job satisfaction. However from the result of ANOVA table 21, it can be identified that there was no significant difference in satisfaction with the nature of the job (work itself), Promotion pay, supervision, and co workers relation based on levels of education.

Overall job satisfaction and years of service

After assessing the existence of significant difference in the mean score satisfaction of employees with respect to overall satisfaction in the different years of experience. the scheff test was conducted to identify where the significant difference in the mean satisfaction score was observed.

Table 21: Test of Significant difference in satisfaction based on years of service

		df	F	Sig.
Work Itself	Between Groups	4	2.375	0.053
	Within Groups	208		
	Total	212		
Promotions	Between Groups	4	2.674	0.033
	Within Groups	208		
	Total	212		
pay	Between Groups	4	.702	0.591
	Within Groups	208		
	Total	212		
Supervision	Between Groups	4	2.033	.091
	Within Groups	208		
	Total	212		
Coworker Relation	Between Groups	4	1.000	0.409
	Within Groups	208		
	Total	212		
Overall Satisfaction	Between Groups	4	3.627	.007
	Within Groups	208		
	Total	212		

From the Analysis of variance result (table 24) it is evident that the overall job satisfaction is the only item that significantly different. In order to identify where the overall job satisfaction lies among the different groups of years of experiences.

Finally the scheff multiple comparison test was performed using SPSS soft ware. the results of which presented in table 22.

Table 22. Scheffe Comparisons, Overall job satisfaction among years of service

Dependent Variable	(I) service years	(J) service years	Mean Difference (I-J)	Sig.(P Value)	95% Confidence Interval	
					Lower Bound	Upper Bound
Overall Satisfaction	16-20	6-10	0.65881(*)	0.024	0.0556	1.2620

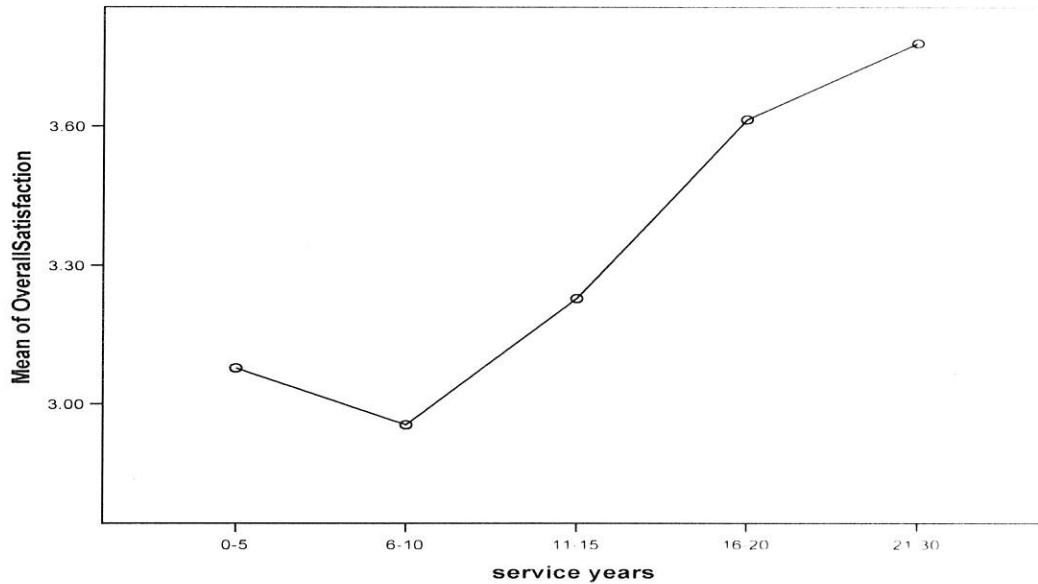
* The mean difference is significant at the .05 level.

As indicated above in table 22, there was statistically significant difference between groups of employees whose years of service lies in the range between 6-10 years (Mean=2.9552, SD=1.09479 and 16-20 years (Mean= 3.6140, SD=1.16427). This overall job satisfaction mean difference is statistically significant as $P < 0.05$.

From the mean value of the two groups, it can be said that employees who are veteran (senior) are more satisfied than their younger counterparts. This is may be because the former might be well acquainted with how the job could be accomplished, thus posses strong self

confidence in them. The finding of this study is consistent with the finding of Mottaz(1988) which found a significant increase in job satisfaction with length of time on the job. In addition research findings by Oshagbemi (2000) supports the former one. However Savey (1996) cited in sarker et al(2003) stated that longer tenure in a job may lead to boredom and lower levels of job satisfaction.

Figure 21: years of service and overall job satisfaction



As a means of Illustration mean plot diagram indicated in figure21 presented to clearly spot the employees' overall satisfaction based on years of services.

VI. Overall Job satisfaction and satisfaction with work itself, promotions, pay, supervision, Co workers relation difference between based on job grades.

In order to test the significant variability, of the mean scores of job satisfaction among different job grade levels, if there was any; ANOVA test was conducted. Prior to the final analysis was made descriptive statistics was computed and presented in table in order to facilitate the comparison of mean satisfaction values among the different job grade levels. Finally scheff multiple comparisons will be used in order to locate as to where the significant differences exist.

In order to test the significant variability in the mean scores of the overall job satisfaction and satisfaction with work itself, promotion, pay, Supervision and coworkers relation among different years of service, ANOVA test was conducted as it is a very helpful statistical tool to

identify the existence of significant mean difference between the groups of interest. And the result of Analysis of Variance indicated that there was significant difference at F(11, 212)=20.543, P<0.05), (F(11, 212)=9.753, P<0.05), (F(11, 212)=3.475, P<0.05), (F(11, 212)=7.857, P<0.05), which means there were significant mean satisfaction difference in relation with work itself (the nature of the job), Promotion, pay, and supervision in the overall job satisfaction. However from the result of ANOVA table 23, it can be identified that there was no significant difference in satisfaction with coworkers relation and overall job satisfaction. Finally, the Scheffé test was conducted to identify where the significant difference in the mean satisfaction score was observed among the different job grades.

Table 23: Test of significant difference in satisfaction among different job grades

		df	F	Sig.
Work Itself	Between Groups	11	20.543	0.000
	Within Groups	201		
	Total	212		
Promotions	Between Groups	11	9.753	0.000
	Within Groups	201		
	Total	212		
Pay	Between Groups	11	3.475	0.000
	Within Groups	201		
	Total	212		
Supervision	Between Groups	11	7.857	0.000
	Within Groups	201		
	Total	212		
Coworker Relation	Between Groups	11	1.538	0.120
	Within Groups	201		
	Total	212		
Overall Satisfaction	Between Groups	11	1.837	0.050
	Within Groups	201		
	Total	212		

Following the identification of significant mean satisfaction difference among job grades, the Scheffé test (attached in the appendix) was performed in order to help the researcher find where the difference lies. For the ease of understanding the researcher opted to consider the mean satisfaction difference in relation with general aspect of job grades leaving the specific ones.

As indicated in table 24 different job grades in the Addis Ababa University Administrative wing were compared using a post hoc statistical tool called sheff test the result of which was attached in the appendices. After observing the satisfaction difference among job grades, Grand mean were compared to clearly present the general satisfaction difference among the four job grades.

Satisfaction in relation with the nature of job (work itself) and job grades

Employees' satisfaction in relation with work itself (the nature of the job itself) among the four job grades presented along with their mean values were presented in table 24.

Table 24: Comparison of satisfaction with work itself among job grades

Job Grade	Clerical service	Administrative services	Semi professional	Professional
Means	2.1239	3.6591	2.2819	3.625
	2.3325	4.1572	2.361	3.5903
	2.4173	3.8215	2.7244	4.2639
Grand Mean	2.291233	3.879267	2.455767	3.8264

This finding is consistent with Cherrington (1994) stating that higher level job satisfaction are usually reported by individuals occupying higher level positions as they offer better remuneration/pay, greater variety, more challenge and better working conditions. More over research conducted by Robie, Ryan, Shmieder, Parra and Smith (1998) confirms the view that a positive and linear relationship between job satisfaction and job grade level.

As indicated in table 24, employees working in the Administrative services (Mean =3.879267 and professional employees (Mean=3.8264) are more satisfied in relation with the nature of the job they are doing (work itself) than the remaining two job grades, semi professional services (Mean= 2.455767), clerical services (Mean=2.291233).

Satisfaction with pay among job grades

Following the existence of significant difference has been identified using ANOVA test the mean scores of the four job grades were computed using their means and calculating their grand means.

Table 25: Comparison of satisfaction with promotion among job grades

Job Grade	Clerical service	Administrative services	Semi professional	Professional
Means	1.8	3.0444	2.6357	2.7
	2.1105	3.4625	1.9696	2.7083
	2.3196	3.5222	2.3345	3.3
Grand Mean	2.0767	3.343033	2.313267	2.902767

As indicated in table 25 employees working in the Administrative services (Mean =3.343033 and professional employees (Mean=2.902767) are more satisfied in relation with Promotional opportunities than the remaining two job grades, semi professional services (Mean= 2.313267), clerical services (Mean=2.0767).

The result might be justified in that employees who are working on the job grades, Administrative and professional services feel that the prevailing promotional opportunities in Addis Ababa University are more favorable to them because of their educational levels and special trainings.

Satisfaction in relation with pays and job grades

As can be seen in table 26 Employees of AAU, levels of satisfaction with pay administration are low regardless of their category of job grades. However professional employees felt better than the remaining three job grades.

Table 26: Comparison of satisfaction with pay among job grades

Job grades	Clerical services	Semi professionals	Professional	Administrative service
Means	1.5643	1.9643	1.725	1.8333
	1.6474	1.637	2.1833	2.1125
	1.7609	1.8276	2.4333	1.9556
Grand mean	1.657533	1.809633	2.113867	1.967133

As can be noted in table 26 none of the staff members working in the four job grades level of job satisfaction was found to be high. Nonetheless the professional employees are relatively more satisfied than the other three job grades yet they are dissatisfied. This implies that pay administration is one of serious cause of dissatisfaction among the staff members of working in the four job grades.

Table 27: Comparison of satisfaction with supervision among job grades

Job Grade	Clerical service	Administrative services	Semi professional	Professional
Means	2.4524	3.7778	2.2476	3.5333
	2.4211	3.3583	2.2437	3.1722
	2.9072	3.037	2.5989	3.8889
Grand mean	2.593567	3.391033	2.3634	3.531467

As indicated in table 27, employees working as professional (Mean=3.531467) enjoy the current supervisory relation in other words they are more satisfied than the remaining three job grades, Administrative services (Mean=3.391033), Clerical services (Mean =2.593567), semi professionals (Mean=2.3634).

The higher levels of satisfaction of professional employees in relation with the nature of supervision might indicate that as professionals need little guidance and intervention from superiors they feel good about the nature of supervision. In addition employees with job grade, Administrative service are usually Heads of Units and several aspects of their Job are managerial, thus they may not need higher levels of support and guidance in contrast with employees of clerical services and semi professionals.

Multiple Regression Analysis was performed to determine the extent to which the demographic variables of, sex, age, education level, current salary, years of service in the current organization, Job grades will explain the variance in terms of job satisfaction among the staff members of AAU.

Prior performing the regression analysis, the presence and nature of collinearity, if any was tested before any formal estimation was done. The test was performed by computing tolerances for each specification too see whether the tolerance is acceptable. Oshegemi (2003) suggests that collinearity is a problem if the measure of tolerance for any of the variables is below 0.4. Generally, this confirms that the correlation among the independent variables is not significant to distort the outcomes of the regression analysis.

Table 28: Standard Multiple Regression Analysis

	Standardized Coefficients	Sig.(p value)	95%Confidence Interval for B		Co linearity Statistics
	Beta		Lower Bound	Upper Bound	Tolerance
(Constant)		0.861	-1.140	1.362	
Sex	0.167	0.011	0.087	.681	0.751
Age	-0.097	0.263	-0.365	.100	0.432
levels of education	-0.273	0.000	-0.377	-0.121	0.640
current salary	-0.080	0.329	-0.214	0.072	0.480
service years	0.231	0.003	0.075	.377	0.528
Job Grade	0.045	0.552	-0.036	.067	0.568
Work Itself	0.153	0.064	-0.012	.411	0.478
Promotions	-0.096	0.241	-0.359	.091	0.489
pay	0.315	0.000	0.402	1.018	0.675
Supervision	0.155	0.037	0.012	.407	0.591
Coworker Relation	0.153	0.015	0.062	.576	0.830

A Dependent Variable: Overall Satisfaction

Thus, the model of regression is proved free from the problem of collinearity. Further analysis can be done based on the above model of standard multiple regression analysis.

As indicated in table 28 the personal/demographic characteristics sex ($\beta=0.167$), levels of education ($\beta= -0.273$), service years ($\beta=0.231$) were found to be significant predictors of job satisfaction in the Administrative staffs of Addis Ababa University.

Concerning the organizational factors of job satisfaction. Pay ($\beta=0.315$), supervision ($\beta=0.155$), coworker relation ($\beta=0.153$), $P<0.05$ was found to be significant predictors of job satisfaction. With the exception of the variable educational level, the remaining five variables sex, pay, service year, supervision and Coworkers relation has a positive relationship with the dependent variable (overall job satisfaction). However Age, current salary, job grade, work itself, promotions were not found to be significant predictors of the overall job satisfaction ($p>0.05$).As indicated in table 28, Pay was found to be the most significant predictor of the overall job satisfaction as evident by a Beta coefficient of 0.315 followed by levels of Education, service years, sex, supervision and coworker relation with β coefficients of -0.273, 0.231, 0.167, 0.155, 0.153 ($P<0.05$) respectively. For the predictors of job satisfaction means a unit increases in these variables would alter the dependent variable (overall job satisfaction) by the amount of their β coefficients. From the standardized β coefficients, as the level of education increases by a unit, satisfaction will decreases by 0.292. And as the level of pay

increase by a unit, the overall job satisfaction will increase by 0.315. as years of service of service increases by a unit satisfaction will also increase by 0.210. where as a unit increase in satisfaction with supervision and coworker relation will result 0.155 and 0.153 increase in the overall job satisfaction respectively.

From table 29 it was indicated that sex is statistically significant to be considered as one of predictors of job satisfaction. For the purpose of understanding the variable sex, the researcher presented the overall mean satisfaction of males and females

Table 29: Levels of job satisfaction based on sex of employees

	Sex	n	Mean	SD
Overall Satisfaction	Male	76	2.9237	1.10319
	Female	137	3.4263	1.06573
	Total	213	3.2469	1.10336

Thus it can be said that female (Mean=3.4263) employees are more satisfied than the male (Mean=2.9237).

Generally pay is the most significant determinant of job satisfaction among staff members of AAU. Thus the HRM office of AAU needs to be vigilant enough to make proper adjustment through a continuous cooperation with the government.

Herzberg (1959) hypothesized in his popular research work that among the many factors work itself (nature of the job) and promotion as intrinsic to the individual and these factors (intrinsic) play pivotal role in increasing job satisfaction however the result of this study indicated that none of the two factors were found to be significant predictor of job satisfaction. However the factor pay, nature of supervision and coworkers relation were found significant predictors of job satisfaction in AAU. Thus the Herzberg two factor/duality theory of satisfaction is in contradiction with the findings of this study. This may imply that employees in the under developed countries such as Ethiopia attach the level of satisfaction they derive out of their job predominantly with financial gains. In addition to this the societal norm of the country was the contributing factor for the staff members of AAU to favor coworker relation as one of significant predictors/determinants of job satisfaction. Moreover nature of supervision was also found one of the significant predictor of job satisfaction this may be attributed to the nature of the man to be independent and autonomous as the same time seek the expertise of his supervisor.

Regressing all the dependent variables namely sex, age, education level, current salary, and years of service, Job grades, work itself, pay, promotions, coworkers' relation, and supervision against the overall job satisfaction and to determine the extent to which all the independent

variable taken together could explain the change in the dependent variable (overall job satisfaction).the most important result in this analysis was the one indicated in table 30 which indicate the coefficient of multiple determination which is commonly identified by R^2 that shows how much of the variance in the dependent variable is explained by the model. The coefficient of multiple determination ,is 0.351 while R square adjusted .is equal to 0.315 ,therefore,35.1 % of the variance can be accounted for by demographic. and organizational factors(work itself, pay, promotion, coworkers relation. supervision) included in this study .However 64.9 % of the variance in job satisfaction may be explained by factors not considered in this study.

Table 30: Summary, model of the regression analysis

Model	R	R Square	Adjusted R Square
	0.592(a)	0.351	0.315

a Predictors: (Constant), Coworker Relation, current salary, Sex, Salary, service years, Work Itself, levels of education, Supervisory, Job Grade, Promotions, Age

To assess the statistical significance of the above result it is mandatory to look in the table labeled ANOVA that is found along with the results of the multiple regression analysis. thus as indicated in table 31 and evident from (F8, 212=10.002, $P < 0.05$) the multiple regression models fit to/significantly explain some part of the dependent variable using the independent variable as $p < 0.05$

Table 31. Summary of ANOVA resulting from the standard multiple regression analysis

Model	df	F	Sig.
1	8	10.002	0.000(a)
	204		
	212		

a. Predictors: (Constant), Extrinsic Factors, levels of education, Sex, service years, Job Grade, Intrinsic Factors, current salary, Age

b .Dependent Variable: Overall Satisfaction

Thus the model of regression analysis significantly depicts the relationship between the dependent and the independent variables.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This section of the thesis deals with the summary of the major findings of the study. Based on the major findings of the study, conclusions were drawn based on the obtained results and recommendations for future research that may be of worth were put forth.

5.1 Summary of the research findings

The main purpose of the study was to assess factors affecting job satisfaction among staff members of AAU.

To meet the above objectives the study was guided by the following basic questions.

1. What is the overall level of job satisfaction and satisfaction with work itself, promotion, pay, and supervision and coworkers relations?
2. Is there a significant relationship between the nature of the job, pay, supervision, promotion, and co-workers with overall job satisfaction amongst the Administrative staffs' members of Addis Ababa University?
3. Is there a significant relationship between intrinsic categories and extrinsic categories of job satisfaction factors with overall job satisfaction among the Administrative staffs member of Addis Ababa University?
4. Is there significant difference among the administrative staff members' job satisfaction when compared by their Personal factors as sex, age, Educational level, current salary, years of service and job grades?
5. What are the greatest predictors of job satisfaction and can Herzberg (1966) duality theory of intrinsic and extrinsic factors be verified in the Ethiopian higher education context?
6. Do the demographic variables of sex, age, education level, current salary, and years of service, Job grades, and organizational factors (work itself, pay, promotions, coworkers' relation, and supervision) factors significantly explain the variance in the overall job satisfaction amongst employees of Addis Ababa University?

Accordingly, the major findings of the analysis made were organized here under.

1. The overall job satisfaction of the administrative staffs of Addis Ababa University was measured and found to be a *moderate* (Mean=3.2469) one. Satisfaction in relation with the work itself, promotion, pay, supervision, coworkers relation in AAU were measured using a five point lickert scales questioner (modified job descriptive index). As far as satisfaction with the nature of the work itself, promotion opportunities, pay, nature of supervision and coworkers relations are concerned the findings indicated the current degree of satisfaction with respect to these factors were found to be as follows:

Satisfaction with the work itself (Mean=2.717) = Moderate

Satisfaction with promotion opportunities (Mean=2.3848) = Low

Satisfaction with the factor pay (Mean=1.7991) = Low

Satisfaction with nature of supervision (Mean=2.7066) =Moderate

Satisfaction with coworkers relation ((Mean=3.9750) =High

2. As indicated by the Pearson correlation coefficient indicates pay($r=0.311$) is significantly related with the overall job satisfaction at 0.01 level of significance and the strength of relationship was medium and positive one. Similarly Supervision($r=0.300$, $p<0.01$) significantly related with the overall job satisfaction. The strength of relationship was a medium one and positive. Co-workers relation was also positively correlated with the overall job satisfaction ($r=0.240$, $P<0.01$) at 0.01 level of significance and rated as small level of correlation. The work it self was found to be the positively correlated ($r=0.203$, $p<0.01$) at 0.01 level of significance with the overall job satisfaction and rated as small level of correlation. Finally, the factor promotion was found to positively correlated with the overall job satisfaction($r=0.171$, $P<0.05$) at 0.05 level of significance and rated as small level of correlation.
3. The intrinsic variable coefficient of correlation found to be $r=0.209$ (*small level of correlation*) and it is positively correlated with the over all job satisfaction. Where as the extrinsic factor coefficient of correlation found to be $r=0.343$ (*Medium level of correlation*). In other words the two variable have a statistically significant relationship with the over all job satisfaction as $p< 0.05$
4. ***Comparing job satisfaction based on personal factors Job Satisfaction difference between male and female.***

The overall job satisfaction was found to be significantly different between male (Mean=3.2469) and females (Mean=3.4263). $P<0.05$.how ever there was no significant difference in satisfaction in relation to pay, work itself, promotion, coworkers, supervision.

Job Satisfaction differences among age groups

The research finding indicated that there were statistically significant difference in relation with satisfaction with the work it self (nature of the job), promotions, supervision and the overall job satisfaction as p values < 0.05. However satisfaction with pay and Coworker's relation was not significantly different among the different age groups.

Job Satisfaction differences among Educational levels

The finding of the study indicated that there was a statistically significant difference in the mean satisfaction score with the *work itself* and the *overall job satisfaction* among the different educational levels. However no statistically significant difference were identified in relation with satisfaction with promotions, pay, supervision, and coworkers relation among employees of different educational qualifications.

Job satisfaction and

Job Satisfaction differences among current salaries

There is significant difference in satisfaction with the work itself however there is no significant difference in the overall job satisfaction and with other dimensions of job satisfaction based on current salaries.

Job satisfaction differences and years of service

The findings of the study indicated that there was a statistically significant difference in the employees' overall job satisfaction among employees of different experiences.

Job satisfaction and job grades

The finding indicated that there was statistically significant difference between the different job grades in relation with satisfaction with work itself, promotional opportunities, pay, supervision. However there was not significant difference among the different job grades in relation with satisfaction with coworkers and overall job satisfaction.

Considering satisfaction with the work itself (nature of the job) the finding indicated that employees working in the job grades of *Administrative services* show the highest satisfaction mean score followed by the *professionals*. On the other hand as far as satisfaction with the promotion opportunities are concerned staff members working in the job grades of *Administrative service* showed the highest satisfaction mean score and followed by the *professionals*.

5. Pay was found to be the greatest predictor/determinant of job satisfaction. And the contrary to what Herzberg the extrinsic factors were found to be significant determinants of job satisfaction that is being experienced by the staff members of AAU.

6. As the finding from the coefficient of multiple determination indicates that 35.1 % of the variance could be accounted for by demographic, and organizational factors (work itself, pay, promotion, coworkers relation, supervision) included in this study more over the finding indicates that the result was statistically significant as $(F_{8, 212} = 10.002, P < 0.05)$.

5.2 Conclusions

Based on the findings of the study the following conclusions were drawn:

1. The general aspect (overall job satisfaction) among the staff members of AAU is found to be a moderate one.
As far as dimensions of job satisfaction are concerned the lowest degree of satisfaction among the staff members of AAU emanates from pay and opportunities for promotions. Employees' satisfaction in relation with Work itself (nature of the job) and supervision were found to be moderate one. The only determinants of job satisfaction that employees were found to be satisfied high was co workers relation.
2. The factor the work itself (nature of the job), pay, promotion, supervision and coworker relation was significantly relationship with the overall (general) aspect of job satisfaction among the staff members of AAU. And pay had the highest correlation with the overall job satisfaction.
3. Among the staff members of AAU, the intrinsic factors (work itself, opportunities for promotions) and extrinsic factors (pay, coworker relation and supervision) are significantly correlated with the overall job Satisfaction. However the extrinsic ones are more significantly related with the overall job satisfaction
4. The following conclusions were drawn based on the findings for the fourth research question.
 - I. There is significant difference between male and female employees in relation with the overall job satisfaction.
 - II. There were significant differences in relation with satisfaction with the work it self (nature of the job), promotions, supervision and the overall job satisfaction among age groups of the staff members of AAU. How ever there was no satisfaction difference with pay and Coworker's relation.
 - III. As far as levels of education was concerned it can be concluded that there was a statistically significant difference in the mean satisfaction score with the *work itself* and the *overall job satisfaction* among the different educational levels.

- IV. Based on the findings of the study it can be conclude that there is significant difference in satisfaction with the work itself among the staff based on their difference in their current salaries.
 - V. The overall job satisfaction is significantly different among staff members with different years of experiences.
 - VI. Based on the findings of the study it can be concluded that Satisfaction in relation with work itself, promotional opportunities, pay, supervision was significantly different among the four job grades.
 - VII. Employees working in the job grades of *Administrative services* and *professional* are more satisfied with the work they are working than *the semi professional* and *clerical services*.
5. Currently pay was found to be the most significant determining factor of the overall job satisfaction among the staff members of AAU. Levels of education are inversely related with the overall job satisfaction of employees. As employees' levels of education got higher, the overall job satisfaction of employees decreases among the staff members of AAU. Supervision and coworkers relation were also significant determining factor of job satisfaction. Contrary to what Herzberg(1959) proposed, the findings of the current study indicates that the extrinsic factors were found to predominantly influence the level of satisfaction experienced by staff members of AAU.
 6. All the variables included in the study both the demographic (sex, Age, levels of education, current salary, years of service, job grades) and organizational factors (work itself, promotions, pay, supervision and coworker relation) explain 35.1%of the variability in the overall job satisfaction among the Administrative staffs of AAU. Other variables which are not included in this study accounts for 64.9 % variability in the overall job satisfaction. In other words all independent variables included in this study could explain significant amount of satisfaction experienced by the staff members.

5.3. Recommendations

1. The Overall job satisfaction of among the administrative staffs of Addis Ababa University was found to be a moderate one. In order to improve this University need to conduct job satisfaction survey in collaboration with office of vice president for Business and Development office of the university.

As far as determinants of job satisfaction are concerned *work it self, supervision* were found to be a moderate one (level of satisfaction), this indicates that staff members of AAU were not highly satisfied with the nature of their job. Thus a lot remains to improve the satisfying nature of the job. The strategic office and other higher governing body of the university should undertake job analysis on continuous basis.

Regarding satisfaction with the nature of supervision, staff members indicated that they were not highly satisfied. The university could improve this, for instance by introducing participatory planning and decision making. This could be discharge by Instituting two way communications across subordinates and supervisors are another recommendable way of alleviating supervisory problem and could be executed by the Human resource Director Office and strategic and change Management office of the university.

2. Pay administration in AAU should fit employee's expectations. If employees feel that they were unfairly treated by the pay system of AAU, they may bring undesirable behaviors in to their work settings, such as absenteeism, refraining themselves from exerting their maximum efforts. More over the poor management of employees' pay system with in the university have its own repercussions, such as turnover, poor levels of performances and severe absenteeism. This is supported by various research findings by (Lawler, E.E &Porter L. W, 1967) indicating, there exists a relationship between job satisfaction and job performance. An employee will expect to be rewarded accordingly and equitable recognized for his outstanding efforts and performance, both intrinsically and extrinsically. Various result confirm that employees' dissatisfaction will lead to Absenteeism, these researches revealed an inverse relationship between levels of job satisfaction and Absenteeism. (Luthans (1989). A number of studies support the view that turn over is inversely related to job satisfaction as confirmed by Griffon, Hand, Meglino & Mobeley (1979). In addition to these recent studies such as conducted by French (2003) indicated that a high employee turnover is often prevalent in an environment where employees are highly

dissatisfied. Employees lacking job satisfaction often tend to withdraw from situations and environments as a means of dealing with their dissatisfaction.

based on the preceding facts it sound fair to recommend that with the collaboration of Government ,President office of the university and HRM office of the university the current pay system should incorporate fair and scientific procedures and policies. The Promotion procedures should also incorporate a scientific evaluation of performances for instance incorporating all rounded evaluation system (360 degree) performance appraisal through which an employee would get the chance to evaluate himself and to be evaluated by his supervisor, subordinates this can be discharged and followed by the HRM office of the university. The promotion policy and procedures should also allow modifications and improvements.

3. The relationship of both the intrinsic (work itself, promotions) and extrinsic factors (pay, coworkers relation, supervision) were significantly correlated with the overall job satisfaction, how ever the strength of correlation of the former is small one where as medium level of correlation was found between the extrinsic factors and the overall job satisfaction. It can thus be said that the extrinsic factors (pay, coworkers relation, supervision) are more connected with the overall job satisfaction of the Administrative employees of Addis Ababa university. Thus, it can be recommended that assessment should be carried out through conducting exploratory study that incorporate factors not included in this study and allocating proper budget from the internal revenue of the university. Thus such efforts may help the HRM practitioners of the university identify factors that help to improve quality of work life of the staff members.
4. In general aspect of satisfaction (the overall job satisfaction) Female employees was found to be more satisfied than their male counter parts. It is imperative for the university to have a high level of employee satisfaction regardless of their sex. For this end the human resource director office of the university should try to gather information from male employees. For instance by preparing suggestion boxes. The HRMD and the strategic office should adjust or create jobs for young employees that allow autonomy on job, task variety and responsibility. This could be accomplished for instance by assigning younger employees in a higher job position for some period of time and allowing them to work in that specific position after they develop their skills there.

Based on the comparison of employee satisfaction in relation with the nature of supervision considering different age groups indicated that older employees feel better and were found to be more satisfied with the prevailing supervision than younger employees (specifically employees with in the age range between 26-35 years). This might emanate from the idea that supervision is a function of more age not merit. Considering their potential prolonged services the HRM policies and procedures should be appealing for the youth as well. In this regard the HRM office should take the lead in checking whether the policies are merit based and properly followed through reviewing reports and taking care of grievances.

Employees with job grades of semi professionals and clerical services were found to show low level of job satisfaction in relation to the work itself. However employees working in the job grade of Administrative service and professional service had high satisfaction in relation with the work itself. Thus, the later two groups enjoy the nature of job they are doing, on the contrary the former two groups found their job monotonous, lacking task variety and monotonous and tedious one. Thus, it is recommended that the HRM office should work on creating job variety and to improve employee's autonomy on their jobs through contacting the Ethiopian Management institutes.

5. It was found that pay is the most significant determinants /predictor of job satisfaction among the staff members of job satisfaction. Thus, as pay changes significant amount of employee job satisfaction would change. On the other hand the level of satisfaction in relation with pay indicates low degree of satisfaction. Human Resource Management Director Office of AAU should work together to create a fairly rewarding pay system by benchmarking the practices of the similar institutes but with good administration and replicating best practices in AAU. On the other hand section heads, supervisors should facilitate employees to have part time job with in AAU. This would create an additional source of income and could reduce staff members' dissatisfactions.

As the findings of the study indicates that levels of education had an inverse relationship with the overall job Satisfaction. It means as employees' level of education increases their level of satisfaction would diminish in parallel. This dissatisfaction may emanate from the idea that employees could have not been assigned based on their educational levels. Thus it should be

recommended that the HRM office should assign employees to the job that fits their levels of education.

The findings of the study indicate that extrinsic factors were found to be the most significant factor of the overall job satisfaction. It means that these factors have strong power to alter the degree of satisfaction experienced by the staff members of AAU. Thus, it would be recommended that the HRM practitioners of AAU need to vigilant enough to curb many of the dissatisfaction that might have been arisen.

Recommendations for future studies

It is hoped that the barrier to the Administrative employees' job satisfaction are found in this research can contribute to a great extent to improve the level of AAU employees as well as academic education in Addis Ababa University, Ethiopia. It is the desire of the society that the faculty members are to give such input those can make them happy as well as satisfied. This satisfaction will then be infused to the students and next to the nation. The findings reported in this study make valuable contribution to the awareness of understanding the concept of job satisfaction and the effect of intrinsic and extrinsic factors on job satisfaction. This was only a survey quantitative research, so a future qualitative study with in-depth interviews should be carried out to gain deeper understandings about job satisfaction of the staff. It is strongly recommended that further studies should be taken by incorporating the contractual employees and employees working in the two job grades that have not been included in to the current study.

BIBLIOGRAPHY

- Allen, C. (2003). Psychology today: *Rank determines job satisfaction*. Retrieved November 11, 2004, from: <http://show letter? idx>
- Bassett, G. (1994). *The case against job satisfaction* [Electronic version]. Business Source Premier, 37(3), 61-68.
- Bless, C., & Higson-Smith, C. (1995). *Fundamentals of social research methods: An African perspective (2nd ed.)*. Cape Town: Juta and Co. Ltd.
- Berta, D. (2005). *Put on a happy face: High morale can lift productivity* [Electronic version]. Nation's Restaurant News, 39(20), 8.
- Boggie, T. (2005). *Unhappy employees* [Electronic version]. Credit Union Management, 28(4), 34-37.
- Brainard, J. (2005). *Postdoctoral researchers value structured training over pay, survey says* [Electronic version]. The Chronicle of Higher Education, 51(32)
- Brewer, A.M., & Hensher, D.A. (1998). *The importance of organizational commitment in managing change: Experience of the NSW private bus industry*. Journal of Managerial Psychology, 38, 117-130.
- Cherrington, D.J. (1994). *Organizational behavior (2nd ed.)*. Boston: Allyn and Bacon, Inc.
- Cimete, G., Gencalp, N.S., & Keskin, G. (2003). *Quality of life and job satisfaction of nurses* [Electronic version]. Journal of Nursing Care Quality, 18(2), 151-158
- Clark, A., Oswald, A., & Warr, P. (1996). *Is job satisfaction U-shaped in age?* Journal of Occupational and Organizational Psychology, 69, 57-81.
- Chiu, C. (1998). *Do professional women have lower job satisfaction than professional men?* Lawyers as a case study [Electronic version]. Sex roles, 38.(7/8), 521-537.
- Crossman, A., & Abou-Zaki, B. (2003). *Job satisfaction and employee performance of Lebanese banking employees*. Journal of Managerial Psychology, 18(4), 368-376.
- Dessler, G. (2000). *Human resource management (5th ed.)*. New York: Prentice-Hall, Inc.
- Donohue, S.M., & Heywood, J.S. (2004). *Job satisfaction and gender: An expanded specification from the NLSY* [Electronic version]. International Journal of Manpower, 25(2), 211-234.
- Drafke, M.W., & Kossen, S. (2002). *The human side of organizations (8th ed.)*. New Jersey: Prentice-Hall, Inc.

- Ellickson, M.C., & Logsdon, K. (2002). *Determinants of job satisfaction of municipal government employees* [Electronic version]. *Public Personnel Management*, 31(3), 343-358.
- Fatma Kusu, *Employee satisfaction in higher education: the case of Academic and Administrative staff in Turkey* (347-356), MCB UP Limited . *Journal of Career Development international*,
- Feather, N.T., & Rauter, K.A. (2004). *Organizational citizenship behaviors in relation to job status, job insecurity, organizational commitment and identification, job satisfaction and work values*. *Journal of Occupational and Organizational Psychology*, 77(1), 81-94.
- Friday, S.S., Moss, S.E., & Friday, E. (2004). *Socio ethnic explanations for racio ethnic differences in job satisfaction* [Electronic version]. *The Journal of Management*, 23(2), 152-168.
- Graham, M.W., & Messner, P.E. (1998). *Principals and job satisfaction*. *The International Journal of Educational Management*, 12(5), 196-202.
- Mottaz, C.J. (1988). *Work satisfaction among hospital nurses* [Electronic version]. *Hospital and Health Services Administration*, 33(1), 57-74.
- Jamal, M., & Baba, V.V. (1992). *Shift work and department-type related to job stress, work attitudes and behavioral intentions: A study of nurses* [Electronic version]. *Journal of Organizational Behavior*, 13(5), 449-465. Jayiya.
- Johnson, G.J., & Johnson, W.R. (2000). *Perceived over qualification and dimensions of job satisfaction: A longitudinal analysis*. *Journal of Psychology*, 134(5), 537-555.
- Kanjana kessuwan and Nuttawuth Muenjohn, *Employee satisfaction: Work related and personal factors*, *International review of business Research papers*, vol.6.No.3. August 2010 pp.168-17
- Kh Metle, M. (2005). *Age-related differences in work attitudes and behavior among Kuwaiti women employees in the public sector* [Electronic version]. *International Journal of Commerce and Management*, 15(1), 47-67.
- Kreitner, R., & Kinicki, A. (1995). *Organizational behavior (3rd ed.)*. New York:Irwin. Inc.
- Kuo, Y.F., & Chen, L.S. (2004). *Individual demographic differences and job satisfaction among Information Technology personnel: An empirical study in Taiwan*. *International Journal of Management*, 21(2), 221-231.
- Koustelios, A.D. (2001). *Personal characteristics and job satisfaction of Greek teachers*. *The International Journal of Educational Management*, 15(7), 354-358.

- Lacey, M.Y. (1994). *Rewards can cost nothing? Yes they can...really* [Electronic version]. The Journal for Quality and Participation, 17(3), 6-9.
- Locke, E.A. (1995). *Commentary: The micro-analysis of job satisfaction: Comments on Taber and Alliger* [Electronic version]. Journal of Organizational Behavior, 16(2), 123-126.
- Muchinsky M.paul,(1989)*psychology applied to work,2nd ed.*. Brookss/cole Publishing company pacific Grove, California.
- Murray, M.A., & Atkinson, T. (1981). *Gender differences in correlates of job satisfaction* [Electronic version]. Canadian Journal of Behavioral Sciences, 13,44-52.
- Okpara, J.O. (2004). *Personal characteristics as predictors of job satisfaction: An exploratory study of IT managers in a developing economy* [Electronic version].Information Technology & People, 17(3), 327-338.
- Oshagbemi, T. (2003). *Is length of service related to the level of job satisfaction?* International Journal of Social Economics, 27(3), 213-22
- Oshagbemi T., 2003, *personal correlates of job satisfaction: "empirical evidence from Uk universities"*, international Journal of social Economics,30,1210-1232
- Oshagbemi, T. (1997). *Job satisfaction and dissatisfaction in higher education* [Electronic version]. Education and Training, 39(8/9), 354-359.
- Packard, S.H., & Kauppi, D.R. (1999). *Rehabilitation agency leadership style* [Electronic version]. Rehabilitation Counseling Bulletin, 43(1), 5-7.
- Pergamit, M.R., & Veum, J.R. (1999). *What is a promotion* [Electronic version]|Industrial & Labour Relations Review, 52(4), 21.
- Peterson, D.K., Puia, G.M., & Suess, F.R. (2003). "Yo Tengo La Camiseta (*I have the shirt on*)": *An exploration of job satisfaction and commitment among workers in Mexico* [Electronic version]. Journal of Leadership and Organizational Studies, 10(2), 73-88.
- Ramsey, R.D. (1997). *Employee morale: Does it matter anymore?* [Electronic version]. Supervision, 58(9), 6-8.
- Ruthankoon, R., & Ogunlana, S.O. (2003). *Testing Herzberg's two-factor theory in the Thai construction industry* [Electronic version]. Engineering, Construction and Architectural, 10(5), 333-341.
- Sarker, S.J., Crossman, A., & Chinmeteepituck, P. (2003). *The relationship of age and length of service with job satisfaction: An examination of hotel employees in Thailand* Journal of Managerial Psychology, 18(7/8), 745-758.

- Sclafane, S. (1999). *MGA managers in sync with employees on job satisfaction issues, survey finds*. National Underwriter, 103(22), 4-24.
- Sherman, A.W., & Bohlander, G.W. (1992). *Managing human resources (9th ed.)* Ohio South Western Publishing Co.
- Smucker, M.K., & Kent, A. (2004). *The influence of referent selection on pay, promotion, supervision, work, and co-worker satisfaction across three distinct sport industry segments* [Electronic version]. International Sports Journal, 8(1), 27.
- Smith, P.C., Kendall, L.M., & Hulin, C.L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand Mc Nally.
- Sweeney, P.D., & McFarlin, D.B. (2005). *Wage comparisons with similar and dissimilar others* [Electronic version]. Journal of Occupational and Organizational Psychology, 78(1), 113-131.
- Tang, T.L., & Talpade, M. (1999). *Sex differences in satisfaction with pay and co-workers* [Electronic version]. Personnel Journal, 27(3), 5.
- Ting, Y. (1997). *Determinants of job satisfaction of federal government employees*. Journal of Public Personnel Management, 26(3), 313-334.
- Vitell, S.J., & Davis, D.L. (1990). *The relationship between ethics and job satisfaction*. Journal of Business Ethics, 9(6), 489-495.
- Viswesvaran, C., Deshpande, S.P., & Joseph, J. (1998). *Job satisfaction as a function of top management support for ethical behavior*. Journal of Business Ethics, 17(4), 365-371.
- Young, B.S., Worchel, S., & Woehr, W.D.J. (1998). *Organizational commitment among public service employees* [Electronic version]. Personnel Journal, 27(3), 339-348.

BIBLIOGRAPHY

- Allen, C. (2003). Psychology today: *Rank determines job satisfaction*. Retrieved November 11, 2004, from: <http://show letter? idx>
- Bassett, G. (1994). *The case against job satisfaction* [Electronic version]. Business Source Premier, 37(3), 61-68.
- Bless, C., & Higson-Smith, C. (1995). *Fundamentals of social research methods: An African perspective (2nd ed.)*. Cape Town: Juta and Co. Ltd.
- Berta, D. (2005). *Put on a happy face: High morale can lift productivity* [Electronic version]. Nation's Restaurant News, 39(20), 8.
- Boggie, T. (2005). *Unhappy employees* [Electronic version]. Credit Union Management, 28(4), 34-37.
- Brainard, J. (2005). *Postdoctoral researchers value structured training over pay, survey says* [Electronic version]. The Chronicle of Higher Education, 51(32)
- Brewer, A.M., & Hensher, D.A. (1998). *The importance of organizational commitment in managing change: Experience of the NSW private bus industry*. Journal of Managerial Psychology, 38, 117-130.
- Cherrington, D.J. (1994). *Organizational behavior (2nd ed.)*. Boston: Allyn and Bacon, Inc.
- Cimete, G., Gencalp, N.S., & Keskin, G. (2003). *Quality of life and job satisfaction of nurses* [Electronic version]. Journal of Nursing Care Quality, 18(2), 151-158
- Clark, A., Oswald, A., & Warr, P. (1996). *Is job satisfaction U-shaped in age?* Journal of Occupational and Organizational Psychology, 69, 57-81.
- Chiu, C. (1998). *Do professional women have lower job satisfaction than professional men?* Lawyers as a case study [Electronic version]. Sex roles, 38.(7/8), 521-537.
- Crossman, A., & Abou-Zaki, B. (2003). *Job satisfaction and employee performance of Lebanese banking employees*. Journal of Managerial Psychology, 18(4), 368-376.
- Dessler, G. (2000). *Human resource management (5th ed.)*. New York: Prentice-Hall, Inc.
- Donohue, S.M., & Heywood, J.S. (2004). *Job satisfaction and gender: An expanded specification from the NLSY* [Electronic version]. International Journal of Manpower, 25(2), 211-234.
- Drafke, M.W., & Kossen, S. (2002). *The human side of organizations (8th ed.)*. New Jersey: Prentice-Hall, Inc.

- Ellickson, M.C., & Logsdon, K. (2002). *Determinants of job satisfaction of municipal government employees* [Electronic version]. *Public Personnel Management*, 31(3), 343-358.
- Fatma Kusu, *Employee satisfaction in higher education: the case of Academic and Administrative staff in Turkey* (347-356), MCB UP Limited, *Journal of Career Development international*,
- Feather, N.T., & Rauter, K.A. (2004). *Organizational citizenship behaviors in relation to job status, job insecurity, organizational commitment and identification, job satisfaction and work values*. *Journal of Occupational and Organizational Psychology*, 77(1), 81-94.
- Friday, S.S., Moss, S.E., & Friday, E. (2004). *Socio ethnic explanations for racial ethnic differences in job satisfaction* [Electronic version]. *The Journal of Management*, 23(2), 152-168.
- Graham, M.W., & Messner, P.E. (1998). *Principals and job satisfaction*. *The International Journal of Educational Management*, 12(5), 196-202.
- Mottaz, C.J. (1988). *Work satisfaction among hospital nurses* [Electronic version]. *Hospital and Health Services Administration*, 33(1), 57-74.
- Jamal, M., & Baba, V.V. (1992). *Shift work and department-type related to job stress, work attitudes and behavioral intentions: A study of nurses* [Electronic version]. *Journal of Organizational Behavior*, 13(5), 449-465. Jayiya.
- Johnson, G.J., & Johnson, W.R. (2000). *Perceived over qualification and dimensions of job satisfaction: A longitudinal analysis*. *Journal of Psychology*, 134(5), 537-555.
- Kanjana kessuwan and Nuttawuth Muenjohn, *Employee satisfaction: Work related and personal factors*, *International review of business Research papers*, vol.6.No.3. August 2010 pp.168-17
- Kh Metle, M. (2005). *Age-related differences in work attitudes and behavior among Kuwaiti women employees in the public sector* [Electronic version]. *International Journal of Commerce and Management*, 15(1), 47-67.
- Kreitner, R., & Kinicki, A. (1995). *Organizational behavior (3rd ed.)*. New York: Irwin, Inc.
- Kuo, Y.F., & Chen, L.S. (2004). *Individual demographic differences and job satisfaction among Information Technology personnel: An empirical study in Taiwan*. *International Journal of Management*, 21(2), 221-231.
- Koustelios, A.D. (2001). *Personal characteristics and job satisfaction of Greek teachers*. *The International Journal of Educational Management*, 15(7), 354-358.

- Lacey, M.Y. (1994). *Rewards can cost nothing? Yes they can...really* [Electronic version]. The Journal for Quality and Participation, 17(3), 6-9.
- Locke, E.A. (1995). *Commentary: The micro-analysis of job satisfaction: Comments on Taber and Alliger* [Electronic version]. Journal of Organizational Behavior, 16(2), 123-126.
- Muchinsky M.paul,(1989)*psychology applied to work,2nd ed.*. Brookss/cole Publishing company pacific Grove, California.
- Murray, M.A., & Atkinson, T. (1981). *Gender differences in correlates of job satisfaction* [Electronic version]. Canadian Journal of Behavioral Sciences, 13,44-52.
- Okpara, J.O. (2004). *Personal characteristics as predictors of job satisfaction: An exploratory study of IT managers in a developing economy* [Electronic version].Information Technology & People, 17(3), 327-338.
- Oshagbemi, T. (2003). *Is length of service related to the level of job satisfaction?* International Journal of Social Economics, 27(3), 213-22
- Oshagbemi T., 2003, *personal correlates of job satisfaction: "empirical evidence from Uk universities"*, international Journal of social Economics,30,1210-1232
- Oshagbemi, T. (1997). *Job satisfaction and dissatisfaction in higher education* [Electronic version]. Education and Training, 39(8/9), 354-359.
- Packard, S.H., & Kauppi, D.R. (1999). *Rehabilitation agency leadership style* [Electronic version]. Rehabilitation Counseling Bulletin, 43(1), 5-7.
- Pergamit, M.R., & Veum, J.R. (1999). *What is a promotion* [Electronic version]|Industrial & Labour Relations Review, 52(4), 21.
- Peterson, D.K., Puia, G.M., & Suess, F.R. (2003). "Yo Tengo La Camiseta (*I have the shirt on*)": *An exploration of job satisfaction and commitment among workers in Mexico* [Electronic version]. Journal of Leadership and Organizational Studies, 10(2), 73-88.
- Ramsey, R.D. (1997). *Employee morale: Does it matter anymore?* [Electronic version]. Supervision, 58(9), 6-8.
- Ruthankoon, R., & Ogunlana, S.O. (2003). *Testing Herzberg's two-factor theory in the Thai construction industry* [Electronic version]. Engineering, Construction and Architectural, 10(5), 333-341.
- Sarker, S.J., Crossman, A., & Chinmeteepituck, P. (2003). *The relationship of age and length of service with job satisfaction: An examination of hotel employees in Thailand* Journal of Managerial Psychology, 18(7/8), 745-758.

- Sclafane, S. (1999). *MGA managers in sync with employees on job satisfaction issues, survey finds*. National Underwriter, 103(22), 4-24.
- Sherman, A.W., & Bohlander, G.W. (1992). *Managing human resources (9th ed.)*. Ohio: South Western Publishing Co.
- Smucker, M.K., & Kent, A. (2004). *The influence of referent selection on pay, promotion, supervision, work, and co-worker satisfaction across three distinct sport industry segments* [Electronic version]. International Sports Journal, 8(1), 27.
- Smith, P.C., Kendall, L.M., & Hulin, C.L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand Mc Nally.
- Sweeney, P.D., & McFarlin, D.B. (2005). *Wage comparisons with similar and dissimilar others* [Electronic version]. Journal of Occupational and Organizational Psychology, 78(1), 113-131.
- Tang, T.L., & Talpade, M. (1999). *Sex differences in satisfaction with pay and co-workers* [Electronic version]. Personnel Journal, 27(3), 5.
- Ting, Y. (1997). *Determinants of job satisfaction of federal government employees*. Journal of Public Personnel Management, 26(3), 313-334.
- Vitell, S.J., & Davis, D.L. (1990). *The relationship between ethics and job satisfaction*. Journal of Business Ethics, 9(6), 489-495.
- Viswesvaran, C., Deshpande, S.P., & Joseph, J. (1998). *Job satisfaction as a function of top management support for ethical behavior*. Journal of Business Ethics, 17(4), 365-371.
- Young, B.S., Worchel, S., & Woehr, W.D.J. (1998). *Organizational commitment among public service employees* [Electronic version]. Personnel Journal, 27(3), 339-348.

APPENDICES

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**

Department of Educational planning and Management

Dear respondents this is a job satisfaction questioner to be filled by employees of Addis Ababa University Administrative staffs. The purpose of this questionnaire is to assess factors affecting the overall job satisfaction of the Non Academic employees of the university. Below listed factors that may relate to the level of job satisfaction or dissatisfaction that you find in your job. Your cooperation in filling out this questioner honestly is important to the achievement of the objectives of the research. Data collected are kept confidential and used only for Academic purposes. Thank You in Advance for Your Time and appreciate your honest and thoughtful responses.

Part I-Demographic data

1, Gender

Male

Female

2, Age

< 25years

36-45 years

26-35 years

> 45 years

3, Educational levels

Secondary Complete

College Diploma

Certificate (10+1&2)

BA/BSC/BED

Diploma 10+3

MA/MSC/MED

4, Salary

Birr357-600 Birr1169-1452
Birr 601-884 Birr > 1452
Birr 885-1168

5, Total years of service at AAU

0-5 years 11-20 years above 30years
6-10 years 21-30 years

6, Current job grade/level

Clerical & fiscal services/1-4th level
Clerical & fiscal services/5-8th level
Clerical & fiscal services/9-12th level

Semi professionals /1-4th level
Semi professionals /5-8th level
Semi professionals/9-12th level

Administrative services/1-3rd level
Administrative services/4-6th level
Administrative services/7-9th level

Professional services/ 1-3rd level
Professional service /4-6th level
Professional service /7-9th level

INSTRUCTION: Please indicate your level of job satisfaction with each of the following statements by putting a thick ✓ mark on one of the options given.

The scale used to measure satisfaction ranges from 1 to 5 representing:

1= "very dissatisfied" (**VD**); 2= "dissatisfied" (**D**); 3= "indifferent" (**I**);
4="Satisfied"(**s**), 5= very satisfied (**vs.**)

1	work itself	1	2	3	4	5
		VD	D	I	S	VS
1.1.	The availability of clear instructions for your job					
1.2.	The extent to which your current job gives a feeling of accomplishments					
1.3.	The extent to which your current job provides opportunities for learning					
1.4.	Level of personal interest towards your work and your satisfaction in this regard.					
1.5	The degree to which your skills and abilities are utilized					
1.6	Adequacy of working equipment					
1.7.	The amount of flexibility and freedom that your current job allows.					
1.8	The amount of work you are given to do, whether too much too little, the way you feel about it.					
1.9	Variety in your job responsibilities					
1.10	My current job meets my pre employment expectations.					
1.11	The challenging nature of your work.					
1.12	The way you feel about the creativity that your current work allows.					

2	pay	1	2	3	4	5
		VD	D	I	S	VS
2.1	Methods to determine salary increment.					
2.2.	Range of salaries paid to your section or department					
2.3.	Top salary available to your sections compared to other sections.					
2.4.	Salary being paid compared to your job level in your organization					
2.4.	Chances to earn additional income on your specific job.					
2.5.	The way you feel regarding pay incentives in your organization and its motivation					
2.6.	performance is adequately rewarded					
2.7.	pay incentives are merit based					
2.8.	The amount of pay in relation with the work you do.					
2.9.	The amount of pay in relation with stress and strain of your job.					
2.10.	All necessary fringe benefits are provided in your organization(e.g. Health and allowances)					
2.11.	There are adequate financial rewards for those who work in the university.					
2.12.	My organization has an appropriate salary scale					
2.13.	Fringe benefits are fairly administered					
2.14.	pay is fair compared with colleagues in your organization					

3	Promotion opportunities	1	2	3	4	5
		VD	D	I	S	VS
3.1.	Opportunities for increased responsibilities (advancements).					
3.2.	Opportunities provided for promotion compared with other organization.					
3.3.	Opportunities for professional growth through training in order to help employee get a better position.					
3.4.	Procedures used to select administrative positions.					
3.5	Opportunity to objectively evaluate your accomplishments.					
3.6.	Promotional opportunities are not limited and fairly adequate in this organization					
3.7.	My organization has clear and fair promotion policies and strategies					
3.8.	My organization put the right person on the right position.					
3.9.	The requirements are attainable					
3.10.	My organization gives proper attention to staff complaints and grievances in relation to how the promotion procedures.					
3.11.	The promotion committees in the central human resource management office are transparent					
3.12.	Your knowledge regarding the policies, procedures and regulations of promotion.					
3.13.	The way you feel regarding how employees treated fairly concerning the promotion					

4	Supervision	1	2	3	4	5
		VD	D	I	S	VS
4.1.	level of understanding between you and your supervisor					
4.2.	Day to day supervision given by your supervisor.					
4.3.	Personal encouragement given by your supervisor.					
4.4.	Willingness of supervisor to delegate authority.					
4.5.	Ability of supervisor to sense other's needs					
4.6.	consistency of supervisory responses					
4.7.	Training Offered by your supervisor.					
4.8.	Information you receive on issues that matter.					
4.9.	My supervisor being up-to-date and well informed.					
4.10.	The degree to which you perceive your supervisor to be a fast decision maker.					
4.11.	Flexibility in decision making observed from your immediate supervisor.					
4.12.	The degree of politeness of my supervisor to subordinates.					
4.13.	The feed back you receive from my supervisor is useful.					
4.14.	My supervisor accurately evaluates my performance.					
4.15.	My supervisor watches my work more closely than that of others with similar experiences.					
4.16.	My supervisor is available when needed.					
4.17.	My supervisor gives me the opportunity to participate in important decision					

	making and goal settings.					
4.18.	communication between me and my supervisor					
4.19.	My immediate supervisor provides me timely feedback.					
4.20.	Your supervisor skill accomplishing his tasks.					

5	Co workers relation	1	2	3	4	5
		VL	D	I	S	VS
5.1	friendliness of coworkers					
5.2.	Cooperation shown by coworkers.					
5.3.	cooperation from sections/departments					
5.4.	Quality of interactions among employees in your section					
5.5.	job related relationship					
5.6.	job related personal relationship					
5.7.	Overall relationship within the university					
5.8.	the extent to which your co-workers are competent					
5.9.	the relationship you have with other people at work					
5.10.	People working with me are motivating					
5.11.	people working with me are boarding					
5.12.	My coworkers are slow in accomplishing tasks.					
5.13.	People working with me are responsible.					
5.14.	The people whom I'm working with posses little educational attainments.					
5.15.	The nature of relationship with other employees permits little privacy.					
5.16.	The people whom I'm working with are very willing to share job burdens.					

6.	Overall job satisfaction	1	2	3	4	5
		VD	D	I	S	VS
1.	Satisfaction with current job in general					
2.	Attitude towards the current job in general					
3.	Enjoyment inherent to working in your organization					
4.	Extent to which this job fits in your own personal needs.					
5.	Considering all aspects of your job indicate your overall level of job satisfaction.					

Scheff post- hoc tests conducted to identify job satisfaction difference based on some demographic factors

Scheffe post hoc test, satisfaction level difference among Ages of employees

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Work Itself	>45	>45	-0.64763(*)	.000	-1.0707	-.2245
	26-35	26-35	0.64763(*)	.000	.2245	1.0707
Promotions	>45	>45	-0.44101(*)	.024	-.8411	-.0409
	26-35	26-35	0.44101(*)	.024	.0409	.8411
Supervision	>45	>45	-0.60836(*)	.001	-1.0192	-.1975
	26-35	26-35	0.60836(*)	.001	.1975	1.0192
Overall Satisfaction		<=25	-0.45304	.842	-1.8548	.9487
	36-45	36-45	-0.55825(*)	.014	-1.0367	-.0798
		26-35	0.55825(*)	.014	.0798	1.0367

* The mean difference is significant at the .05 level.

Scheffe post hoc test, satisfaction level difference among levels of Education of employees

Dependent Variable	(I) levels of education	(J) levels of education	Mean Difference (I-J)	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Work Itself	TVET Diploma	BA/BE/BSC Holders	-.49509(*)	.039	-.9762	-.0140
		MA/ME/MSC Holders	-1.28171(*)	.048	2.5567	-.0067
	BA/BE/BSC Holders	TVET Diploma	.49509(*)	.039	.0140	.9762
		MA/ME/MSC Holders	1.28171(*)	.048	.0067	2.5567
Overall Satisfaction	12th complete	BA/BE/BSC Holders	1.27778(*)	.033	.0574	2.4981
	TVET Diploma	BA/BE/BSC Holders	.82500(*)	.001	.2153	1.4347
	university/college Diploma	BA/BE/BSC Holders	.81739(*)	.004	.1707	1.4641
	BA/BE/BSC Holders	12th complete	-1.27778(*)	.033	2.4981	-.0574
		TVET Diploma	-.82500(*)	.001	1.4347	-.2153
		university/college Diploma	-.81739(*)	.004	1.4641	-.1707

* The mean difference is significant at the .05 level.

Scheffe post hoc test, satisfaction level difference among different salary categories of employees

Dependent Variable	(I) current salary	(J) current salary	Mean Difference (I-J)	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Work Itself	357-600	>1452	-.90112(*)	.004	-1.6098	-.1925
	601-884	>1452	-.85777(*)	.000	-1.3535	-.3621
	885-1168	>1452	-.80601(*)	.000	-1.3087	-.3033
	1169-1452	>1452	-.50088(*)	.048	-.9988	-.0029
	>1452	357-600	.90112(*)	.004	.1925	1.6098
		601-884	.85777(*)	.000	.3621	1.3535
		885-1168	.80601(*)	.000	.3033	1.3087
		1169-1452	.50088(*)	.048	.0029	.9988
Promotions	357-600	>1452	-.89556(*)	.002	-1.5705	-.2206
	601-884	>1452	-.63722(*)	.002	-1.1093	-.1651
	>1452	357-600	.89556(*)	.002	.2206	1.5705
		601-884	.63722(*)	.002	.1651	1.1093
pay	601-884	>1452	-.31094(*)	.037	-.6103	-.0116
	885-1168	>1452	-.32209(*)	.031	-.6256	-.0186
	>1452	601-884	.31094(*)	.037	.0116	.6103
		885-1168	.32209(*)	.031	.0186	.6256
Supervision	601-884	885-1168	-.52538(*)	.021	-.9998	-.0510
		1169-1452	-.67968(*)	.001	-1.1493	-.2101
		>1452	-.79118(*)	.000	-1.2763	-.3060
	885-1168	601-884	.52538(*)	.021	.0510	.9998
	1169-1452	601-884	.67968(*)	.001	.2101	1.1493
	>1452	601-884	.79118(*)	.000	.3060	1.2763

* The mean difference is significant at the .05 level.

Scheffe post hoc test, satisfaction level differences among employees with different years of services

Dependent Variable	(I) service years	(J) service years	Mean Difference (I-J)	Sig.	95% Confidence Interval	
Overall Satisfaction	6-10	16-20	-.65881(*)	.024	-1.2620	-0.0556
	16-20	6-10	.65881(*)	.024	.0556	1.2620

* The mean difference is significant at the .05 level.

Scheff multiple comparisons among different job grade levels./post hoc test

Dependent variable	(I) Job Grade	(J) Job Grade	Mean Difference (I-J)	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Work Itself						
	Administrative service1-3	clerical services1-4	1.53517(*)	.005	.2299	2.8405
		clerical services5-8	1.32656(*)	.025	.0738	2.5793
		clerical services9-12	1.24177(*)	.022	.0806	2.4029
		semi professional science services1-4	1.37716(*)	.026	.0719	2.6825
		semi professional science services5-8	1.29809(*)	.011	.1370	2.4592
	Administrative service4-6	clerical services1-4	2.03328(*)	.000	.8477	3.2189
		clerical services5-8	1.82466(*)	.000	.6972	2.9521
		clerical services9-12	1.73987(*)	.000	.7151	2.7646
		semi professional science services1-4	1.87527(*)	.000	.6897	3.0609
		semi professional science services5-8	1.79620(*)	.000	.7715	2.8209
		semi professional science services9-12	1.43280(*)	.000	.3645	2.5011
	Administrative science service6-9	clerical services1-4	1.69763(*)	.000	.5547	2.8405
		clerical services5-8	1.48901(*)	.000	.4065	2.5715
		clerical services9-12	1.40422(*)	.000	.4292	2.3793
		semi professional science services1-4	1.53962(*)	.000	.3967	2.6825
		semi professional science services5-8	1.46055(*)	.000	.4855	2.4356
		semi professional science services9-12	1.09715(*)	.020	.0764	2.1179
	professional science services4-6	clerical services1-4	1.46636(*)	.000	.4140	2.5187
		clerical services5-8	1.25774(*)	.001	.2713	2.2441
		clerical services9-12	1.17295(*)	.000	.3058	2.0401
		semi professional science services1-4	1.30835(*)	.002	.2560	2.3607
		semi professional science services5-8	1.22928(*)	.000	.3622	2.0964
	professional science services7-9	clerical services1-4	2.13997(*)	.000	.8347	3.4453
		clerical services5-8	1.93135(*)	.000	.6786	3.1841
		clerical services9-12	1.84656(*)	.000	.6854	3.0077
		semi professional science services1-4	1.98196(*)	.000	.6767	3.2873
		semi professional science services5-8	1.90289(*)	.000	.7418	3.0640
		semi professional science services9-12	1.53949(*)	.001	.3397	2.7393
Promotions	Administrative service4-6	clerical services1-4	1.66250(*)	.001	.3649	2.9601
		clerical services5-8	1.35197(*)	.016	.1180	2.5859
		clerical services9-12	1.14293(*)	.040	.0214	2.2645
		semi professional science services5-8	1.49293(*)	.000	.3714	2.6145
	Administrative science service6-9	clerical services1-4	1.72222(*)	.000	.4713	2.9731

Dependent variable	(I) Job Grade	(J) Job Grade	Mean Difference (I-J)	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
		clerical services5-8	1.41170(*)	.004	.2270	2.5964
		clerical services9-12	1.20266(*)	.010	.1355	2.2698
		semi professional science services5-8	1.55266(*)	.000	.4855	2.6198
		semi professional science services9-12	1.18774(*)	.024	.0706	2.3049
	professional science services7-9	clerical services1-4	1.50000(*)	.028	.0714	2.9286
		semi professional science services5-8	1.33043(*)	.029	.0596	2.6013
Supervision	clerical services9-12	semi professional science services5-8	.66356(*)	.044	.0068	1.3203
	professional science services1-3	semi professional science services1-4	1.64127(*)	.022	.1044	3.1781
		semi professional science services5-8	1.64520(*)	.003	.2781	3.0123

* The mean difference is significant at the .05 level.

Descriptive statistics of employees among different job grades/levels

Variables		N	Mean	Std. Deviation	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Work Itself	clerical services1-4	14	2.1239	.48635	1.8431	2.4047
	clerical services5-8	19	2.3325	.61933	2.0340	2.6310
	clerical services9-12	46	2.4173	.65232	2.2236	2.6110
	Administrative service1-3	6	3.6591	.87824	2.7374	4.5807
	Administrative service4-6	8	4.1572	.69631	3.5751	4.7393
	Administrative science service6-9	9	3.8215	.41608	3.5017	4.1414
	semi professional science services1-4	14	2.2819	.40019	2.0509	2.5130
	semi professional science services5-8	46	2.3610	.66102	2.1647	2.5573
	semi professional science services9-12	29	2.7244	.51774	2.5275	2.9213
	professional science services1-3	4	3.6250	.25000	3.2272	4.0228
	professional science services4-6	12	3.5903	.50435	3.2698	3.9107
	professional science services7-9	6	4.2639	.48995	3.7497	4.7781
	Total		213	2.7117	.84464	2.5976
Promotions	clerical services1-4	14	1.8000	.64091	1.4299	2.1701
	clerical services5-8	19	2.1105	.67897	1.7833	2.4378
	clerical services9-12	46	2.3196	.83682	2.0711	2.5681
	Administrative service1-3	6	3.0444	.52139	2.4973	3.5916
	Administrative service4-6	8	3.4625	.78729	2.8043	4.1207
	Administrative science service6-9	9	3.5222	.50442	3.1345	3.9100

Variables		N	Mean	Std. Deviation	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
	semi professional science services1-4	14	2.6357	.76118	2.1962	3.0752
	semi professional science services5-8	46	1.9696	.50326	1.8201	2.1190
	semi professional science services9-12	29	2.3345	.50799	2.1413	2.5277
	professional science services1-3	4	2.7000	.85245	1.3436	4.0564
	professional science services4-6	12	2.7083	.56642	2.3484	3.0682
	professional science services7-9	6	3.3000	.32863	2.9551	3.6449
	Total	213	2.3848	.78552	2.2787	2.4909
pay	clerical services1-4	14	1.5643	.37746	1.3463	1.7822
	clerical services5-8	19	1.6474	.41415	1.4478	1.8470
	clerical services9-12	46	1.7609	.42451	1.6348	1.8869
	Administrative service1-3	6	1.8333	.62183	1.1808	2.4859
	Administrative service4-6	8	2.1125	.54100	1.6602	2.5648
	Administrative science service6-9	9	1.9556	.39087	1.6551	2.2560
	semi professional science services1-4	14	1.9643	.59305	1.6219	2.3067
	semi professional science services5-8	46	1.6370	.38144	1.5237	1.7502
	semi professional science services9-12	29	1.8276	.48099	1.6446	2.0105
	professional science services1-3	4	1.7250	.40311	1.0836	2.3664
	professional science services4-6	12	2.1833	.65621	1.7664	2.6003
	professional science services7-9	6	2.4333	.56095	1.8447	3.0220
	Total	213	1.7991	.48932	1.7330	1.8652
Supervision	clerical services1-4	14	2.4524	.88720	1.9401	2.9646
	clerical services5-8	19	2.4211	.78317	2.0436	2.7985
	clerical services9-12	46	2.9072	.85750	2.6526	3.1619
	Administrative service1-3	6	3.7778	.79405	2.9445	4.6111
	Administrative service4-6	8	3.3583	.62937	2.8322	3.8845
	Administrative science service6-9	9	3.0370	.67257	2.5201	3.5540
	semi professional science services1-4	14	2.2476	.59996	1.9012	2.5940
	semi professional science services5-8	46	2.2437	.57678	2.0724	2.4150
	semi professional science services9-12	29	2.5989	.54906	2.3900	2.8077
	professional science services1-3	4	3.5333	.19626	3.2210	3.8456

Variables		N	Mean	Std. Deviation	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
	professional services4-6 science	12	3.1722	.69716	2.7293	3.6152
	professional services7-9 science	6	3.8889	.49829	3.3660	4.4118
	Total	213	2.7066	.81593	2.5964	2.8168

Job grades of Administrative employees in AAU

Job Grades- the classification of job according to what the job needs to be performed, the educational and experience, trainings in a certain area, field.

The following job grade classification is Adapted from Federal Civil Service Agency of Ethiopia (CSA)-Proclamation No. 515/2007 article 94 (3) which is currently used in the Addis Ababa University Human resource office to categories employees in to their educational and experiential profiles against to their respective salary.

All job positions in an organization when classified by the Civil Service Agency shall be distributed among the following types of services. The Civil Service Agency shall be responsible for interpreting and supplying the said types of services.

Professional and Scientific Service (PS): Positions which carry responsibility for professional or scientific research, investigation, control, planning advice, operation, or execution, or for the professional and scientific interpretation or application of the professional and scientific knowledge; and for which the occupant of such position is required to have a university degree in a specific professional or scientific field appropriate to the position, shall be classified in the professional and scientific service,

Administrative Service (AS): Positions which carry responsibility, above the clerical level, for administrative command, direction, coordination or control, or for administrative organization, planning or analysis, and which require the occupant to have a university degree or its equivalent; as well as positions in grades 1,2 and 3 of the service which require an minimum of diploma level of education and a good practical knowledge of administration which enables him/her to carry out government policies and programs effectively, shall be classified in the administrative service

Sub-Professional Service (SP): Positions (usually auxiliary to Professional or Scientific Work) which are quasi-professional, Sub –professional, or technical in nature (other than positions in the trade and crafts Service), and which require some technical or specialist qualification (at any level below the university degree) such as is evidenced by a certificate or

diploma of special education or training, or by a certificate or competence based on a recognized examination, shall be classified in the sub-professional service.

Clerical and Fiscal Service: Positions (auxiliary to those belonging to the administrative service); the principal duties of which are relatively routine work or similar work, having to do generally with such matters as records, files, accounts, correspondence, typing, operation of office machines, and calculation, shall be classified in the clerical and fiscal service.

Trades and Crafts Service (TC): Positions in occupations which traditionally have been considered as belonging to the "skilled trades," (such as carpet makers, basket-makers, bakers, pottery-makers, blacksmiths, carpenters, brick masons mechanics, metal-workers, plumbers, telephone linemen, or motor vehicle drivers and positions in comparable trades more recently developed, shall be classified in the trade and crafts service.

Custodial and Manual Services (CM): Positions involving principally physical effort, such as those of cleaners, laborers, messengers, porters, guards, gardeners which are substantially manual or custodial and do not usually require the education needed for clerical positions, nor manual skills comparable to those needed in the trades and crafts, shall be classified in the custodial and manual service

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented in any other university. All the materials used in this thesis have been duly acknowledged.

Name: Yonas Yoseph

Signature-----



Date of submission: -----

26/06/11

This thesis has been submitted for the examination with my approval as a university advisor.

Name: Melaku Yimam

Signature-----

Date of submission -----