

Addis Ababa University
College of Business and Economics
MBA Graduate Program

**Job Satisfaction and its Determinants among the Academic Staff at Addis Ababa
University**

By: Endalew Assefa

June 2019

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University**

**A Thesis Submitted to the Department of Management in Partial Fulfillment of the
Requirements for Master of Business Administration**

By: Endalew Assefa

AAU

2019

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MBA Graduate Program

This is to certify that the thesis prepared by Endalew Assefa, entitled *Job Satisfaction and its Determinants among the Academic Staff at Addis Ababa University* and submitted to the department of Management in partial fulfillment of the requirements for master's degree in Business Administration complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee

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Examiner: _____	_____	_____
Advisor: _____	_____	_____

Declaration

I, the undersigned, declare that this thesis is my own original work and has not been presented for any academic study in any other University, and all the sources of materials used for this work have been duly acknowledged.

Name: Endalew Assefa

Signature: _____

Date: _____

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Abstract

The purpose of this study was to explore the level of academic staff job satisfaction and its possible predictors at Addis Ababa University. For accomplishing this purpose, primary data were collected from the target population by applying stratified proportionate sampling within which random and availability sampling were involved. The data collection tools were survey questionnaire and key informant interview. Then, data were analyzed descriptively in order to catch the trends in light of the stated issue. Once descriptions were made, ANOVA and T-test were conducted to compare the variation in the average satisfaction values of respondents belonging to different demographic sub-categories. Correlation analysis was also undertaken so as to show the association between predictor variables and the dependent variable. Finally linear multiple regression analysis was run to examine the effect of predictor variables on the dependent variable. The research revealed that, on average, the academic staffs were dissatisfied. Some group of staffs relating to highest extremes of academic rank and age as well as service year were, however, somehow closer to neutral being neither dissatisfied nor satisfied. As per the correlation analysis, overall satisfaction had a fairly moderate positive association with academic rank, and service year, while its correlation with age was weaker being generally positive. Coming to non-demographic variables, job satisfaction had a moderate positive correlation with pay, promotion, fringe benefits and contingent reward, whereas the correlation with supervision, operating procedures, communication, coworkers and nature of work was weak. According to the regression output, on the other hand, pay, promotion and contingent reward were found out to have significant effect on overall job satisfaction, while the other six predictors had no such significant effect.

List of Tables

<i>Table 1: Demographic attributes of respondents</i>	28
<i>Table 2: Frequency and percentage of respondents' average satisfaction levels relative to pay</i>	31
<i>Table 3: Frequency and percentage of respondents' average satisfaction relative to promotion</i>	32
<i>Table 4: Frequency and percentage of respondents' average satisfaction level relative to supervision.....</i>	33
<i>Table 5: Frequency and percentage of respondents' average satisfaction level relative to fringe benefits</i>	35
<i>Table 6: Frequency and percentage of respondents' average satisfaction level relative to contingent reward.....</i>	36
<i>Table 7: Frequency and percentage of respondents' average satisfaction level relative to operating procedures.....</i>	37
<i>Table 8: Frequency and percentage of respondents' average satisfaction level relative to coworkers</i>	39
<i>Table 9: Frequency and percentage of respondents' average satisfaction level relative to Communication</i>	40
<i>Table 10: Frequency and percentage of respondents' average satisfaction level relative to nature of work</i>	42
<i>Table 11: Average overall satisfaction of respondents</i>	43
<i>Table 12: Average job satisfaction values of respondents in terms of age</i>	45
<i>Table 13: Average satisfaction values of respondents in terms of gender</i>	49
<i>Table 14: Average satisfaction values of respondents relating to academic rank</i>	52
<i>Table 15: Average satisfaction values of respondents in relation to service year.....</i>	56
<i>Table 16: Average satisfaction of respondents in relation to administrative position.....</i>	60
<i>Table 17: Correlation between overall satisfaction and the non-demographic predictor variables.....</i>	64
<i>Table 18: Correlation between overall satisfaction and demographic variables (age, academic rank and service year)</i>	65
<i>Table 19: Shapiro Wilk Test of Normality.....</i>	66
<i>Table 20: Results of multicollinearity diagnostics ^a</i>	67
<i>Table 21: DW test result</i>	70
<i>Table 22: Results of regression analysis considering the nine predictor variables ^a</i>	70
<i>Table 23: Regression analysis considering only significant predictor variables ^a</i>	71

Contents

Declaration	i
Acknowledgements.....	ii
Abstract	iii
List of Tables	iv
Contents	v
Chapter One: Introduction	1
1.1. Background	1
1.2. Problem Statement	4
1.3. Objective 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. Scope.....	5
1.6. Limitation of the study.....	6
Chapter Two: Literature Review.....	7
2.1. The concept of job satisfaction	7
2.2. Approaches to job satisfaction.....	9
2.3. Factors that affect Job Satisfaction	9
2.3.1. Environmental Factors.....	10
2.3.1.1. Working Conditions	10
2.3.1.2. Opportunities for self-improvement	11
2.3.1.3. Reward	11
2.3.1.4. Supervision	11
2.3.1.5. Relationship with co-workers.....	12
2.3.1.6. Communication	12
2.3.2. Personal Factors	12
2.3.2.1. Age	12
2.3.2.2. Gender.....	13
2.3.2.3. Educational qualification.....	13
2.3.2.4. Seniority	13

2.4. Theories of job satisfaction.....	14
2.4.1. Content theories.....	14
2.4.1.1. Maslow’s Theory of Motivation/Satisfaction	14
2.4.1.2. The ERG Theory	16
2.4.1.3. McGregor’s Theory X & Theory Y.....	17
2.4.1.4. Herzberg’s Two Factor Theory.....	17
2.4.2. Process theories of motivation/satisfaction	18
2.4.2.1. Expectancy Theory	18
2.4.2.2. Equity Theory.....	19
2.4.2.3. Job Characteristics Theory	20
2.4.2.4. Goal-Setting Theory	20
2.5. Conceptual Framework.....	21
Chapter Three: Research Methodology	23
3.1. The research site	23
3.2. Research design	23
3.3. Data collection methods.....	23
3.4. Validity Assurance	24
3.5. Reliability test.....	24
3.6. Sampling methods.....	25
3.7. Data analysis	26
3.8. Ethical Consideration.....	27
Chapter Four: Results and Discussion.....	28
4.1. Demographics	28
4.2. Description of respondents’ job satisfaction level	29
4.2.1. Average job satisfaction of the entire respondents	30
4.2.1.1. Average satisfaction of respondents relative to pay	30
4.2.1.2. Average satisfaction of respondents relative to promotion	32
4.2.1.3. Average satisfaction of respondents relative to supervision	33
4.2.1.4. Average satisfaction of respondents relative to fringe benefits	34
4.2.1.5. Average satisfaction of respondents relative to contingent reward	36
4.2.1.6. Average satisfaction of respondents relative to operating procedures	37
4.2.1.7. Average satisfaction of respondents relative to coworkers.....	38

4.2.1.8. Average satisfaction of respondents relative to communication.....	40
4.2.1.9. Average satisfaction of respondents relative to nature of work.....	41
4.2.1.10. Overall satisfaction of respondents	43
4.2.2. Description of respondents' average satisfaction based on demographic attributes.....	44
4.2.2.1. Satisfaction of respondents relative to age.....	44
4.2.2.2. Satisfaction of respondents relative to gender	49
4.2.2.3. Satisfaction of respondents relative to academic rank.....	52
4.2.2.4. Satisfaction of respondents relative to service year.....	56
4.2.2.5. Satisfaction of respondents relative to administrative position	60
4.3. Correlation analysis	63
4.4. Test for the central assumptions of linear regression model	66
4.4.1. The normality test	66
4.4.2. Multicollinearity diagnostics	66
4.4.3. Homoscedasticity test.....	67
4.4.4. Linearity test.....	68
4.4.5. Test for autocorrelation.....	69
4.5. Regression analysis.....	70
4.5. Discussion.....	72
Chapter Five: Summary of findings, Conclusion and Recommendations	74
5.1. Summary of Findings.....	74
5.2. Conclusion.....	79
5.3. Recommendations	80
References.....	82
Appendices	i
Appendix-One: Post hoc test for overall satisfaction against age.....	i
Appendix-Two: Post hoc test for overall satisfaction against academic rank	i
Appendix-Three: Post hoc test for overall satisfaction against service year.....	ii
Appendix-Four: T-test for overall satisfaction against gender and administrative position.....	ii
Appendix-Five: ANNOVA result for age against non-demographic variables	ii
Appendix-Six: ANNOVA result for academic rank against non-demographic variables	iii
Appendix-Seven: ANOVA result for service year against non-demographic variables.....	iv
Appendix-Eight: Post hoc test for academic rank Vs promotion.....	iv

Appendix-Nine: Post hoc test result for academic rank Vs contingent reward.....	v
Appendix-Ten: Post hoc test result for service year Vs. contingent reward	v
Appendix-Eleven: Post hoc test for service year Vs. communication.....	vi
Appendix-Twelve: T-test result for gender against non-demographic variables	vi
Appendix-Thirteen: T-test result for administrative position against non-demographic variables	vii
Appendix-Fourteen: Survey questionnaire	viii

Chapter One

Introduction

1.1. Background

Employee job satisfaction appears to be among the most discussed topics in Management literature. However, there seems to have been no commonly accepted universal definition for the term job satisfaction. This is evident from the fact that different scholars defined the term in different ways. For example, Locke (1976) defined job satisfaction as a pleasurable or positive emotional state that results from the appraisal of one's job or job experiences. Similarly, Newstrom (2007) defined it as a set of favorable or unfavorable feelings and emotions associated with employees' work. Another definition given by Robbins (2013) states that job satisfaction relates to a positive feeling about one's job as a result of an evaluation of the job's various facets or characteristics.

Some scholars categorized job satisfaction into two main classes: general satisfaction and specific/facet satisfaction. The former refers to overall satisfaction pertaining to an overall evaluation for the job. The latter, on the other hand, relates to the evaluation of various job aspects (Eker, et.al, 2007). In light of these two categories, some scholars such as Luthans (2005) defined job satisfaction as the employees' overall attitude towards the work, while others such as Zhu (2013) considered the term to reflect employees' evaluations on every specific aspect of their work.

Job satisfaction has been found out to be a function of several factors. According to Locke (1976), the determinants of job satisfaction include the job itself, payment, promotion, working conditions, benefits of the work, fellow workers, personal values, and employee relationship. Other factors involve the compensation, the supervisor, the colleagues, the working environment, the job content, the promotion, and the organization itself (Vroom, 1964). A study by Cinar & Karcioglu (2012) stated that the factors affecting job satisfaction encompass feeling of success, relations with the management and employees, job safety, responsibility, recognition, high salary, promotion opportunity, clarity of roles, participation in decisions, freedom, good coordinated work, lack of continuity, relocation, performance, life satisfaction, and perceived work stress.

It is pretty obvious that work is one of the most important aspects determining people's lives. This is due to the fact that, in the normal state of affairs, people spend much of their time at work. Hence, employee job satisfaction is presumably one of the most important factors to dictate peoples' lives. It is also worth noting that the influencing factors of job satisfaction are arguably as essential as job satisfaction itself since they can make

or break the well-being of employees (Schneider and Vaught, 1993). It is with this presupposition that the present study intends to investigate the level of employee job satisfaction and its determining factors among the academic staff at Addis Ababa University.

The researcher came across several studies conducted on related issues with reference to varying settings. Among these, the following are found out to be worth reviewing since they do have a relatively closer affinity with the current study.

Befekadu (2018) tried to examine the effect of job satisfaction on the well-being of medical representatives of pharmaceutical companies at Addis Ababa. The study was meant to identify and describe the relationship between job satisfaction, well-being, affective commitment and turnover intention of medical representatives of pharmaceutical companies in Addis Ababa. The results of the study disclosed that job satisfaction, well-being and affective commitment are negatively related with turnover intentions. The study, thus, recommended that both local and multinational pharmaceutical companies in Addis Ababa should emphasize on addressing job satisfaction, well-being and affective commitment in order to minimize the turnover intentions and ultimately retain their medical representatives.

Semene (2018) also conducted a study whose purpose was to examine the role of organizational culture on academic staff's job satisfaction at Debre Birhan University. The findings of the study showed that hierarchy culture was the dominant culture in the University, and that the level of job satisfaction of the employees was medium. Clan, adhocracy, and market cultures had a positive effect on job satisfaction, while hierarchy culture had a negative effect. The findings of the study suggest that organization culture plays an important role in determining the level of job satisfaction.

Wondirad (2018) is another relevant work aimed at examining the effects of job satisfaction on employees' turnover intention at Ethio telecom. According to the results of the study, ten factors of job satisfaction (achievement, recognition, responsibility, advancement, growth, compensation, work conditions, job security, status and communication) were found to trigger low employee satisfaction at Ethio telecom, while other three factors: supervision, co-workers, and Policies were found to be associated with moderate level of satisfaction. The study concluded that employees of Ethio telecom have a moderate level of intention to leave the company. This conclusion was supplemented by the assertion that all factors of job satisfaction except job status have a negative relationship with turnover intention at the target company.

Another work by Yesu (2018) tried to explore factors that influence job satisfaction in Ethiopian Private commercial banks at Addis Ababa city. The study investigated the nature of work, workplace environment, recognition, motivation, promotion opportunities and benefit packages as the antecedents of job satisfaction. The results showed that there is a significant positive association between the nature of work, workplace environment, recognition, motivation, promotion and benefits and job satisfaction. The researcher, then, recommended the top management of the private banks to improve the stated variables in their respective organizations in order to enhance employee job satisfaction.

Similarly, Yonas (2018) devoted to examine factors that affect employee engagement at Commercial Bank of Ethiopia. The results of the study revealed that, except for internal locus of control, all the variables (job characteristics, reward and recognition, working environment, organizational support and supervisory support) were found to positively affect employee engagement. More importantly the research showed that perceived supervisory support is the strongest factor that determines employee engagement, whereas working environment encodes the least effect. Finally the researcher forwarded a major policy recommendation that Commercial Bank of Ethiopia should strengthen the significant factors that determine employee engagement for the realization of superior performance.

A related work by Seda (2014) embarked on investigating the factors determining employee job satisfaction in public institutions of Turkey. The findings of the study showed that environmental factors such as working conditions, self-improvement opportunities, and internal group dynamics are highly correlated with job satisfaction. The study also revealed that there is no significant difference between men and women in terms of overall job satisfaction. Similarly, the study disclosed that there is no significant difference in overall job satisfaction level between employee groups of different educational levels, whereas that there is a significant difference between employees with 0-3 years of experience and over 10 years of experience (people who have 0-3 years of experience are more satisfied with their jobs due to the enthusiasm and dynamism of the young employees towards their jobs compared to the senior employees).

Eker et. al (2007) also devoted to measure the levels of job satisfaction among academicians of public Universities in Turkey and to investigate the relationship between the job satisfaction and the factors that affect job satisfaction. The study tried to investigate if the five factors: work environment, administrative workload, academic workload, promotion and evaluation, and research fund were the determining factors for satisfaction. Accordingly, the research disclosed that the level of job satisfaction exhibited a meaningful relationship

between the work environment and academic workload factors, while the other factors were not as such decisive for high or low level of job satisfaction.

The last, but not least, work by Nezaam (2005) tried to investigate and ascertain the levels of job satisfaction experienced amongst employees at a public health institution in the Western Cape region. The results indicated that employees at the public health institution in the Western Cape expressed satisfaction with their co-workers, followed by the nature of the work and the supervision they receive. Opportunities for promotion and pay emerged as major sources of dissatisfaction. With the exception of marital status, the relationship between occupational class, race, gender, educational level, tenure, age, income and job status with job satisfaction was found to be significant. Although the research indicated that job satisfaction is significantly related to variables such as work, remuneration, supervision, promotion, and co-workers, the researcher stated that ongoing research is required in this domain.

1.2. Problem Statement

Although the issue of employee job satisfaction is among the most discussed topics in the Management literature, what works in one setting and/or culture may not necessarily work in other settings and/or cultures. This is evident from Seda (2014) who came up with deviant findings especially relative to the relationship between job satisfaction and personal factors such as gender and educational status in Turkey as opposed to what prevails in the literature. Robbins (2013) also emphasized that there are variations across cultures in terms of the relationship between job satisfaction levels and the determining factors.

Evidently, in recent years, there appeared a growing tendency of the academic staff to abandon the Addis Ababa University. The researcher knew of several individuals who went abroad for academic seminar/workshop purposes and did not come back to their job. This entailed that there could possibly be some pushing factors that compromised the level of job satisfaction among the staff. Given these facts, there has been no prior work meant to investigate the level of academic staff job satisfaction and its determinants with particular reference to the University. Although all the studies reviewed above have something to do with investigating employee job satisfaction and the determinant factors, none of them dealt with the case of Academic staff at Addis Ababa University since they were conducted on completely different research settings. The last three: Seda (2014), Eker et.al (2007) and Naazam (2005) were not conducted even in the Ethiopian context. Even those local studies tried to tie job satisfaction with specific issues such as employee turnover intention, commitment and organizational culture. Hence, this study apparently stood apart from the previous ones. Thus, investigating the

level of job satisfaction and its determining factors at the target University came out to be a worthwhile initiative.

1.3. Objective of the study

1.3.1. General objective

The general objective of this research lied on investigating the level of job satisfaction and its influencing factors among the academic staff at Addis Ababa University.

1.3.2. Specific objectives

Having the above general objective in mind, specifically, the study aimed at meeting the following specific objectives.

- a. Investigating the level of job satisfaction among the academic staff at Addis Ababa University.
- b. Exploring the core organizational and job-related factors influencing job satisfaction.
- c. Investigating the level of variation that existed among the satisfaction of the staff relative to sub-categories of age, gender, academic rank, and work experience.
- d. Examining the effect that organizational and job-related variables had on staff job satisfaction.

1.4. Significance of the study

As hinted above, this research was the first of its type relative to Addis Ababa University at least to the knowledge of the researcher. Thus, it was believed that the research would contribute to the already existing body of knowledge pertaining to job satisfaction in the target setting by way of figuring out the possible predictor variables and the degree of influence that predictor variables had on the dependent variable. In addition, it would give insights to the concerned bodies (including policy makers) as to how high level of job satisfaction among the academic staff could be enhanced thereby increasing the length and quality of employees' service provision within the University.

1.5. Scope

This study was confined to assessing the level of job satisfaction and its determinants with particular reference to Addis Ababa University. Having Addis Ababa University as an umbrella research site, only the non-medical

academic staffs were considered for the sake of manageability and congruency. Hence, the medical and administrative staffs were not the focus of this study. The medical academic staffs were excluded from the study because of the fact that they engage in both teaching medical students and providing medical treatment for patients. Thus, the satisfaction or dissatisfaction for such staffs would be related to variables different from those which could apply to the academic staff involved only in teaching. The administrative staffs were also excluded because, in addition to the manageability issue, the researcher held an assumption that a relatively more genuine data could be extracted from the academic staffs since they would not tend to hide the real feelings they had about their job due to their higher self confidence. Besides, it would not be as such difficult to deal with and get consent from the academic staff for data collection.

1.6. Limitation of the study

The research would not be taken to be limitation free. As this research was highly behavioral in nature, there might have occurred a considerable degree of concealing the real feelings from the respondents' side. Thus, the results of the research might not precisely fit with the underlying situations within the target population relative to job satisfaction.

Chapter Two

Literature Review

This chapter presents the various viewpoints forwarded by different scholars in relation to job satisfaction and related notions. To this effect, an attempt has been made to lay the theoretical foundations by which the data analysis and discussion are informed. Hence, the concept of job satisfaction, approaches to job satisfaction, factors affecting job satisfaction and the major theories of job satisfaction have been discussed one after the other in the upcoming subsequent sections.

2.1. The concept of job satisfaction

As noted in the first chapter, scholars do not adhere to one commonly accepted definition for the term job satisfaction. Different writers simply define the term on the basis of their perspectives. Among the definitions, the one given by Hoffman-Miller (2013) states that job satisfaction is the extent to which one is happy with his/her job thereby becoming willing to perform at an optimum level. Armstrong (2006), on the other hand, contends that job satisfaction relates to peoples' positive and favorable attitudes towards their jobs.

By considering the fact that there has been no single agreed upon definition of what job satisfaction is or what it represents, scholars such as Aziri (2011) suggested that it is worth considering the nature and importance of the work in order to approach the nature of job satisfaction since every definition of the term has something to do with employees' positive or negative attitudes towards their jobs. This is due to the speculation that positive and favorable attitudes towards the job indicate job satisfaction, whereas negative and unfavorable attitudes towards the job entail job dissatisfaction.

Based on its various definitions, job satisfaction can be conceptualized as a state of happiness that arouses from evaluation of one's job. This conceptualization embodies both cognition and affect. The cognition aspect relates to thoughts, opinions and beliefs about the job, while the affect component addresses feelings and emotions relative to the job (Cook, 2008).

Similarly, Jex (2002) stated that job satisfaction can be seen as a concept containing three components. These components are: an affective component, a cognitive component and a behavioral component. While the affective component refers to a feeling about a job, the cognitive component represents a belief in regard to a job. According to the author, these two aspects are often viewed to be related. The behavioral component, on

the other hand, is an indicator for behavioral intentions towards a job such as getting to work in time, working hard, etc.

According to Edith (2014), the issue of job satisfaction varies in time and space. Different satisfaction levels could emerge across countries and geographical regions or even across units in the same company. What may cause job dissatisfaction for employees in a developed country may actually trigger a job satisfaction for employees in a developing or least developed country. Even within the same individual, there may be job satisfaction at a certain time and dissatisfaction at another time. In other words, employees at a certain company might be satisfied at some point in time, and the same employees at the same company may be dissatisfied at another point in time. Thus, job satisfaction is said to change as time goes due to possible changes in the organizational attributes such as culture and pay schemes.

The concept of job satisfaction is highly affiliated with the notions of perception and attitude. In line with this, Luthans (2005) postulated that job satisfaction is a result of the employee's perception of how well their job provides those things that are viewed as important for them. Hence, job satisfaction can be viewed as a general attitude towards employees' current job and the organization at large that encompasses the feelings, beliefs and thoughts of the job. Spector (1997) contends that job satisfaction is not all about how employees feel relative to their overall jobs. Instead, it is also about how they feel in relation to the various facets or dimensions of their jobs. As such, one would say job satisfaction is an attitude or perception that people have about their jobs (or job facets) and the organizations in which they perform these jobs.

Man et. al (2011) also emphasized the fact that job satisfaction is closely related to attitude. The authors stated that job satisfaction is an attitude that workers put on towards their jobs, and that attitude is concerned with the process of enthusiasm and recognition resulting from specific values and beliefs in relation to aspects of an individual's own world. Attitude is the summation of sense, belief and thoughts which the individual forms with his perceptions about his environment. In line with what has been said for job satisfaction above, attitude is composed of three main elements. These are thought, emotion, and behavior. Thought is composed of individual knowledge towards things, whereas emotion is associated with the condition of individuals being positive, negative or neutral towards things. The element of behavior, on the other hand, is related to the action area, which is the outer appearance of knowledge and emotion elements.

2.2. Approaches to job satisfaction

In order to explain job satisfaction and measure the level of employees' satisfaction three different approaches have been developed. These approaches are associated with the features of a job, the view of others, and the employee's personality. Hence, job satisfaction is taken to be a function of these three dimensions (cf. Jex, 2002). The three approaches are discussed one at a time as follows.

The first approach is referred to as the information processing model. This approach focuses on the characteristics of the job. From the perspective of this model, employees are viewed to gather information about the job, the workplace and the organization. Then, they tend to cognitively assess these elements in order to determine the level of satisfaction.

The second approach is known as the social information processing model, and it relates to what others think about the job. In this second approach, the measurement of the level of job satisfaction is found to be tied with social information: information based on past behavior and what others think at work. This approach is concerned with the effects of the context and the consequences of past behavior, rather than to individual pre-dispositions and rational decision-making processes. Thus, employees' job satisfaction is dictated by how others at work evaluate the workplace.

The third approach assumes that job satisfaction has a close affinity with the characteristics or the dispositions of the employees themselves. These dispositions can emanate from experience, genetic heritage or both. The idea behind this approach is that the kind of inherent personality employees possess determines the way how they view their job thereby dictating their level of satisfaction.

2.3. Factors that affect Job Satisfaction

As highlighted in the first chapter, several authors wrote about the determinants of job satisfaction. Locke (1976), for example, identified the fundamental dimensions of job satisfaction to include the job itself, payment, promotion, working conditions, benefits of the work, fellow workers, personal values, employee relationship. in a similar vein, Vroom (1962) pointed out that the job satisfaction has seven aspects. These are the compensation, the supervisor, the colleagues, the working environment, the job content, the promotion, and the organization itself. A relatively recent study by Cinar & Karcioglu, (2012) states that the factors affecting job satisfaction include feeling of success, relations with the management and employees, job safety, responsibility, recognition, high salary, promotion opportunity, clarity of roles, participation in decisions, freedom, good coordinated work, lack of continuity, relocation, performance, life satisfaction, and perceived work stress. All of

these studies are in favor of the idea that employee satisfaction has many aspects and is influenced by various factors.

Mihajlovic et al. (2008), tried to sort out the possible determinants of job satisfaction in a relatively exhaustive manner. Accordingly, the factors affecting job satisfaction in one way or another are found out to include: salary, benefits, the nature of work, pressure, career development, education and training, job nature, management style, safety, job security, appreciation, training, workload, pay, promotional opportunities, organizational support of career, rewards, meeting, the overall working environment, department environment, physical conditions, equity, task variety, intergroup conflict, perceived organizational support, organizational commitment, delegation of power, communication, organizational integration, role ambiguity, communication with management, style of management, communication between colleagues and other groups, teamwork and cooperation, personal development, content of work, variety of task, responsibility, working hours, timings, recognition of superiors, job characteristics, job clarity, role conflict, advancement opportunities, company culture, safety at work, work content, good relationships with coworkers, technology, atmosphere at work, workload, feelings of accomplishment, performance, advancement opportunities, work exhaustion, turnover, absenteeism, performance evaluation systems, compensation, company's image and corporate culture.

As noted in chapter one, Spector (1997) dichotomized the factors determining job satisfaction into two main groups. The first class is named environmental factors, while the second category is termed personal factors. Environmental factors consist of working conditions, personal development opportunities, rewards, supervision, co-workers and communication. Personal factors, by contrast, involve demographic variables like gender, educational level, and seniority. These two classes of factors (environmental and personal factors) are briefly described below due to their significance for the present study.

2.3.1. Environmental Factors

2.3.1.1. Working Conditions

Working conditions is among the various environmental factors that affect employee job satisfaction. This variable consists of both the physical and social conditions at the work. People want to work in an environment which is comfortable, safe, and clean. Besides, the environment should be modern and well-equipped environment, as people wish to work in good conditions such as appropriate temperature, lighting and minimal or no noise (Green, 2000). Absence of these environmental qualities would lead to unfavorable feelings of employees thereby compromising their satisfaction level. For instance, people can be disturbed when they are

distracted by unexpected noise such as telephones, conversations or crowding. Similarly, absence of appropriate temperature or lighting could causes strain.

2.3.1.2. Opportunities for self-improvement

It is natural that people want to grow. As such, workers of any organization wish to improve their skills, abilities, and knowledge; they want to learn new things especially, which provide personal growth. In this regard, job training plays a key role for personal development opportunities and helps employees to be more concerned with their job. The presence or absence of development opportunities would possibly affect employees' job satisfaction either negatively or positively. If employees are satisfied with self-improvement opportunities, their overall job satisfaction level increases. In addition, employee development programs improve workers' satisfaction level by giving them more sense of confidence, providing to control over their career and increasing positive feelings towards their job (Jin & Lee, 2012).

2.3.1.3. Reward

The notion of reward is associated with the employee's desire, and it motivates employees. It shows what an employee wants as a return after performing a certain task. Rewards are divided into two categories. These are extrinsic rewards and intrinsic rewards. Extrinsic rewards consist of money, promotion and benefits. Intrinsic rewards, on the other hand, include having a sense of achievement, being part of a team success, being appreciated by supervisors upon a good performance and feeling recognized. Whatever type of rewards employees receive, the rewards are assumed to have a strong relationship with job satisfaction. Job satisfaction increases with all kinds of returns and good feelings. Hence, reward schemes need to be properly designed on the basis of fairness by taking performance as a point of reference in order to boost employees satisfaction levels (Basar, 2011).

2.3.1.4. Supervision

Proper treatment of employees by their supervisors determines employees' positive attitudes towards their jobs. In addition, management style of supervisors is an important predictor of employees' attitudes and, hence, job satisfaction. Employees' job satisfaction can be positively affected by supervisors' support and recognition of employees (Yang, et al., 2011). This is because of the fact that employees mostly see the organization where they work in a way they see their supervisors. Supervisors are representatives of the institution; thus, if supervisors are supportive and helpful, employees perceive the organization as being supportive and vice versa. Communication of supervisors with their subordinates takes different forms. For example, sometimes

supervisors implement such things like checking to see employees' performance and communicating with subordinates, whereas other times they allow their subordinates to participate in decisions related to their . The participative approach is recommended to establish a good communication with subordinates. Absence of proper communication between employees and supervisors negatively affects employees' job satisfaction (Emhan, et al., 2014).

2.3.1.5. Relationship with co-workers

Employees prefer to work with people typified by friendly, supportive, and cooperative attributes. Employees that have a better relationship with their coworkers are more likely to be satisfied with their job. This relates to the fact that employees spend much of their time with colleagues, and that a good collegial relationship serves as one of the cornerstones for employee satisfaction at work. If employees are happy with their co-workers, this presumably has a positive impact on their job satisfaction (Besiktas, 2009).

2.3.1.6. Communication

Overall communication within a workplace is essential for organizations in terms of securing employees' high job satisfaction levels. There are two different dimensions of intra-organizational communication. One of them is managerial communication which involves giving oral presentation and giving feedback to subordinates. The other form of communication is an informal interaction involving communication with each other beyond formal channels. Whatever kind of communication organizations make use of, the intended messages should be properly conveyed in an inclusive manner. This is because effective interaction and communication lead to improved job satisfaction levels. Conversely speaking, lack of proper intra-organizational communication causes dissatisfaction on the employees (Ozturk, Hancer et al. 2014).

2.3.2. Personal Factors

2.3.2.1. Age

Job satisfaction surveys indicated that older workers are more satisfied with their jobs than younger workers. According to the literature, the higher job satisfaction among older employees may be due to the perks (additional benefits) that come with maintaining a long career, including higher salaries, better benefits and success in the workplace. Older workers are usually associated with discoveries and with a history of good work in their fields of study that has led to promotions and respect from their bosses thereby making them to have often more autonomy at work and earn higher salaries than younger workers. High job dissatisfaction among

younger employees could be tied to unrealistic expectations due to their desire to work in an engaging, fast-paced environment. Their dissatisfaction with their work may result from discovering that many companies are resistant to change. Furthermore, younger workers may get frustrated with co-workers who are satisfied with mediocrity, i.e. lacking special skill thereby remaining in the middle (cf. Green, 2000).

2.3.2.2. Gender

Gender is taken to be one of the personal predictors of job satisfaction. This is because of the fact that men and women have different social roles so that their expectancies from their jobs may also differ. In some studies, for example, women are said to give more importance to working conditions and social relationship than men, whereas men are more concerned with other factors such as pay and promotion opportunities than women (Besiktas, 2009). However, the relationship between gender and job satisfaction is not well settled as such in the literature. Among the various studies meant to investigate such relationships, some of them stated that women are more satisfied by their jobs than men are; while some others claimed the other way round. Regardless of the debates, the majority of scholars tend to claim that the variation in satisfaction level between the two genders seems to be resulted from the difference between expectancy levels of each gender in which the expectancy of women are deemed to be relatively less than the expectancy level of men thereby making women to be more satisfied in any work environment compared to men (Spector, 1997).

2.3.2.3. Educational qualification

Another personal variable meant to determine job satisfaction is educational qualification. We learn from literature that job satisfaction may decrease as the level of education increases. The reason for dissatisfaction among highly educated people is associated with the fact that they have higher levels of expectation for their jobs. For example, highly educated workers may be dissatisfied with their work if performing repetitive tasks is a common attribute of the work. As such, requirements of jobs should fit with educational level and possible expectations of employees. If this is not met thereby making educational level of a worker to be so high while requirements of the job are not properly tailored, dissatisfaction possibly occurs (Green, 2000).

2.3.2.4. Seniority

Seniority catches the notion of how long employees have been working in their jobs within the same organization. The relationship between seniority and job satisfaction is explained from different points of view. Some scholars stated that as with age, seniority is expected to contribute to increased job satisfaction. This is justified to be due to the familiarity with work content and work environment. Some other studies, on the other

hand, suggested that job satisfaction and seniority have a negative correlation, hence, senior workers tending to be dissatisfied by their jobs compared to their juniors (Green, 2000).

2.4. Theories of job satisfaction

Scholars such as Mullins (1996) state that job satisfaction is highly linked to motivation, where the concept motivation is conceived as a process which may lead to job satisfaction. Thus, theories which are used to illustrate motivation can also be employed to illustrate job satisfaction. As Calder (2000) contends, motivational theories (otherwise termed Theories of Job Satisfaction) can be classified into two categories. These are content theories and process theories. What are termed content theories are specifically related to job satisfaction and assume a direct relationship between job satisfaction and improved performance, whereas process theories contemplate the relationship between motivation, satisfaction and performance in a more detailed fashion.

Content theories are assumed to highlight the factors within people that guide behavior, whereas process theories focus largely on why individuals opt for certain behavioral choices to satisfy their desires and how they assess their satisfaction after they have attained their objectives. Hence, content theories can be conceptualized as the ‘what’ of motivation, while process theories can be viewed as the ‘how’ of motivation. Besides, content theories concentrate on the factors that motivate behavior, whereas process theories focus on the source of behavior and the factors that affect the strength and direction of the behavior (Millins, 1996).

For the sake of this particular study, the following content theories will be addressed: Maslow’s needs hierarchy theory, the ERG theory, **McGregor’s Theory X & Theory Y** and Herzberg’s two factor theory. From the class of process theories, on the other hand, the Expectancy theory, Equity Theory, Job Characteristics Theory and Goal Setting Theory have been reviewed. These theories have been given attention with the belief that they can possibly provide a context for the data analysis to be conducted in the fourth chapter relative to job satisfaction and its predictors.

2.4.1. Content theories

2.4.1.1. Maslow’s Theory of Motivation/Satisfaction

One of the fundamental (and perhaps the most extensively cited) theories of motivation and satisfaction appears to be Maslow’s theory of motivation/satisfaction (Wehrich and Koontz, 1999). Maslow’s (1943) argument based on human psychology and clinical practices revealed that, an individual’s motivation/satisfaction requirements could be arranged in pecking or hierarchical order. The hierarchy proceeds as: physiological/basic

needs, safety needs, social needs, esteem/achievement needs, and self-actualization. The theory explains that when one level of these needs is fulfilled or satisfied, it no longer motivates people. Therefore, the next higher level of need must be initiated to inspire the individual so as to feel satisfied.

Maslow (1943) contends that people tend to satisfy their needs in a certain order of precedence. Within each level, there are needs that employees would like to be fulfilled. For instance, when physiological and security needs are satisfied, higher needs that are belonging, esteem, and self-actualization become important. In other words, the assumption of this model is that feeling satisfied relative to lower level needs creates a desire to initiate a need on a higher level. Each employee of an organization would prefer to move to the next level after achieving the needs in the low level, thereby the old needs losing their importance since they are satisfied.

The five basic categories of Maslow's hierarchy of needs are briefly described herewith. The first level of needs in the Maslow's hierarchy of needs model pertains to physiological or basic needs. In this hierarchy, needs that are necessary to be satisfied in order to stay alive are involved. Such needs consist of food, drink, shelter, warmth, sleep and other factors necessary for survival.

Then comes the second class of needs. The needs in the second level of the hierarchy are referred to as security or safety needs. These needs include self-protection, physical environment, law, avoidance of harm, stability, freedom from emotional distress and provision for the future.

Belonging or affection needs stand at the third level of needs that an employee would like to achieve. These needs involve friendship, companionship for various activities, affection, love, relationships, work group etc. Belongingness needs generally relate to desires for friendship and love.

The fourth class of needs are known as esteem or ego Needs. The needs at this fourth hierarchy consist of self-esteem, achievement, mastery, independence, status, dominance, prestige and managerial responsibility, possession, authority and receiving respect by other employees, which can be faced at work and social life.

The upper most level of needs are known as self-actualization needs. These needs stand at the fifth layer of the hierarchy and are the highest level of needs. They include self-fulfillment, realizing personal potential, seeking personal growth and experiences, personal growth and development. These kinds of needs represent to make the fullest of capabilities, to develop oneself and to be creative in the work environment (Gerceker, 1998).

Maslow's theory makes a significant contribution to modern business life about motivation and it provides organizations to motivate their employees in the point of view that motivated employees expected to be more satisfied. This theory has gained great acceptance due to its clarity and its structure. However, many researches criticized the theory and additional changes that are made based on the theory. The most prominent criticized point about the theory is associated with its assumption that after a lower level of need is fully met, a worker is motivated to satisfy the next need up in the hierarchy. In the real life, however, it appears that various categories of needs can be simultaneously satisfied and certain behavior can be aimed at higher needs, while the lower ones have not been satisfied yet (Luthans, 1995). Moreover, the theory is criticized since it simplifies the needs by grouping into five classes, and based on this hierarchy of needs, dissatisfaction toward a need cannot be explained (Graham, 1992).

2.4.1.2. The ERG Theory

A theory of motivation/satisfaction called Existence-Relatedness-Growth Theory (hereafter ERG theory) was proposed by Clayton Alderfer in 1969. The ERG theory is an extension of Maslow's hierarchy of human needs theory. However, in contrast with Maslow's theory, Alderfer stated that needs could be classified into three categories rather than five. These are existence needs, psychological and safety needs, and relatedness needs. Existence needs are similar to Maslow's physiological and safety need categories, while relatedness needs involve interpersonal relationships, which are similar to Maslow's belongingness and esteem needs. Growth needs, on the other hand are associated with the attainment of one's fullest potential, which are analogous to Maslow's esteem and self-actualization needs (Barnet & Simmering, 2006).

Although Alderfer's and Maslow's theories have fundamental similarities, Alderfer unlike Maslow suggests that when an individual is continually unable to meet upper-level needs, the lower level needs become the major determinants of their motivation. In other words, the ERG theory differs from the hierarchy of needs theory in that the former suggests that lower-level needs must not necessarily be completely satisfied before upper-level needs become satisfied, while the latter states that needs at a lower level must be motivated and satisfied in order for the ones at a higher level to be motivated (Burnet & Simmering, 2006).

The ERG theory also stresses that individuals can be motivated by moving forward and backward between the various levels. For instance, if the satisfaction of relatedness needs decreases, the existence desires tend to increase as opposed to growth desires that tend to decrease, thus, backward movement. On the other hand, if the satisfaction of relatedness needs increases, growth desires tend to increase but existence desires decrease, hence, forward movement (Ramprasad, 2013).

2.4.1.3. McGregor's Theory X & Theory Y

Theory X and Theory Y was introduced by Douglas McGregor. The theory contains two different assumptions which correspond to the possible relationships between managers and employees. The main assumption behind theory X is that employees dislike work and have tendency to avoid it. This kind of people must be continuously controlled and threatened with punishment of various modalities in order to achieve the desired goals. Theory Y, by contrast, assumes that employees are self-directed or self-controlled if they are committed to the jobs, hence, they do not need to be threatened via punishment. According to McGregor, Theory Y is considered to be more valid and to induce greater employee job involvement, autonomy, responsibility, and motivation (Gerçeker, 1998; De Cenzo & Robbins, 1994).

2.4.1.4. Herzberg's Two Factor Theory

Herzberg formulated the so called two factor theory of motivation in 1959. The theory has similarities with Maslow's hierarchy of human needs theory. According to Herzberg's two-factor theory, the factors pertaining to motivation/satisfaction take on two dimensions. These are namely 'motivators' and 'hygiene factors'. According to Herzberg, certain intrinsic factors that would motivate employees and cause satisfaction are termed 'motivators'. Such factors give the intrinsic satisfaction, and represent the need for self-actualization and growth. The motivators are based on personal perceptions and internal feelings, which include achievement, experience, the work itself, responsibility, changing status through promotion and opportunity for growth and advancement. On the other hand, 'hygiene factors' are associated with extrinsic satisfaction and are meant to cause dissatisfaction. Such factors include supervision, inter-personal relationships, recognition, management, company policy and administration, promotion, salaries and benefits, status, job security and physical working conditions (Waheed, 2011).

Herzberg's two-factor theory states that the primary determinants of employee satisfaction are intrinsic factors since employees are motivated to obtain more of them. If the motivators are not provided by the institution, individuals will be dissatisfied, for dissatisfaction is caused by hygiene factors. Absence of hygiene factors contributes to job dissatisfaction but their presence does not contribute to satisfaction. In other words, although hygiene factors do not motivate employees, dissatisfaction occurs when they are not met. For example, the implication of the motivator-hygiene theory is that needs such as improvement of salary, benefits and safety, which are extrinsic factors, will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better performance. So as to motivate workers, managers must focus on

changing the intrinsic factors such as autonomy, opportunity, responsibility, recognition, skills and careers (Barnet & Simmering, 2006; Ghafoor, 2012).

Herzberg's two factor theory is criticized due to certain drawbacks. For instance, the theory does not clarify the differences between the satisfaction and dissatisfaction. Besides, the 'motivators' and 'hygiene factors', could apply differently to people. For example, any factor that causes dissatisfaction in some contexts may contribute to satisfaction in another condition or culture. Scholars such as Stello (2011) contend that it is hard to put the substantial difference into effect since people have different needs and expectations. It is also stated that the level of satisfaction cannot be predicted merely on the basis of motivators or hygiene factors.

2.4.2. Process theories of motivation/satisfaction

2.4.2.1. Expectancy Theory

Expectancy theory was introduced by an American psychologist named Edward C. Tolman in the 1930s. Expectancy is a term related to a belief. The term concerns a particular action following a certain outcome. Expectancy Theory is a process theory of job satisfaction and motivation, which describes expectations in which an individual's effort is determined by the expected outcomes and the values of outcomes in a person's mind (Liao, et al., 2011). In other words, the concept of expectancy is based on individual perception and personal behavior.

In short, this theory indicates that human behavior can be motivated by peoples' expectations. An individual is assumed to behave in a certain way to achieve the desired reward, and the reward is presumed to motivate him/her to select a specific behavior with an expectation to get a return from that behavior (Lunenburg, 2011; Ugah and Arua, 2011). For instance, managers can assure that if employees work harder, they will receive more money. This is done with the assumption that if workers need more money to satisfy their needs, they can work harder and harder to secure the money.

Expectancy theory tries to establish a relationship between effort, performance, and rewards people get from their effort and performance. Employees become motivated when they believe that strong effort will lead to a good performance, and good performance will lead to a desired reward. Three basic variables can be identified in light of expectancy theory (cf. Lunenburg, 2011). These are expectancy, instrumentality, and valance. Expectancy is the degree to how much people believe that putting forth effort leads to a given level of performance. Instrumentality, on the other hand, indicates the degree to how much people believe that a given

level of performance results in certain outcomes or rewards. Finally, valence refers to the extent to which the expected outcomes are attractive or unattractive.

As opposed to content theories, expectancy theory recognizes the complex nature of motivation process so that it does not provide specific suggestions about the factors that motivate employees. Instead the theory provides a process, which reflects individual differences in work motivation. The theory, thus, provides guidelines for enhancing employee motivation by defining the individual's effort-to-performance expectancy and performance-to-reward expectancy. This theory stipulates that if workers put forth more effort and perform better at work, then they are compensated. If discrepancies occur between expected compensation and actual outcome, this leads employees to dissatisfaction. In other words, if employees receive less than what they expect, dissatisfaction is likely to occur. Hence, managers are supposed to ensure that their employees believe high effort leads to valued rewards (Lunenburg, 2011).

2.4.2.2. Equity Theory

Although equity theory is basically a theory of motivation, it also involves important attributes applicable to satisfaction and dissatisfaction. According to equity theory, satisfaction is determined by the perceived balance between input and outcome. The theory states that employees aspire to reach at a state where their inputs and their outcomes are well balanced. Inputs are factors such as educational level, experience, ability, skill, effort, responsibility, age and effort. Outcomes, on the other hand, include variables such as performance, salary, good working conditions, work insurance, promotion, recognition, status, and opportunity (Holtum, 2007).

Equity is a function of the relationship between inputs and outcomes. Employees make a comparison between their own contribution and rewards. During this stage, if employees feel themselves as not being fairly treated, this will result in dissatisfaction. If the rates of reward are low than others, means inequality increases, employees try to increase their rewards. If this is not possible, they decrease their contributions and performance. However, if this rate is higher than another's rate, feeling of guilt emerges. This entails that it is not only under-reward but also over reward can lead to dissatisfaction. In this regard, equity theory has made a significant contribution to motivation by pointing out social comparisons. As opposed to expectancy theory, which focuses on the relationship between performance and reward, equity theory proposed that motivation is a complicated process and that employees evaluate their rewards by social comparisons (Holtum, 2007).

2.4.2.3. Job Characteristics Theory

The job characteristic model was developed by Hackman and Oldman in 1976 to explain aspects of job satisfaction. The theory states that job characteristics are the best predictors of job satisfaction since job satisfaction is affected by the interaction of task characteristics, characteristics of workers and organizational characteristics (Green, 2000). According to this theory, job satisfaction is based on five job characteristics namely: skill variety, task identity, task significance, autonomy and feedback. The job characteristics fall under three psychological states: meaningfulness of the work, responsibility for outcomes of the work, and knowledge of the actual results of the work activities. The state called meaningfulness of the work involves the first three job characteristic (i.e. skill variety task identity, and task significance). The state known as responsibility is related to the fourth job characteristic (i.e. autonomy), while the state that is referred to as feedback concerns the last job characteristic (i.e. knowledge of the actual results of the work activities).

Job characteristics theory articulates that job characteristics are aspects of the individual employee's job and tasks that shape how the individual perceives his or her particular role in the organization. The clarity of tasks leads to greater job satisfaction. It is expected that greater role clarity will create employees who are more satisfied with, committed to, and involved in their work (Moynihan & Pandey, 2007). Thus, jobs that are rich in motivating characteristics (i.e., task significance) trigger experienced meaningfulness of work among employees, which in turn increases the likelihood of desired outcomes.

For instance, the significance of a task can ignite a sense of meaningfulness of work that leads to effective performance (Perry et al., 2006). The model states that the three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results) are impacted by the five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback). The psychological states in turn influence work outcomes such as job satisfaction, absenteeism, work motivation, etc.

2.4.2.4. Goal-Setting Theory

Goal setting theory states that one of the most significant components of job satisfaction is setting appropriate goals. This theory emphasizes the importance of specific goals in obtaining motivation and satisfaction. This is due to the fact that in the aftermath of setting goals, people want to achieve the already set goals in order to satisfy their emotions and desires (Luthans, 1995). Goal setting theory contends that specific and difficult goals necessitate higher performance, and this is assumed to be most effective if an effective feedback process exists.

Therefore, in light of the goal setting theory, managers are supposed to assess the reasons why objectives are reached or not, rather than simply declaring incentives or punishment (Luthans, 1995).

Goal setting theory also argues that intentions are expressed as goals, and they can be a major source of work motivation and satisfaction. Well tailored goals are believed to lead to increased performance. In this regard, difficult goals, when accepted, result in higher performance than easy goals and that feedback leads to higher performance than no feedback. Similarly, specific goals produce a higher level of output than generalized goals. Furthermore, people will do better when they get feedback on how well they are progressing toward their goals because feedback helps to identify discrepancies between what they have done and what they want to do. Goal-setting theory has demonstrated the superiority of specific and challenging goals with feedback as sources of motivation and satisfaction (Robbins, 2005).

The goal-setting theory proposed that difficult goals require focus on the problem, increase sense of goal importance, and encourage persisting and working harder to achieve the goals. Hence, goal setting theory can be combined with cognitive theories to better understand the phenomena. For example, a cognitive tool of self-efficacy is the perception of the difficulty of a goal and ability to achieve the goal. Greater self-efficacy is positively related to employees' perception that they are successfully contributing to meaningful work and therefore foster enhanced work motivation and satisfaction (Moynihan & Pandey, 2007).

2.5. Conceptual Framework

As discussed earlier, the determinants of job satisfaction are equally important as job satisfaction itself. Scholars classified the factors determining job satisfaction in different ways. For example, Spector (1997) speculated that the determinant factors to job satisfaction can generally be grouped into two. These are environmental factors and personal factors. As to the author, environmental factors consist of working conditions, personal development opportunities, rewards, supervision, co-workers and communication. By contrast, personal factors include demographic variables such as gender, educational level, and seniority.

Nyquis et.al (2000), on the other hand, classified the determinants of job satisfaction into three: organizational factors, job-related factors and personal factors. Organizational factors involve the institutional environments in which employees work. Important organizational factors include: resources availability, perceived opportunities for promotion or advancement, adequacy of mentoring for junior faculty, collegial relationships etc. Job-related factors relate to facets such as job security, freedom, consistent duties and so on. Personal factors involve demographic attributes such as educational qualification, gender, age, and family issues.

No matter how scholars dichotomized the various determinants of job satisfaction, these factors are taken to have some sort of relationship with job satisfaction. All of the factors are presumed to contribute to satisfaction when perceived as positive. In the contrary, they are believed to be potential sources of dissatisfaction if they are perceived less positively or negatively (cf. Nyquis et.al 2000). The following conceptual framework depicts the dependence relationship between job satisfaction and its influencing factors.



Figure: Conceptual model for employee job satisfaction adapted from Nyquis et.al (2000)

Chapter Three

Research Methodology

3.1. The research site

This research took Addis Ababa University as its focal point. The University, which was established in 1950 as the University College of Addis Ababa (UCAA), is the oldest and the largest higher learning and research institution in Ethiopia. Since its inception, the University has been the leading center in teaching-learning, research and community services. Addis Ababa University envisions to be among the top ten pre-eminent graduate and research Universities in Africa by 2025. This vision is accompanied by the mission of producing competent graduates, providing need-based community services, producing problem-solving research outputs, and playing a pivotal role in technology creation and transfer through innovative and creative education, research, and consultancy services to foster political, social, and economic development of the nation.

3.2. Research design

This study relied on a predominantly descriptive research design. However after describing the general trends related to job satisfaction and its determinants within the target population, regression analysis was conducted by way of showing the explanatory power of predictor variables on the dependent variable. In this regard, the study employed multiple regression analysis model to test the effect of predictor variables on the dependent variable as indicated in the conceptual framework. The model targeted at testing the direct relationship between the variables per se. Thus, the multiple regression analysis model looked like the following:

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2\dots + \beta_9X_9 + e$, Where:

- Y = the dependent variable (overall satisfaction)
- β_0 = the constant term
- X_1 = pay, X_2 = promotion, X_3 = Supervision, X_4 = Fringe benefits, X_5 = Contingent reward, X_6 = Operating procedures, X_7 = Coworkers, X_8 = communication and X_9 = nature of work (predictor variables)
- $\beta_1, \beta_2\dots \beta_9$ correspond to the respective coefficients of $X_1, X_2\dots X_9$
- e = the error term (the random disturbance term = noise)

3.3. Data collection methods

Under the aforementioned research design, a mixed research approach involving both qualitative and quantitative data collection methods was employed. Survey questionnaires were administered to sample respondents. Survey questionnaires are believed to enhance the possibility of addressing representative samples

from the target population. To measure job satisfaction, there are two general approaches as suggested by Robbins (2013). The first approach is a single global rating method where a response to one question, such as “All things considered, how satisfied are you with your job?” is required. Respondents are supposed to circle a number between 1 and 5 on a scale from “highly satisfied” to “highly dissatisfied”. The second method is termed the summation of job facets in which key elements of a job such as the nature of the work, supervision, present pay, promotion opportunities, and relationships with co-workers will be identified. Then, respondents rate these on a standardized scale, and the ratings will be added to generate an overall job satisfaction score. In the current study, the summation of job facets method was employed since the method is presumed to achieve a relatively more accurate evaluation of job satisfaction (cf. Robbins 2013).

In order to meet the measurement purpose, job satisfaction survey (JSS) which was developed by Spector (1985) was adapted and used for this research. Spector developed job satisfaction Survey to measure employees’ attitudes towards nine dimensions/facets of their jobs (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of the work and communication) using a Likert-type rating scale format. The instrument has been one of the most widely used instruments to measure job satisfaction relative to the stated nine facets of job satisfaction as well as overall satisfaction.

The qualitative data collection method focused on key informant interviews. This was due to the fact that a behavioral study like the current one presupposes a closer and diligent involvement of the researcher by way of minimizing, although it is impossible to avoid, fake replies. This was done through the help of an unstructured interview guide.

3.4. Validity Assurance

Validity helps to determine whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (John, 2009). The validity of the survey questionnaire used for this study was assured through expert opinions involving the research advisor and other language experts.

3.5. Reliability test

Reliability refers to the degree to which the data collection tools or analysis procedures offer consistent findings. Reliability analysis measures the internal consistency of a group of items which are used in questionnaire construction. Coefficient of Cronbach’s alpha is the most frequently used index of reliability. A Cronbach’s alpha coefficient value above 0.70 is generally regarded as acceptable. Specifically, if the value is 0.9 it is taken as excellent, greater than 0.8 is good, greater than 0.6 is acceptable, greater than 0.5 is poor and

that less than 0.5 is unacceptable (Saunders, Lewis & Thornhill, 2009). For the purpose of this study, the Cronbach's alpha coefficient was calculated by administering questionnaires to 21 pilot respondents taken from Kotebe Metropolitan University. Accordingly, the Cronbach's alpha coefficient came to be 0.879, which was within the acceptable range implying a good deal of internal consistency.

3.6. Sampling methods

As noted earlier, Addis Ababa University was the research site and was taken as a sampling frame for the study. Under this sampling frame, the different colleges were considered as sampling units. Then, to administer the survey questionnaires, a proportionate sampling technique was employed to draw samples representing the academic staff from each sampling unit or college. As regards the sample size, Yamane's (1967) sample size determination formula was consulted to determine the total number of sample respondents. The formula reads as:

$$n_o = N/[1+N(e^2)], \text{ where;}$$

n_o = the required sample size,

N = the population size, and

e = the level of precision.

As solicited from the human resource office of the target University, the total number of teaching academic staff excluding college of health sciences and research institutes counts 1,652. Considering this figure, the required sample size with 0.10 precision level will be: $1,652/[1+1,652(0.1)^2]=\underline{94}$. The confidence level for this study is taken to be 90% (i.e. 10%=0.1 precision) due to its behavioral nature where high level of generalization could be hardly possible. The calculated sample size was adjusted by adding 5% of the total population due to the anticipation that possible non-responses would occur. Thus, the adjusted sample size counted: $94+(0.05 \times 1,652)=\underline{177}$.

Based on this total sample size, the proportionate samples associated with each sampling unit (college) were calculated as follows.

Sampling Units	Sample size	
	Total No. of staff	Proportion of sample
1. College of Social Sciences	141	$[(141/1,652) \times 177] = 15$
2. College of Development Studies	51	$[(51/1,652) \times 177] = 6$
3. College of Education and Behavioral Studies	109	$[(109/1,652) \times 177] = 12$
4. College of Humanities	143	$[(143/1,652) \times 177] = 15$
5. College of Law and Governance Studies	57	$[(57/1,652) \times 177] = 6$
6. College of Business and Economics	239	$[(239/1,652) \times 177] = 26$
7. College of Natural Sciences	385	$[(385/1,652) \times 177] = 41$
8. Addis Ababa Institute of Technology	440	$[(440/1,652) \times 177] = 47$
9. College of Performing and Visual Arts	87	$[(87/1,652) \times 177] = 9$
Total	<u>1,652</u>	<u>177</u>

Once the proportionate sample sizes have been determined, each respondent was addressed on the basis of availability. Out of the total 177 questionnaires, 152 correctly filled ones were returned that accounted for nearly 86% of the total.

With regard to the qualitative data, two lecturers, four assistant professors, two associate professors and one full professor were chosen to be interviewed based on convenience sampling. Among the interviewees, one assistant professor and one lecturer were females.

3.7. Data analysis

For the sake of handling the data analysis, a software called SPSS was employed. In the analysis, first the quantitative data were computed in the form of average values and percentages pertaining to each of the intended indicators or job facets, and then were tabulated for the sake of making the data user-friendly and easy to understand. The tabulated data were followed by interpretations and qualitative descriptions. The qualitative data were aligned with the quantitative data by presupposing the relevant job facets/indicators, and were described in a way that the two data types would triangulate each other. In addition to measuring the average satisfaction level of the target staffs as a whole, the analyses were systematically tailored to depict variations in satisfaction levels with respect to personal factors such as age, gender, educational qualification, seniority (work experience) and administrative position.

Once the average satisfaction levels pertaining to each variable (pay, supervision, promotion, fringe benefits, contingent reward, coworkers, operating procedures, communication and nature of work) were determined, for the demographic variables involving two values (gender and administrative position), a *T-test* was conducted to determine if there existed a statistically significant difference between the mean values of the two groups, while for those demographic variables with three or more values (age, academic rank and service years), *Analysis of Variance (ANOVA)* was used to determine the differences among group means in the sample with reference to satisfaction levels. Besides, correlation analysis was conducted to examine the extent to which respondents' overall satisfaction was associated with the aforementioned predictor variables. Finally, multiple linear regression analysis was undertaken to capture the effect of predictor variables on the dependent variable (overall satisfaction).

3.8. Ethical Consideration

The participants of this study were well informed about the purpose of the study and were requested to take part in the study with their full consent. The researcher explained to the participants that the data was to be used only for an academic purpose and that they had the right to withdraw from the study any time whenever they could not feel at ease. The researcher did not intend to enforce anyone to fill the questionnaire or to be interviewed as long as (s)he was not willing for the intended purpose.

Chapter Four

Results and Discussion

This chapter deals with the analysis and interpretation of the data gathered via both quantitative and qualitative tools. The analysis followed a *QUAN-qual* approach whereby the quantitative data served as the main frame for figuring out the level of job satisfaction among the academic staff at Addis Ababa University, whereas the qualitative data rendered the function of triangulating the quantitative data. Thus, the former assumed the major focus in the analysis, while the latter appeared to be supportive.

4.1. Demographics

In this section, the various demographic variables pertaining to the target respondents considered to fill in the survey questionnaire meant for the research are described. The major demographic variables taken into consideration for the sake of this particular study include age, gender, academic rank, service year (seniority) and administrative position. The following table summarizes the profile of the respondents in relation to the aforementioned demographic attributes. Note that the SPSS output figures associated with each demographic variable which were displayed separately by the software are deliberately merged in a single table for the sake of convenience in the analysis.

Table 1: Demographic attributes of respondents

Variable	Constituent values	Frequency	Percentage
Age	20-30 years	9	5.9
	31-40 years	44	28.9
	41-50 years	51	33.6
	51-60 years	30	19.7
	60+ years	18	11.8
	Total		152
Gender	Male	122	80.3
	Female	30	19.7
	Total	152	100.0
Academic Rank	Lecturer	47	30.9
	Assist. Prof	83	54.6
	Assoc. Prof	14	9.2
	Professor	8	5.3
	Total	152	100.0
Service Year	1-5 years	21	13.8
	6-10 years	25	16.4
	11-15 years	52	34.2
	16-20 years	28	18.4

	20+ years	26	17.1
	Total	152	100.0
Administrative Position	Yes	54	35.5
	No	98	64.5
	Total	152	100.0

As can be readily seen from the table, the total number of respondents who offered valid replies for the survey questionnaire counted 152. Out of this, in terms of age, respondents with the first three highest values: 51 (33.6%), 44 (28.9%) and 30 (19.7%) appeared to relate to the age categories of 41-50 years, 31-40 years and 51-60 years respectively, whereas respondents with the two least values 9 (5.9%) and 18 (11.8%) corresponded to the age ranges of 20-30 years and beyond 60 years in their respective order.

Gender wise, the overwhelming majority of the respondents i.e. 122 (80.3%) were males, while 30 (19.7%) were females. When it comes to academic rank, a great number of the respondents, that is, 83 (54.6%) appeared to be assistant professors. This figure was followed by lecturers and associate professors which accounted for 47 (30.9%) and 14 (9.2%) of the respondents respectively. The rest 8 (5.3%) of the respondents were found out to possess an academic rank of full professor.

In a similar vein, respondents were sub-categorized in terms of their service years within the target University. Accordingly, a considerably big number i.e. 52 (34.2%) of the respondents were found out to have served the University for 11-15 years. This magnitude was followed by 28 (18.4%), 26 (17.1%), 25 (16.4%) and 21 (13.8%) which corresponded to the respondents who have served the University for 16-20 years, more than 20 years, 6-10 years and 1-5 years in their respective order.

The last, but not least, demographic attribute taken into consideration for this study was current administrative position that the respondents possessed parallel to their default teaching responsibility. The administrative position per se would relate to being a program coordinator, department head, associate dean, dean, director, vice president or president. In this respect, the majority of the respondents, that is, 98 (64.5%) appeared to have no additional responsibility in the form of administrative position, whereas the rest 54 (35.5%) were found out to render an additional administrative responsibility.

4.2. Description of respondents' job satisfaction level

This section provides a descriptive and interpretive account of academic staff job satisfaction and the key influencing factors relative to the target University, i.e. Addis Ababa University. The satisfaction levels

pertaining to the various influencing factors (variables) were treated in the form of average values. The variables considered in the study to influence academic staffs' job satisfaction include pay, promotion, supervision, fringe benefits, contingent reward, operating procedures, coworkers, communication and nature of work. The first eight variables are termed organizational factors, while the last one is called a job-related factor. Each of these variables by itself consisted of other sub-attributes in the survey questionnaire; note that except for the variable called 'nature of work' that constituted six sub-attributes, all the rest variables had four sub-attributes each. However, for the sake of simplicity and convenience in the analysis, the values of the sub-attributes were summed up together and the mean values had been computed.

4.2.1. Average job satisfaction of the entire respondents

In this sub-section, the average job satisfaction level of the entire respondents is described. In so doing, both the satisfaction of respondents relative to individual influencing variables and the cumulative average satisfaction of the respondents with reference to the influencing factors as a whole were examined.

4.2.1.1. Average satisfaction of respondents relative to pay

When we see the respondents' replies pertaining to pay, the frequency and percentage of the average values labeled from 1 to 5 which were taken to correspond to highly dissatisfied, dissatisfied, neutral, satisfied and highly satisfied respectively varies in a considerable manner. Let us take a look at the following table which summarizes these frequencies and percentages of the average values.

Table 2: Frequency and percentage of respondents' average satisfaction levels relative to pay

Average satisfaction value of individual respondents	Frequency	Percentage
1.00	32	21.1
1.25	12	7.9
1.50	22	14.5
1.75	16	10.5
2.00	24	15.8
2.25	18	11.8
2.50	8	5.3
2.75	3	2.0
3.00	9	5.9
3.25	2	1.3
3.50	2	1.3
3.75	2	1.3
4.00	1	.7
5.00	1	.7
Total	152	100.0
Cumulative mean		1.85
Std. deviation		0.74

As can be clearly inferred from the table, the satisfaction of 132 (86.9%) of the respondents appeared to fall under the label '(highly) dissatisfied'. Only 4 (2.6%) of the respondents turned out to be (highly) satisfied, while the rest 16 (10.5%) happened to be within the neutral category (being neither satisfied, nor dissatisfied as such). These figures imply that there was a fundamental level of respondent dissatisfaction pertaining to the variable called 'pay' since the responses associated with the overwhelming majority of the respondents converged to the '(highly) dissatisfied' label within the Likert scale.

Table two also depicts that, relative to pay, the cumulative average satisfaction of the whole respondents was 1.85 (with a standard deviation of 0.74). This mean value of satisfaction falls between 'highly dissatisfied' and 'dissatisfied' but quite closer to 'dissatisfied' within the Likert scale. Thus, the average value of 1.85 communicates that the respondents were dissatisfied with the payment scheme that the University was applying. In other words, payment appeared to be a major source of dissatisfaction among the academic staff in the target University. It also came out during the interview sessions that the respondents were really dissatisfied with the payment they earn in the form of salaries. For example, one interviewee said, "...given the current market inflation and living situation in the country, the salary we get is really unsatisfactory; we are not in a position to afford the extraordinarily increasing costs pertaining to our children's schooling and other requirements of living".

4.2.1.2. Average satisfaction of respondents relative to promotion

The satisfaction levels of the respondents in relation to the variable known as promotion was also investigated. Table three below displays the frequencies and percentages of average satisfaction levels of individual respondents as well as the cumulative mean satisfaction level of respondents' as a whole with reference to the stated variable.

Table 3: Frequency and percentage of respondents' average satisfaction relative to promotion

Average satisfaction value of individual respondents	Frequency	Percentage
1.00	10	6.6
1.25	6	3.9
1.50	9	5.9
1.75	13	8.6
2.00	16	10.5
2.25	10	6.6
2.50	12	7.9
2.75	12	7.9
3.00	18	11.8
3.25	10	6.6
3.50	9	5.9
3.75	8	5.3
4.00	15	9.9
4.25	1	.7
4.50	2	1.3
5.00	1	.7
Total	152	100.0
Cumulative mean		2.42
Std. deviation		0.94

From the table above, one can understand that 76 (50%) of the respondents happened to be (highly) dissatisfied, whereas 49 (32.2%) converged to the label 'neutral' in the Likert scale. The rest 27 (17.8%) appeared to be (highly) satisfied. When we see the cumulative mean satisfaction level of the respondents as a whole, it counted 2.42 (standard deviation=0.94) and this value lies somewhere in between dissatisfied and neutral with a better proximity to the dissatisfied label in the Likert scale.

Considering the percentage values, one can draw a conclusion that a significant number of respondents were not satisfied with the promotion modalities that the University followed. However, there were also a considerable number of respondents who were either neutral or satisfied with the University's promotion scheme. As regards the cumulative mean satisfaction level of the entire respondents, dissatisfaction seemed to be instigated by promotion. Hence, promotion served as a source of dissatisfaction among the academic staff in the University.

This was supplemented by the ideas of many interview respondents. It appeared that the respondents took promotion as a source of their (dis)satisfaction. For instance, one interview respondent reflected as “...even if you meet the requirements of the University for promotion, you may not be allowed to promote due to other factors including political affiliations; compared to other federal Universities, ours puts illogical chasm in our way to promotion, hence, one cannot promote merely because (s)he fulfills the required academic documents.”. This articulation of the respondent communicates the idea that promotion played an important role in terms of initiating dissatisfaction.

4.2.1.3. Average satisfaction of respondents relative to supervision

Another influencing factor of satisfaction addressed in this study was supervision. Table four presents the frequency, percentage and cumulative mean values of respondents with respect to supervision.

Table 4: Frequency and percentage of respondents’ average satisfaction level relative to supervision

Average satisfaction value of individual respondents	Frequency	Percentage
1.00	6	3.9
1.25	3	2.0
1.50	6	3.9
1.75	5	3.3
2.00	8	5.3
2.25	2	1.3
2.50	11	7.2
2.75	1	.7
3.00	13	8.6
3.25	7	4.6
3.50	13	8.6
3.75	13	8.6
4.00	43	28.3
4.25	9	5.9
4.50	3	2.0
4.75	4	2.6
5.00	5	3.3
Total	152	100.0
Cumulative mean		3.30
Std. deviation		1.03

The table depicts that 41 (27%) of the respondents rated their satisfaction level as (highly) dissatisfied, while 77 (50.7%) of the respondents converged to the rating (highly) satisfied. The remaining 34 (22.3%) of the respondents turned out to be neutral. By taking into account the frequency and percentage values, we could deduce that the University’s supervisory mechanism triggered satisfaction with a considerably high proportion

of the respondents. Nevertheless, there also existed a good deal of respondents who were either dissatisfied or neutral with reference to the variable under concern.

When it comes to the cumulative mean value relative to the same variable, i.e. supervision, the average satisfaction of the respondents counted 3.30 (with a standard deviation of 1.03). This value assumes a place somewhere in between ‘satisfied’ and ‘neutral’ in the Likert scale. However, the mean value is somehow closer to the label ‘neutral’. This implies that, on average, the respondents were not dissatisfied with the supervision schemes of the University (especially relative to immediate bosses), nor were they satisfied as such. Thus, supervision did not seem to function as an important influencing factor for (dis)satisfaction. In the interview sessions, too, the issue of supervision appeared not to be a key aspect of the respondents’ (dis)satisfaction. It came out repeatedly that as long as the staffs discharged the required responsibilities (essentially teaching) properly, immediate bosses were not eligible to threaten or please their subordinates. Most of the respondents stated that their supervisor was their job, and, hence, the immediate bosses could not create (un)happiness for them.

4.2.1.4. Average satisfaction of respondents relative to fringe benefits

The level of respondents’ satisfaction associated with the variable known as ‘fringe benefits’ was another focus of investigation. The following table conveys the frequencies and percentages of individual respondents’ satisfaction levels as well as the cumulative satisfaction value of the respondents as a whole relative to fringe benefits.

Table 5: Frequency and percentage of respondents' average satisfaction level relative to fringe benefits

Average satisfaction value of individual respondents	Frequency	Percentage
1.00	45	29.6
1.25	6	3.9
1.50	10	6.6
1.75	10	6.6
2.00	33	21.7
2.25	13	8.6
2.50	14	9.2
2.75	8	5.3
3.00	4	2.6
3.25	2	1.3
3.50	1	.7
3.75	3	2.0
4.00	3	2.0
Total	152	100.0
Cumulative mean		1.86
Std. deviation		0.76

Table five discloses that 131 (86.2%), 15 (9.8%) and 6 (4%) of the respondents rated their satisfaction relative to fringe benefits to be (highly) dissatisfied, neutral and (highly) satisfied respectively. These frequency and percentage values apparently signify that the great majority of the respondents were (highly) dissatisfied, whereas a very insignificant number of the respondents were either neutral or (highly) satisfied with the fringe benefit modalities in their organization.

As regards satisfaction levels pertaining to the entire respondents, the cumulative mean value appeared to be 1.86 (with a standard deviation of 0.76). This mean value lies in between 'highly dissatisfied' and 'dissatisfied' with a relatively closer affinity with 'dissatisfied' in the Likert scale. From this, it is quite evident that the respondents were dissatisfied with the fringe benefit schemes that the target University had. This clearly implies that fringe benefit served as one of the core sources of dissatisfaction among the respondents. It was also stated by the interview respondents that fringe benefit modalities were almost non-existent in the University. Only housing and car with fuel (for staffs with administrative position) were mentioned as fringe benefit schemes for the staff, and, according to the respondents, even these were not fairly and satisfactorily applied; especially the housing scheme was criticized to be unfairly issued to people based on nepotism rather than meritocracy. The respondents stated that staffs involved in some kind of special attachment with University officials (the president and/or vice presidents) or even in political scenarios tended to be prioritized to be provided with house.

4.2.1.5. Average satisfaction of respondents relative to contingent reward

The satisfaction level of respondents with respect to contingent reward involving attributes like properly recognizing whatever good things were being done by the staff was also examined by this study. The frequencies and percentages of average values related to individual respondents as well as the cumulative satisfaction level of the entire respondents relative to the variable under discussion are give in table six below.

Table 6: Frequency and percentage of respondents' average satisfaction level relative to contingent reward

Average satisfaction value of individual respondents	Frequency	Percentage
1.00	29	19.1
1.25	10	6.6
1.50	10	6.6
1.75	10	6.6
2.00	39	25.7
2.25	10	6.6
2.50	11	7.2
2.75	9	5.9
3.00	7	4.6
3.25	4	2.6
3.50	7	4.6
3.75	1	.7
4.00	3	2.0
4.25	1	.7
4.50	1	.7
Total	152	100.0
Cumulative mean		2.04
Std. deviation		0.82

One can infer from the table that 119 (78.3%) of the respondents turned out to relate to the '(highly) dissatisfied' category in the Likert scale, while 27 (17.7%) and 6 (4%) of the respondents happened to correspond to the 'neutral' and '(highly) satisfied' categories respectively. The frequency and percentage figures communicate that the majority of the respondents were (highly) dissatisfied with respect to the contingent reward schemes of the target University. However, there were also respondents who experienced satisfaction (although their magnitude was so minimal) on the one hand and those who were not affected either negatively or positively by the stated variable thereby inclining to be neutral on the other hand.

With regard to cumulative satisfaction level, the mean value of the respondents' satisfaction turned out to be 2.04 (standard deviation=0.82). This value can be said to coincide with the item labeled as 'dissatisfied' in the Likert scale. Therefore, it is apparent that contingent reward appeared to be among the key sources of

dissatisfaction in the University. The interview results also confirmed this. During the interview sessions, it repeatedly came out that there was no consistent culture of rewarding the staff up on good achievements relative to both personal and organizational endeavors. For instance, one interview respondent said “...*doing something good is worthless in the context of Addis Ababa University where social connections rather than performance matter recognition most*”. This renders a clear implication that the respondents did not feel good about the contingent reward scheme of their organization, hence, dissatisfied.

4.2.1.6. Average satisfaction of respondents relative to operating procedures

The other influencing factor with reference to which the respondents’ satisfaction level was measured had to do with operating procedures. This variable involved bureaucracy and related notions meant to influence the respondents while doing their job. Table seven below displays the frequencies and percentages pertaining to average satisfaction levels of individual respondents and the cumulative average satisfaction level of the respondents as a whole in relation to the aforementioned variable.

Table 7: Frequency and percentage of respondents’ average satisfaction level relative to operating procedures

Average satisfaction value of individual respondents	Frequency	Percentage
1.00	7	4.6
1.25	4	2.6
1.50	3	2.0
1.75	9	5.9
2.00	15	9.9
2.25	7	4.6
2.50	27	17.8
2.75	9	5.9
3.00	24	15.8
3.25	11	7.2
3.50	15	9.9
3.75	6	3.9
4.00	14	9.2
4.50	1	.7
Total	152	100.0
Cumulative mean		2.72
Std. deviation		0.81

The table communicates that 72 (47.4), 59 (38.8) and 21 (13.8%) of the respondents rated their satisfaction levels as (highly) dissatisfied, neutral and (highly) satisfied in their respective order. These frequency and percentage figures witness that a considerable portion of the respondents were (highly) dissatisfied with the operating procedures of their organization. Nevertheless, there also existed a significant number of respondents

who were neither satisfied nor dissatisfied by the procedures that the target organization was following in accomplishing tasks. Finally, the table depicts that a very minimal number of respondents were (highly) satisfied with the operating procedures involved in the target University.

When it comes to the cumulative satisfaction level of the respondents as a whole, in light of operating procedures, the average satisfaction level of the target respondents appeared to be 2.72 (with a standard deviation of 0.81). It is apparent that this mean value occurs in between the items labeled as ‘dissatisfied’ and ‘neutral’, but relatively closer to the label ‘neutral’ in the Likert scale. This encodes the message that, on average, the respondents were not satisfied with the operating procedures applied by the University, nor were they dissatisfied as such. Thus, the respondents (on average) seemed to be indifferent in terms of their satisfaction relative to the stated variable, i.e. operating procedures.

Some interviewees turned out to stand against the survey result. In the interview sessions, some respondents said that the operating procedures were very much bureaucratic, especially when it comes to withdrawing and settling money from the University’s finance for different purposes such as project handling. In fact, there were also interview respondents who said that the operating procedures were being improved so that there seemed to be no significantly disturbing red tape in accomplishing jobs. Hence, there appeared an obvious dissatisfaction with regard to operating procedures at least with some respondents, and satisfaction with some others. The overall judgement would, then, be operating procedures were not sources of dissatisfaction although they were not instigators of satisfaction either. This judgement is made by virtue of considering the reflections of the whole respondents on average basis.

4.2.1.7. Average satisfaction of respondents relative to coworkers

The level of respondents’ satisfaction relative to their coworkers or colleagues was also investigated. Accordingly, the frequencies and percentages of individual respondents average satisfaction levels and their cumulative satisfaction level relative to the variable per se are depicted by the following table.

Table 8: Frequency and percentage of respondents' average satisfaction level relative to coworkers

Average satisfaction value of individual respondents	Frequency	Percentage
1.00	2	1.3
1.25	1	.7
1.50	2	1.3
2.00	1	.7
2.25	2	1.3
2.50	4	2.6
2.75	2	1.3
3.00	18	11.8
3.25	8	5.3
3.50	13	8.6
3.75	23	15.1
4.00	53	34.9
4.25	7	4.6
4.50	5	3.3
4.75	4	2.6
5.00	7	4.6
Total	152	100.0
Cumulative mean		3.67
Std. deviation		0.74

As can be clearly inferred from the table above, 12 (7.9%) of the respondents appeared to be (highly) dissatisfied, whereas 41(27%) of the respondents turned out to be neutral with reference to their coworkers. The rest 99 (65.1%) of the respondents happened to be (highly) satisfied in light of the stated variable. Based on the frequency and percentage values, one can deduce that the majority of the respondents were (highly) satisfied with the relationship they had with their coworkers or colleagues. However, the figures also imply that there were individuals who did not feel good [were (highly) dissatisfied] with their coworkers although their number was so minimal. Respondents with a magnitude better than the number of individuals with (high) dissatisfaction but fundamentally less than those (highly) satisfied were found out to be neutral relative to their colleagues.

Apart from individual average satisfaction levels of respondents relative to coworkers, the cumulative average satisfaction of the respondents pertaining to the same variable was also computed, and it counted 3.67 (with a standard deviation of 0.74). This figure lies in between 'neutral' and 'satisfied' with a better proximity to the label 'satisfied' in the Likert scale. From this, one would infer that the respondents were almost satisfied with some sense of being neutral (unaffected either positively or negatively) with respect to the relationships they had with their coworkers or colleagues. The interview results also revealed that most of the respondents used to feel good about their colleagues. Almost all of the interviewees never complained about their coworkers during

the interview sessions. They rather spoke in praise of their coworkers in the sense that there existed a fairly good relationship among colleagues.

4.2.1.8. Average satisfaction of respondents relative to communication

Another concern of investigation pertained to the satisfaction level of respondents with regard to communication in the target University. Accordingly, the following table offers the frequencies and percentages of individual respondents' average satisfaction levels as well as the cumulative satisfaction level of the respondents taken as a whole in relation to the stated variable.

Table 9: Frequency and percentage of respondents' average satisfaction level relative to Communication

Average satisfaction value of individual respondents	Frequency	Percentage
1.00	6	3.9
1.25	4	2.6
1.50	2	1.3
1.75	13	8.6
2.00	23	15.1
2.25	6	3.9
2.50	10	6.6
2.75	9	5.9
3.00	18	11.8
3.25	8	5.3
3.50	6	3.9
3.75	11	7.2
4.00	30	19.7
4.25	3	2.0
4.50	2	1.3
5.00	1	.7
Total	152	100.0
Cumulative mean		2.86
Std. deviation		0.96

As depicted by table nine, 64 (42.1%), 41 (27%) and 47 (30.9%) of the target respondents happened to fall under the satisfaction level of '(highly) dissatisfied', 'neutral' and '(highly) satisfied' respectively. The frequency and percentage magnitudes justify that a considerable number of the respondents were (highly) dissatisfied with the communication schemes applied by the University under investigation, while a relatively lower number of respondents turned out to be neutral relative to the influencing factor per se. In addition, the figures in table nine above communicate that there were respondents with a (high) satisfaction level whose

magnitude is relatively less than those with a satisfaction level of (highly) dissatisfied but greater than those who appeared to be neutral.

As vividly indicated in table nine above, the cumulative mean satisfaction value of the target respondents pertaining to communication was also computed and it appeared to count 2.86 (standard deviation=0.96). This average value stands somewhere in between ‘dissatisfied’ and ‘neutral’ in the Likert scale; it is, however, very closer to ‘neutral’. This communicates that, on average, the respondents’ satisfaction was virtually at a neutral status being not much affected either negatively or positively by the University’s communication schemes which were in place during the time of the study. This, however, does not mean that there were no dissatisfied respondents. As shown by individual percentage values in table nine above, and since the cumulative mean value lies in between dissatisfied and neutral in the Likert scale, there obviously existed dissatisfaction with a considerable number of respondents.

A significant number of interviewees also said that sometimes they could not get timely information from the required body although this did not substantially compromise the accomplishment of their duties. For instance it was mentioned by the respondents that decisions made by the University management did not usually come down to the staff for discussion and that the decisions were merely imposed to be implemented by the staff. However, the respondents seemed not to be much disappointed or intimidated by such acts and their job satisfaction level was not jeopardized as such. Hence, the interview responses appeared to augment the cumulative satisfaction of the survey questionnaire respondents, i.e. inclining towards being neutral.

4.2.1.9. Average satisfaction of respondents relative to nature of work

The last but not least issue examined in the study was the level of respondents’ satisfaction with reference to the nature of work that they were engaged in within the target University. This variable encompassed attributes such as security, enjoyability, load, freedom and meaningfulness of the work that the respondents used to do in the organization. The frequencies and percentages pertaining to individual responses and cumulative average value of the entire respondents are given in table nine below.

Table 10: Frequency and percentage of respondents' average satisfaction level relative to nature of work

Average satisfaction value of individual respondents	Frequency	Percentage
1.00	1	.7
1.33	1	.7
1.83	1	.7
2.00	3	2.0
2.17	3	2.0
2.33	4	2.6
2.50	1	.7
2.67	2	1.3
3.00	10	6.6
3.17	4	2.6
3.33	10	6.6
3.50	4	2.6
3.67	9	5.9
3.83	12	7.9
4.00	38	25.0
4.17	16	10.5
4.33	4	2.6
4.50	11	7.2
4.67	6	3.9
4.83	4	2.6
5.00	8	5.3
Total	152	100.0
Cumulative mean		3.79
Std. Deviation		0.77

Table ten informs that 14 (9.2%) of the respondents converged to the satisfaction level of ‘(highly) dissatisfied’, while 30 (19.7%) and 108 (71.1%) of the respondents rated their satisfaction level as ‘neutral’ and ‘(highly) satisfied’ in the Likert scale respectively. From these frequency and percentage figures, one would easily infer that a great majority of the respondents happened to be (highly) satisfied by the work they do in their organization. Table ten also shows that there were respondents who turned out to be (highly) dissatisfied or neutral with reference to the nature of their work. However the magnitude of those respondents who were (highly) dissatisfied and neutral happened to be less significant compared to those who were (highly) satisfied.

Tracing the variable under concern, i.e. nature of work, the cumulative average satisfaction of the entire respondents appeared to count 3.79 (with a standard deviation of 0.77). This magnitude stands between ‘neutral’ and ‘satisfied’, but very closer to ‘satisfied’. This entails that the respondents were almost satisfied with regard to the nature of their job involving load, freedom, security, enjoyability and meaningfulness. In this regard, additional information was solicited from the interview respondents, and almost all the respondents replied that

they like their job regardless of the fact that they feel being underpaid. Hence, the survey and interview data happened to complement one another in a way that they disclosed the respondents' relative average satisfaction associated with the nature of their work converged to the rating 'satisfied' in the Likert scale.

4.2.1.10. Overall satisfaction of respondents

In addition to the average satisfaction of the respondents with respect to the nine influencing factors, the respondents were required to rate their overall satisfaction merely for being staffs at Addis Ababa University. As a result, the average overall satisfaction value came out to be 1.94 (standard deviation=0.72). This figure communicates that, on average, the respondents were not satisfied (they were dissatisfied) by virtue of being Addis Ababa University staffs. The following table presents the average values of respondents' overall satisfaction.

Table 11: Average overall satisfaction of respondents

Variables	Average satisfaction values		
	Mean	Frequency	Std. Deviation
Age in years			
20-30	1.89	9	.60
31-40	1.91	44	.56
41-50	1.78	51	.73
51-60	1.90	30	.80
60+	2.56	18	.70
Gender			
Male	1.95	122	.73
Female	1.90	30	.71
Academic rank			
Lecturer	1.74	47	.64
Assist. Professor	1.93	83	.68
Assoc. Professor	2.07	14	.62
Professor	3.00	8	.93
Service year			
1-5 years	1.71	21	.56
6-10 years	1.96	25	.54
11-15 years	1.81	52	.74
16-20 years	1.89	28	.69
20+ years	2.42	26	.81
Admin. position			
Yes	2.03	54	.80
No	1.89	98	.67
Total	1.94	152	.72

We can infer from the table that regardless of gender and administrative position the staffs experienced dissatisfaction. However, within the domains of age, service year and academic rank, some group of staffs were

somehow closer to neutral (staffs with 60⁺ years old, those who served for 20⁺ years and Professors were the better offs in terms of satisfaction). T-test and ANOVA were conducted to check the significance level of the differences among the overall average satisfaction values of respondents belonging to the different demographic sub-classes. Consequently, the T-test results showed that there was no statistically significant variation in the average overall satisfaction of respondents relative to gender and administrative position (see appendix-4). Whereas, the ANOVA indicated that the variation in the overall average satisfaction of respondents within the age range of more than 60 years and those in the rest of the age categories was statistically significant (see Appendix-1). Besides, the difference between the average satisfaction level of Professors and the respondents involved in the rest of the academic ranks appeared to be significant (see Appendix-2). Similarly, the variation in the average satisfaction of respondents within the service year range of more than 20 years and those in the rest of the domains except for those in 6-10 years was statistically significant (see Appendix-3).

The interview respondents mentioned both positive and negative attributes which seemed to stimulate their (dis)satisfaction for being staffs of the University. The positive ones include location advantage (the University being located in the metropolitan center compared to other federal Universities), relative freedom (possibility to work in other organizations if there is a chance to do so since the University did not impose strict control in this regard) and organizational prestige (the fact that Addis Ababa University had a well recognized reputation nation-wide). Contrary to this, the negative factors meant to jeopardize respondents' satisfaction include intervention of political ideologies within the academic arena (being a member of this or that political group/party could render benefits to the staff over academic performance and achievement), the gradual decline of students' performance, and the growing tendency of undermining and eroding University instructors' prestige and dignity (as is the case in the rest of the teaching community nation-wide). The negative influencers (dissatisfiers) seemed to overwhelm the positive ones (satisfiers) so that the respondents, on average, exhibited a sense of dissatisfaction in terms of their overall satisfaction for being staffs at the target University.

4.2.2. Description of respondents' average satisfaction based on demographic attributes

In this section, the average satisfaction levels of respondents were described and compared in light of the various demographic variables considered in the study (see table one for these demographic attributes). The demographic variables have been addressed one after the other in the following subsequent subsections.

4.2.2.1. Satisfaction of respondents relative to age

Investigating the satisfaction level of respondents in relation to their varying age ranges was one of the core aspects of this study. Accordingly, the average satisfaction levels of the respondents pertaining to the nine

organizational and job-related variables (pay, promotion, supervision, fringe benefits, contingent reward, coworkers, communication and nature of work) were examined in association with the various age categories. Table twelve below presents the average satisfaction levels of respondents relative to the aforementioned nine variables aligned with the different age ranges as well as the cumulative satisfaction of the respondents corresponding to the respective age categories in relation to the nine non-demographic variables.

Table 12: Average job satisfaction values of respondents in terms of age

Variable	Age range in years	Average satisfaction value	Std. Deviation	p (sig. level) ¹
Pay	20-30	2.12	0.85	0.296
	31-40	1.91	0.71	
	41-50	1.75	0.79	
	51-60	1.73	0.65	
	60 ⁺	2.07	0.75	
Promotion	20-30	2.46	0.92	0.065
	31-40	2.41	0.89	
	41-50	2.30	0.94	
	51-60	2.42	0.96	
	60 ⁺	3.04	0.93	
Supervision	20-30	3.61	0.85	0.715
	31-40	3.16	1.13	
	41-50	3.27	1.12	
	51-60	3.41	0.91	
	60 ⁺	3.40	0.76	
Fringe benefit	20-30	1.86	0.69	0.862
	31-40	1.81	0.79	
	41-50	1.82	0.78	
	51-60	1.88	0.79	
	60 ⁺	2.04	0.68	
Contingent reward	20-30	1.97	0.68	0.703
	31-40	1.95	0.74	
	41-50	1.99	0.87	
	51-60	2.17	0.90	
	60 ⁺	2.21	0.86	
Operating procedures	20-30	2.56	0.92	0.853
	31-40	2.77	0.81	
	41-50	2.71	0.80	
	51-60	2.80	0.82	
	60 ⁺	2.58	0.84	
Coworkers	20-30	3.22	0.61	0.450
	31-40	3.69	0.75	
	41-50	3.70	0.74	
	51-60	3.74	0.77	
	60 ⁺	3.67	0.72	

¹ The significance value stands for *p* of the ANOVA result indicated in appendix-5.

Communication	20-30	2.75	1.05	0.194
	31-40	2.86	1.01	
	41-50	2.85	0.96	
	51-60	3.18	0.81	
	60 ⁺	2.99	0.95	
Nature of work	20-30	3.57	0.72	0.270
	31-40	3.75	0.74	
	41-50	3.69	0.87	
	51-60	3.86	0.72	
	60 ⁺	4.12	0.60	

As can be clearly seen from the table, in terms of pay, respondents with age ranges of 20-30, 31-40, 41-50, 51-60 and above 60 years exhibited an average satisfaction level of 2.12, 1.91, 1.75, 1.73, and 2.07 respectively (the corresponding standard deviations were 0.85, 0.71, 0.79, 0.65, and 0.75). It is also evident that the average satisfaction levels relating to all the age ranges lie somewhere closer to the label ‘dissatisfied’ in the Likert scale. When we see the individual age ranges, it seems that those respondents belonging to 20-30 and above 60 years were the least dissatisfied compared to the others, while those respondents within the age categories of 41-50 and 51-60 years appeared to be relatively the most dissatisfied groups. Thus, there was no consistent decline or increase in satisfaction levels in line with increase or decrease in age. Analysis of variance (ANOVA) was conducted in order to catch if there was really a significant variation in terms of the average satisfaction levels among the respondents belonging to the five age categories. Consequently, the ANOVA result indicated that there was no significant difference in satisfaction levels pertaining to pay with respect to the respondents of various age ranges (the p value happened to be 0.296, hence, $p > 0.05$)².

Table twelve also shows the association of age with promotion by way of comparing the satisfaction levels of respondents within the different age ranges relative to promotion. As depicted by the table, 2.46, 2.41, 2.30, 2.42, and 3.04 were the respondents’ average satisfaction values associated with the age categories stated above (with the respective standard deviations 0.92, 0.89, 0.94, 0.96, and 0.93). Except for the respondents subsumed under the age range of above 60 years whose average satisfaction level was closer to ‘neutral’, the average satisfaction levels of the respondents belonging to the other age groups turned out to be closer to the ‘dissatisfied’ label in the Likert scale. As was with pay, the average satisfaction level of the respondents with respect to promotion did not show a linear increase or decrease with an increase or decrease in age. The ANOVA implied the absence of any statistically significant variation among the different age groups in terms of their average satisfaction level related to promotion ($p = 0.065$).

² Significant variation could only be reported to exist if the p value was less than 0.05.

When it comes to supervision, the respective average satisfaction level of the respondents included in the aforementioned age ranges counted 3.61, 3.16, 3.27, 3.41 and 3.40 (with corresponding standard deviations 0.85, 1.13, 1.12, 0.91 and 0.76). From these figures, one can comprehend that except for the respondents that belonged to the age range of 20-30 years whose satisfaction level was closer to being satisfied, all the respondents that assumed the rest of the age categories had an average satisfaction level closer to the 'neutral' label in the Likert scale. Once again, there appeared no consistent increase or decrease in satisfaction with reference to supervision as a function of increase or decrease in age. The ANOVA result also showed that there was no significant difference in the average satisfaction levels of the target respondents with varying age levels in relation to supervision ($p= 0.715$).

In terms of fringe benefits, the respondents involved in the stated age groups had the average satisfaction values of 1.86, 1.81, 1.82, 1.88, and 2.04 respectively (the corresponding standard deviations were 0.69, 0.79, 0.78, 0.79 and 0.68). All of these values appeared to be quite closer to the label 'dissatisfied' in the Likert scale. It seems that there was a slight decrease in dissatisfaction level as a function of increase in age. However, there occurred one exception, i.e. the respondents in the age range of 20-30 years scored an average satisfaction value greater than those in the two immediately following age ranges (31-40 and 41-50 years). As per the ANOVA, taking fringe benefits into account, there was no statistically meaningful variation in the average satisfaction level of the respondents encompassed in the various age groups (note that $p=0.862$).

Coming to contingent reward, the average satisfaction values of the respondents involving the aforementioned age categories were 1.97, 1.95, 1.99, 2.17, 2.21 in their respective order (standard deviations=0.68, 0.74, 0.87, 0.90 and 0.86). As was the case with fringe benefits, all these average values happened to be closer to the 'dissatisfied' label in the Likert scale. Once again, like with fringe benefits, there appeared a very slight decrease in the average dissatisfaction levels as a result of increase in age, but with one exceptional state of affairs where the respondents with the age range of 20-30 years had a slightly greater average satisfaction value (i.e. 1.97) compared to that in the age range of 31-40 years (i.e. 1.95). The ANOVA depicted that the variation in the average satisfaction level among the respondents relating to the different age ranges was not statistically significant ($p=0.703$).

The average satisfaction level of the respondents involved in the different age ranges relative to operating procedures counted 2.56, 2.77, 2.71, 2.80 and 2.58 respectively (with standard deviations 0.92, 0.81, 0.80, 0.82, and 0.84). All these figures assume a place somewhere closer to 'neutral' in the Likert scale. However, when we compare the values of individual age ranges, the relatively higher values were affiliated with the age ranges 51-

60 and 31-40 years, whereas the relatively less values were associated with the age categories of 20-30 and above 60 years. From this, one could understand that there was no such regular increase or decrease in the average satisfaction level of the respondents as a function of increase or decrease in age. The ANOVA result also depicted that the variation in average satisfaction level among respondents belonging to the different age groups in relation to operating procedures was not significant enough (note that $p=0.853$).

Taking the variable known as coworkers into consideration, the average satisfaction values of the respondents relating to the aforementioned age ranges were 3.22, 3.69, 3.70, 3.74, and 3.67 (with corresponding standard deviations 0.61, 0.75, 0.74, 0.77 and 0.72). Except for the value meant for the age range 20-30 years that happened to lie closer to 'neutral', all the average satisfaction values associated with the other age ranges appeared to fall somewhere closer to the label 'satisfied' in the Likert scale. By virtue of comparing the values related to the different age ranges, one could notice that there appeared a slight increase in the average satisfaction level with increase in age, but with an exception that the respondents included in the age range above 60 years had a relatively less average value than those in the age ranges of 31-40, 41-50 and 51-60 years. Thus, one would say that there was no increase or decrease of average satisfaction level consistent with an increase or decrease in age. In terms of statistical significance, the variation in the average satisfaction level of the respondents included in the various age groups relative to coworkers was not that meaningful since the ANOVA indicated that the p value appeared to be greater than 0.05 ($p=0.45$).

The average satisfaction level of the respondents in different age ranges relative to communication was also investigated. Accordingly, the respective average satisfaction values were 2.75, 2.86, 2.85, 3.18 and 2.99 (standard deviations=1.05, 1.01, 0.96, 0.81 and 0.95). All the average values fall closer to the rating 'neutral' in the Likert scale. Besides, one could infer from the figures that the increase or decrease in satisfaction level was not congruent with the increase or decrease in age. This is because the average value affiliated with the age category above 60 years is relatively less than the value meant for the age range 51-60 years on the one hand and the value attached to the age range 31-40 years was slightly less than the one with the age range 41-50 years on the other hand. Although there were slight differences in the average satisfaction level of the respondents included in the different age categories relative to communication, the ANOVA implied that these differences were not statistically significant enough since the p value was greater than 0.05 ($p=0.194$).

The last variable upon which the respondents' average satisfaction pertaining to different age ranges was computed had to do with nature of work. As per this variable, the average satisfaction values of the respondents involved in the age ranges stated earlier came to be 3.57, 3.75, 3.69, 3.86, and 4.12 (with corresponding

standard deviations being 0.72, 0.74, 0.87, 0.72 and 0.60). All of these values apparently lie somewhere closer to the ‘satisfied’ label in the Likert scale. There also seems to occur an increase in the average satisfaction level due to increase in age with one exception where the value attached to the age range 41-50 years appeared to be slightly less than the value affiliated with the age range of 31-40 years. It also appeared quite apparent that respondents in the age category of more than 60 years were best satisfied with their job in relation to the nature of their work compared to the ones relating to the preceding age ranges. The ANOVA result indicated that the variation in satisfaction level pertaining to the different age categories relative to nature of work was not significant enough (p=0.194).

4.2.2.2. Satisfaction of respondents relative to gender

Like age, the gender of respondents was taken into account so as to examine their average satisfaction by sub-grouping the entire respondents via their gender. Accordingly, the average satisfaction level of the respondents that belonged to the two genders (male and female) relative to the nine organizational and job-related variables as well as the measure of variation in the satisfaction level of the two genders was investigated as indicated in the following table.

Table 13: Average satisfaction values of respondents in terms of gender

Variable	Gender	Average satisfaction value	Std. Deviation	p (Sig. level) ³
Pay	Male	1.84	0.66	0.754
	Female	1.89	1.01	
Promotion	Male	2.43	0.94	0.365
	Female	2.38	0.97	
Supervision	Male	3.40	0.97	0.024
	Female	2.93	1.19	
Fringe benefits	Male	1.89	0.76	0.317
	Female	1.73	0.79	
Contingent reward	Male	2.06	0.79	0.634
	Female	1.96	0.95	
Operating procedures	Male	2.72	0.80	0.923
	Female	2.73	0.86	
Coworkers	Male	3.73	0.69	0.076
	Female	3.71	0.89	
Communication	Male	2.95	0.91	0.015
	Female	2.48	1.06	
Nature of work	Male	3.81	1.15	0.411
	Female	3.68	1.17	

³ See appendix-12 for the T-test results.

The table depicts that the average satisfaction of male and female respondents relative to pay counted 1.84 and 1.89 respectively (with the corresponding standard deviations of 0.66 and 1.01). The figures related to both genders occupy a position closer to the label dissatisfied in the Likert scale. Thus, the respondents included in both genders were dissatisfied in the payment scheme that the target University employed. Although the exact numbers meant to show the satisfaction level related to the two genders appeared to vary slightly where females assumed a better value, the T-test result indicated that the variation was not significant enough since the p value was greater than 0.05 ($p=0.754$).

When we consider the average satisfaction level of respondents affiliated with the two genders relative to promotion, the respective values were 2.43 and 2.38 (standard deviations=0.94 and 0.97). These average values communicate that the average satisfaction of males was better than that of females when measured against promotion. However, as indicated by the T-test, the variation of satisfaction between the two genders was not that meaningful ($p 0.365$).

The above table also shows that the average satisfaction values of the respondents relating to the two respective genders appeared to be 3.40 and 2.93 (with standard deviations 0.97 and 1.19) when measured against supervision. From these average values, one could deduce that males were at a better situation compared to females in terms of their satisfaction relative to supervision. The T-test result also demonstrated that the variation in the average satisfaction level between the two genders was statistically significant as the p value apparently happened to be less than 0.05 ($p= 0.024$)

Coming to the average satisfaction level of the two genders relative to fringe benefits, 1.89 and 1.73 (with standard deviations of 0.76 and 0.79) came out to be the corresponding average values for males and females. These average values relating to both genders appeared to be closer to the label 'dissatisfied' in the Likert scale with a very slight difference in the exact magnitudes where the figure for males was relatively higher than that for females. Nevertheless, the T-test result informed that the variation in the average satisfaction level of the two genders was not significant as such ($p 0.317$).

Another variable against which the average satisfaction level of the two genders was measured was contingent reward. In light of this variable, the respective average satisfaction values happened to count 2.06 and 1.96 (with standard deviations 0.79 and 0.95). Both of these values occupy a place somewhere closer to the label 'dissatisfied' in the Likert scale with the value meant for males being slightly greater than that meant for

females. However, the difference between the two values was justified by the T-test not to be significant since the p value was greater than 0.05 (notice that $p=0.634$).

When we consider operating procedures, the average satisfaction values of the respondents belonging to the two respective genders were 2.72 and 2.73 (standard deviations=0.80 and 0.86). In the Likert scale, both of these values assume a position closer to the 'neutral' label. The exact figures meant to denote the satisfaction level of the two genders were almost the same and this was supplemented by the T-test where $p = 0.923$ suggesting that the variation in the satisfaction level of the two genders relative to operating procedures was not statistically significant.

Relative to coworkers, the average satisfaction values of the two genders were 3.73 and 3.71 (with the corresponding standard deviations 0.69 and 0.89) both of which lie somewhere closer to the label 'satisfied' in the Likert scale. The values pertaining to the two genders were almost the same thereby entailing the fact that the variation in the average satisfaction of the two genders in association with coworkers was not significant as indicated by the T-test result ($p=0.076$).

In relation to communication, the average satisfaction values of the two respective genders appeared to count 2.95 and 2.48 (standard deviations= 0.91 and 1.06). The figures inform that the average value affiliated with males lies somewhere closer to the label 'neutral', whereas the value meant for females falls somewhere relatively closer to 'dissatisfied' in the Likert scale. The fact that males and females happened to relate to two different satisfaction levels (neutral and dissatisfied respectively) relative to communication was augmented by the T-test result where $p=0.015$ informing that the variation in the average satisfaction of the two genders relative to the stated variable was significant enough.

When it comes to nature of work, the average satisfaction values of the two genders were 3.81 and 3.68 (with standard deviations of 1.15 and 1.17). The average values meant for denoting both genders lie in a position closer to the 'satisfied' labeling implying that respondents relating to both genders were satisfied by the work they were doing in the target University. When we compare the exact figures affiliated with the two genders, the value related to males was somehow better than that related to females. Nonetheless, the T-test showed that the difference between the satisfaction level of the two genders was not statistically significant as such (note that $p=0.411$).

4.2.2.3. Satisfaction of respondents relative to academic rank

In addition to age and gender, the respondents were sub-categorized in terms of their academic rank (being Lecturer, Assistant Professor, Associate Professor or Professor) in order to investigate their average job satisfaction level by way of comparing across the ranks per se. Table thirteen below presents the average satisfaction values of the respondents in relation to their academic ranks relative to the nine organizational and job-related variables as well as the measure of variation in the average satisfaction level pertaining to the different academic ranks.

Table 14: Average satisfaction values of respondents relating to academic rank

Variable	Rank	Average satisfaction value	Std. Deviation	p (sig. level) ⁴
Pay	Lecturer	1.87	0.75	0.736
	Assist. Prof	1.81	0.72	
	Assoc. Prof	1.93	0.86	
	Professor	2.09	0.77	
Promotion	Lecturer	2.12	0.90	0.000
	Assist. Prof	2.31	0.89	
	Assoc. Prof	3.02	0.94	
	Professor	3.46	0.73	
Supervision	Lecturer	3.10	1.25	0.243
	Assist. Prof	3.37	0.96	
	Assoc. Prof	3.28	0.67	
	Professor	3.81	0.48	
Fringe benefits	Lecturer	1.72	0.71	0.322
	Assist. Prof	1.89	0.75	
	Assoc. Prof	1.93	0.93	
	Professor	2.22	0.84	
Contingent reward	Lecturer	1.89	0.73	0.020
	Assist. Prof	2.09	0.83	
	Assoc. Prof	1.77	0.70	
	Professor	2.78	1.11	
Operating procedures	Lecturer	2.56	0.89	0.262
	Assist. Prof	2.83	0.79	
	Assoc. Prof	2.73	0.61	
	Professor	2.50	0.87	
Coworkers	Lecturer	3.48	0.84	0.136
	Assist. Prof	3.79	0.71	
	Assoc. Prof	3.61	0.53	
	Professor	3.68	0.51	
Communication	Lecturer	2.70	1.02	0.080
	Assist. Prof	3.04	0.91	
	Assoc. Prof	2.46	0.96	
	Professor	2.69	0.81	

⁴ See appendix-6 for the ANOVA results.

Nature of work	Lecturer	3.63	0.83	0.251
	Assist. Prof	3.87	0.73	
	Assoc. Prof	3.67	0.85	
	Professor	4.06	0.64	

As indicated in the table, relative to pay, the average satisfaction values of the respondents who belonged to the academic ranks of Lecturer, Assistant Professor, Associate Professor and Professor were 1.87, 1.81, 1.93 and 2.09 (with the corresponding standard deviations 0.75, 0.72, 0.86, and 0.77) respectively. The average values associated with all of the academic ranks assume a place closer to the ‘dissatisfied’ label in the Likert scale implying that the respondents were dissatisfied with the payment they were earning in the University regardless of their rank. There appeared a very slight decrease in the average dissatisfaction level of the respondents due to raise in academic rank with the exception that the value related to the rank of Assistant Professor turned out to be slightly less than that related to the rank of Lecturer. The ANOVA showed that the difference in the average satisfaction level of the respondents affiliated with the stated academic ranks was not significant ($p=0.736$).

The table also shows that the average satisfaction values of the respondents with the stated academic ranks relative to promotion were 2.12, 2.31, 3.02 and 3.46 (standard deviations=0.90, 0.89, 0.94 and 0.73). It is quite apparent that there was a clear decrease in the dissatisfaction level upon an increase in academic rank thereby putting Lecturers very close to the label ‘dissatisfied’ and Professors relatively close to the label ‘satisfied’, while the other two ranks fall in between these two labels in the Likert scale. The ANOVA depicted that there was a significant variation in terms of satisfaction levels among the respondents belonging to the different academic ranks ($p=0.000$). Post hoc analysis was conducted to catch the exact domains of academic rank between which the significant variation in the average satisfaction values was observed. Accordingly, the post hoc test indicated that the variations between the average satisfaction values of lecturers and Associate Professors, lecturers and Professors, Assistant Professors and Associate Professors, as well as Assistant Professors and Professors were statistically significant (See Appendix-8).

With regard to supervision, the average satisfaction values related to the aforementioned academic ranks appeared to be 3.10, 3.37, 3.28 and 3.81 (with standard deviations 1.25, 0.96, 0.67 and 0.48). The values related to the first three respective academic ranks were closer to the label ‘neutral’, while the value for the rank of Professor turned out to be closer to ‘satisfied’ in the Likert scale. When we observe the exact figures, there was a tendency of exhibiting a better average satisfaction level as a function of raise in academic rank except that the value affiliated with the rank of Associate Professor happened to be slightly less than that associated with the rank of Assistant Professor. The ANOVA showed that the difference in the average satisfaction level of the

respondents within the various academic ranks relative to supervision was not statistically significant enough (note that $p=0.243$).

When it comes to fringe benefits, the average satisfaction values of respondents included in the stated ranks were 1.72, 1.89, 1.93 and 2.22 (standard deviations=0.71, 0.75, 0.93 and 0.84). The values pertaining to all the academic ranks were closer to the 'dissatisfied' label in the Likert scale communicating the fact that the respondents, regardless of academic rank, were dissatisfied by the fringe benefit schemes of the target University. When we see the exact values attributed to each academic rank, there was a pattern of decreasing in dissatisfaction levels due to a raise in academic rank. The ANOVA justified that the variation in the average satisfaction level of the respondents that belonged to the stated academic ranks in relation to fringe benefits was not significant as such ($p=0.322$).

As regards contingent reward, the average satisfaction values of the respondents affiliated with the aforementioned ranks happened to count 1.89, 2.09, 1.77 and 2.78 (with standard deviations 0.73, 0.83, 0.70 and 1.11) respectively. The values attributed to the first three academic ranks lie closer to 'dissatisfied', whereas the value related to the rank of Professor fall closer to 'neutral' in the Likert scale. Out of the first academic ranks that fall within the same range in the Likert scale, Associate Professors appeared to be the most dissatisfied by way of breaking up the linear increase in the satisfaction level consistent with raise in academic rank. The ANOVA result demonstrated that, relative to contingent reward, the variation in the average satisfaction level of the respondents belonging to the stated academic ranks was statistically significant ($p=0.02$). It was attempted to catch the exact academic ranks whose average satisfaction levels appeared to be significant via a post hoc analysis. Consequently, the differences between the average satisfaction values pertaining to lecturers and Professors as well as Associate Professors and Professors were statistically significant (See Appendix-9).

Regarding operating procedures, the respondents involved in the respective academic ranks appeared to have average satisfaction values of 2.56, 2.83, 2.73 and 2.50 (standard deviations= 0.89, 0.79, 0.61 and 0.87). The figures imply that there was no steady pattern of increase or decrease in satisfaction levels as a function of increase or decrease in academic rank. Professors happened to have the least satisfaction value, while Assistant Professors turned out to have a relatively better satisfaction value followed by Associate Professors. Although there were slight differences in the satisfaction levels of the respondents relating to the four academic ranks, the ANOVA depicted that the variations were not that meaningful ($p=0.262$).

In relation to coworkers, the average satisfaction values of the respondents affiliated with the stated academic ranks were 3.48, 3.79, 3.61 and 3.68 (with corresponding standard deviations of 0.84, 0.71, 0.53 and 0.51) respectively. The first value appeared to be relatively closer to the label 'neutral', while all the other values were closer to the label 'satisfied' in the Likert scale. Except that Assistant Professors happened to be the most satisfied exceeding the satisfaction level of (Associate) Professors in relative terms, there was a tendency of slight increase in satisfaction level as a result of raise in academic rank. The ANOVA indicated that there was no significant variation in the average satisfaction level of the respondents included in the different academic ranks (note that $p=0.136$)

Coming to communication, the average satisfaction values attributed to the respondents with the different academic ranks came to be 2.70, 3.04, 2.46 and 2.69 (with standard deviations 1.02, 0.91, 0.96 and 0.81). The value meant for Associate Professors happened to be relatively closer to the label 'dissatisfied', whereas the values related to the rest of the academic ranks were relatively closer to the 'neutral' labeling in the Likert scale. Assistant Professors were the ones with a relatively better satisfaction value followed by Lecturers, while Associate Professors assumed the least value followed by Professors. Hence, the increase or decrease in satisfaction level was not in line with the increase or decrease in academic rank. Given the slight variations, the ANOVA implied that the variation in the average satisfaction level of the respondents pertaining to the four academic ranks was not significant as such ($p=0.080$).

In light of nature of work, the respondents assuming the four respective academic ranks turned out to have the average satisfaction values of 3.63, 3.87, 3.67 and 4.06 (standard deviations=0.83, 0.73, 0.85 and 0.64). These values were closer to the label 'satisfied' in the Likert scale indicating that the respondents relating to all the academic ranks were satisfied in terms of the work they do in the University. Nevertheless, there was a slight variation in the satisfaction value of the respondents among the four academic ranks where Professors had the best satisfaction value followed by Assistant Professors, while Lecturers assumed a relatively least value followed by Associate Professors. Hence, the linear increase in the satisfaction level was violated by Associate Professors who happened to have a relatively lesser value than Assistant Professors. Even though there were slight variations in the satisfaction level of the respondents related to the four academic ranks, the ANOVA showed that the variations were not significant enough ($p=0.251$).

4.2.2.4. Satisfaction of respondents relative to service year

The other demographic attribute used to investigate the average satisfaction level of respondents was years of service in the target University. In this regard, the respondents were dichotomized into five categories and the average satisfaction values of the respondents relative to these five categories were examined against the nine non-demographic variables as indicated in the table below.

Table 15: Average satisfaction values of respondents in relation to service year

Variable	Service year	Average satisfaction value	Std. Deviation	p (sig. level) ⁵
Pay	1-5years	1.88	0.78	0.292
	6-10years	1.82	0.64	
	11-15years	1.76	0.70	
	16-20years	1.77	0.68	
	20+ years	2.13	0.90	
Promotion	1-5years	2.49	1.08	0.816
	6-10years	2.35	0.75	
	11-15years	2.47	0.96	
	16-20years	2.41	1.01	
	20+ years	2.56	0.92	
Supervision	1-5years	3.30	1.32	0.911
	6-10years	3.37	0.97	
	11-15years	3.24	1.05	
	16-20years	3.23	1.05	
	20+ years	3.45	0.77	
Fringe benefit	1-5years	1.77	0.87	0.798
	6-10years	1.92	0.69	
	11-15years	1.85	0.70	
	16-20years	1.76	0.87	
	20+ years	1.99	0.77	
Contingent reward	1-5years	1.74	0.60	0.015
	6-10years	2.29	0.81	
	11-15years	1.98	0.71	
	16-20years	1.82	0.80	
	20+ years	2.39	1.07	
Operating procedures	1-5years	2.48	0.77	0.275
	6-10years	2.97	0.70	
	11-15years	2.78	0.86	
	16-20years	2.61	0.86	
	20+ years	2.68	0.77	
Coworkers	1-5years	3.43	0.92	0.433
	6-10years	3.72	0.47	
	11-15years	3.65	0.80	
	16-20years	3.81	0.47	
	20+ years	3.75	0.87	
Communication	1-5years	2.44	0.95	0.005
	6-10years	3.38	0.66	
	11-15years	2.84	0.92	

⁵ See appendix-7 for the ANOVA results.

	16-20years	2.60	1.04	
	20 ⁺ years	3.03	0.99	
Nature of work	1-5years	3.40	0.92	0.152
	6-10years	3.93	0.55	
	11-15years	3.82	0.75	
	16-20years	3.79	0.68	
	20 ⁺ years	3.90	0.89	

As clearly depicted by the above table, the average satisfaction values of the respondents relating to the five service year categories (1-5, 6-10, 11-15, 16-20 and above 20 years) as computed against pay were 1.88, 1.82, 1.76, 1.77 and 2.13 (with the corresponding standard deviations of 0.78, 0.64, 0.70, 0.68 and 0.90). All of these values appeared to be relatively closer to the ‘dissatisfied’ label in the Likert scale communicating that respondents included in all the service year ranges were dissatisfied with the payment scheme of the University. When we compare the individual values attributed to the stated service year categories, respondents within the service year range of more than 20 years were the least dissatisfied followed by those in the service year range of 1-5 years, whereas those involved in the service year range of 11-15 years had relatively the highest level of dissatisfaction. Thus, there was no linear increase or decrease in the satisfaction level of the respondents due to increase or decrease in service years. Despite the differences among the average satisfaction values pertaining to the five service year ranges, the ANOVA depicted that the variations were not statistically significant ($p=0.292$).

Considering promotion, the respondents relating to the five service year categories turned out to have the average satisfaction values of 2.49, 2.35, 2.47, 2.41 and 2.56 (standard deviations =1.08, 0.75, 0.96, 1.01 and 0.92) respectively. While all these values fall in between the labels ‘dissatisfied’ and ‘neutral’ in the Likert scale, the value attributed to the service year range of more than 20 years happened to be closer to ‘neutral’, whereas the values related to the rest service year categories were relatively closer to the ‘dissatisfied’ label. The relative increase or decrease in satisfaction did not go in line with the increase or decrease in service years. The ANOVA showed that the variation observed in the average satisfaction level of the respondents affiliated with the different service year ranges relative to promotion was not that significant (note that $p=0.816$).

When it comes to supervision, the respondents attributed to the stated service year categories assumed the average satisfaction values of 3.30, 3.37, 3.24, 3.23 and 3.45 (with standard deviations 1.32, 0.97, 1.05, 1.05 and 0.77) in their respective order. All the values being closer to the ‘neutral’ label in the Likert scale, comparatively the respondents with the service year range of more than 20 years appeared to have a better satisfaction level, while those in the service year range of 11-15 and 16-20 years turned out to have relatively the least level of satisfaction. It was also evident that the relative increase or decrease in the satisfaction level of

the respondents involved in the various service year categories was not congruent with the increase or decrease in service years. As per the result of the ANOVA, the variation in the satisfaction level pertaining to the different service year ranges was not statistically significant ($p=0.911$).

As regards fringe benefits, the average satisfaction values of the respondents included in the stated service year categories were 1.77, 1.92, 1.85, 1.76, 1.99 (with standard deviations 0.87, 0.69, 0.70, 0.87 and 0.77). These values assume a position closer to the label 'dissatisfied' in the Likert scale indicating that respondents involved in all the service year ranges were dissatisfied by the fringe benefits in the University. Considering the individual values, the respondents related to the service year category of more than 20 years exhibited relatively the least dissatisfaction, whereas those with the service year range of 15-20 years had the highest level of dissatisfaction thereby implying the absence of steady increase or decrease in the dissatisfaction level consistent with the increase or decrease in service years. Given the slight variation in the average satisfaction values relating to the respondents attributed to the different service year ranges relative to fringe benefits, the ANOVA implied that the variation was not significant as such ($p=0.798$).

Regarding contingent reward, the respondents pertaining to the aforementioned service year categories had the average satisfaction values of 1.74, 2.29, 1.98, 1.82 and 2.39 (standard deviations=0.60, 0.81, 0.71, 0.80 and 1.07). As was the case with fringe benefits, all of these average values happened to be closer to the 'dissatisfied' label in the Likert scale suggesting that respondents of any service year category were dissatisfied by the contingent reward modalities of the University. Although there was no regular increase or decrease in satisfaction level in line with the increase or decrease in service years, the respondents within the service year range of more than 20 years appeared to be the least dissatisfied, while those in the service year range of 1-5 years were the most dissatisfied. The ANOVA entailed that the differences in satisfaction level of the respondents attributed to the different service year ranges relative to contingent reward was statistically significant ($p=0.015$). Based on a post hoc analysis, the statistically significant variation was captured to exist between the average satisfaction values of respondents in the service year ranges of 1-5 and above 20 years (See Appendix-10).

In relation to operating procedures, the average satisfaction values of the respondents assuming the stated service year categories were 2.48, 2.97, 2.78, 2.61 and 2.68 (with corresponding standard deviations being 0.77, 0.70, 0.86, 0.86 and 0.77). Except for the value meant to catch the service year range of 1-5 years that was relatively closer to the label 'dissatisfied', all the values related to the rest of the service year categories were closer to 'neutral' in the Likert scale. However, even within the values that were relatively closer to the 'neutral'

label, there were slight variations which did not actually follow a consistent pattern parallel with the increase or decrease in service years. Respondents in the service year category of 6-10 years happened to exhibit a relatively better satisfaction level followed by those in the service year range of 10-15 years. According to the ANOVA, the variation in respondents' average satisfaction among the various service year categories was not that significant ($p= 0.275$).

Relative to coworkers, the average satisfaction values of respondents relating to the service year ranges stated earlier were 3.43, 3.72, 3.65, 3.81 and 3.75 (with standard deviations 0.92, 0.47, 0.80, 0.47 and 0.87) in their respective order. Except for the value attributed to the service year range 1-5 years that was relatively closer to the neutral label in the Likert scale, the values related to all the other service year categories were closer to the label 'satisfied'. From the satisfied groups, those in the service year range of 15-20 years had a better satisfaction level followed by those within the service year range of above 20 years, whereas those in the service year range of 10-15 years were least satisfied in relative terms. This implies that there was no increase or decrease in satisfaction level aligned with increase or decrease in service years. As per the result of the ANOVA, the variation in satisfaction level among the respondents belonging to the different service year ranges relative to coworkers was not statistically significant ($p= 0.433$).

The average satisfaction values of respondents relative to the stated service year domains were also computed against communication. In this regard, the average values appeared to be 2.44, 3.38, 2.84, 2.60 and 3.03 (standard deviations=0.95, 0.66, 0.92, 1.04 and 0.99). All the values except for the one attributed to the range 1-5 years, which was closer to 'dissatisfied', can be taken to fall closer to the label 'neutral' in the Likert scale implying that the respondents per se were neither excited nor disappointed as such by the relationship they had with their coworkers. However, even from the neutral groups, there were slight differences relative to individual figures thereby having respondents within the service year category of 6-10 years to exhibit a better satisfaction level followed by those in the service year range of above 20 years, whereas those in the service year domain of 15-20 years had the least satisfaction level. With such variations in the satisfaction level of respondents involved in the various service year categories, the ANOVA informed that the variation was significant enough ($p=0.005$). The post hoc analysis disclosed that the statistically significant variation occurred between the respondents involved in the service year ranges of 1-5 and 6-10 years on the one hand and between those in the ranges of 6-10 and 16-20 years on the other hand (See Appendix-11).

Regarding nature of work, the respondents affiliated with the stated service year domains had the average satisfaction values of 3.40, 3.93, 3.82, 3.79 and 3.90 (with standard deviations 0.92, 0.55, 0.75, 0.68 and 0.89).

The values attributed to the last four service year ranges appeared to be closer to the label ‘satisfied’, while the value meant for the range 1-5 years turned out to be closer to ‘neutral’ in the Likert scale. Although not consistent with the increase or decrease in the service year ranges, there were differences within the satisfied domains where respondents in the service year category of 6-10 years had a better satisfaction level followed by those in the range of above 20 years, while those in the category of 15-20 years had a relatively less satisfaction level. Regardless of such variations, the ANOVA showed that the difference in the average satisfaction level of respondents involved in the different service year ranges was not significant ($p=0.152$).

4.2.2.5. Satisfaction of respondents relative to administrative position

The last attribute of respondents by which their average satisfaction level was compared was the presence or absence of any administrative position in addition to the taken-for-granted responsibility of teaching. The following table depicts the average satisfaction values of respondents pertaining to the stated attribute.

Table 16: Average satisfaction of respondents in relation to administrative position

Variable	Administrative Position	Average satisfaction values	p (sig. level) ⁶
Pay	Yes	1.96	0.196
	No	1.80	
Promotion	Yes	2.48	0.064
	No	2.36	
Supervision	Yes	3.49	0.086
	No	3.20	
Fringe benefits	Yes	2.03	0.037
	No	1.76	
Contingent reward	Yes	2.26	0.014
	No	1.92	
Operating procedures	Yes	2.79	0.454
	No	2.68	
Coworkers	Yes	3.73	0.503
	No	3.64	
Communication	Yes	3.03	0.114
	No	2.77	
Nature of work	Yes	3.81	0.829
	No	3.78	

One can infer from the table that the average satisfaction values of the respondents with and without any administrative position relative to pay counted 1.96 and 1.80 (with the corresponding standard deviations of 0.83 and 0.68) in their respective order. Both of the values appeared to be closer to the label ‘dissatisfied’ in the

⁶ See appendix-13 for the T-test results.

Likert scale communicating that respondents attributed to both with and without any additional administrative responsibility besides the default teaching responsibility were dissatisfied with the payment practiced in the University. Comparing the values relating to the two groups of respondents, the respondents with administrative position were relatively less dissatisfied than those without any administrative position. However, the T-test depicted that the variation was not that significant (note that $p=0.196$).

Regarding promotion, the respondents with and without any administrative position converged to the average satisfaction values of 2.48 and 2.36 (standard deviations=0.98 and 0.91) respectively. Both of the values fall somewhere in between the labels 'dissatisfied' and 'neutral' in the Likert scale. However, the value for respondents without administrative position happened to be much closer to the 'dissatisfied' label compared to the value meant for respondents with administrative position. But, the variation was not that significant since the T-test came out to render a p value of 0.064.

When it comes to supervision, the average satisfaction values affiliated with the respondents with and without any additional administrative responsibility were 3.49 and 3.20 (standard deviations=0.90 and 1.08). These values were relatively closer to the 'neutral' label in the Likert scale implying that the respondents within both categories were not satisfied with the supervision mechanisms, nor were they dissatisfied as such. When we compare the magnitudes relative to the two groups of respondents, the value meant for respondents with administrative position happened to be relatively higher than that meant for respondents without any administrative position. However, as per the T-test result, the difference was not that meaningful ($p=0.086$).

As regards fringe benefits, the respondents relating to the sated categories had the average satisfaction values of 2.03 and 1.76 (with standard deviations 0.83 and 0.70) in their respective order. Considering the Likert scale, both of these values lie closer to the label 'dissatisfied' indicating that the respondents were dissatisfied by the fringe benefit schemes of the University regardless of the presence or absence of any administrative position. The average values show that respondents with administrative position were relatively less dissatisfied than those respondents without any position and the T-test depicted that the variation was statistically significant enough ($p=0.037$).

In relation to contingent reward, the average satisfaction values associated with the two groups of respondents were 2.26 and 1.92 (standard deviations=0.87 and 0.78). As was the case with fringe benefits, these values came out to be closer to the 'dissatisfied' label in the Likert scale implying that the respondents involved in both categories were dissatisfied with the contingent reward mechanisms of the University. Once again, as was with

fringe benefits, the respondents with administrative position appeared to be less dissatisfied compared to those without any position and the T-test result indicated that the variation was significant ($p=0.014$).

With regard to operating procedures, the respondents with and without administrative position happened to score the average satisfaction values of 2.79 and 2.68 (with standard deviations 0.80 and 0.82) respectively. These values indicate that the respondents in both categories were more or less neutral in terms of their satisfaction although the respondents with administrative position were found out to be much closer to the 'neutral' label than those without any administrative position. Nonetheless, the T-test showed that the variation that occurred between the satisfaction level of respondents with administrative position and those without any position was not that significant (note that $p=0.454$).

Considering coworkers, the average satisfaction values of the respondents included in the two stated groups were 3.73 and 3.64 (standard deviations=0.69 and 0.76). One can infer from these average values that the respondents in both categories were virtually satisfied although the respondents with administrative position appeared to be more satisfied compare to those without any administrative position. Regardless of such slight differences, the T-test result communicated that the variation in the satisfaction level of the respondents involved in the two groups relative to coworkers was not significant as such ($p=0.503$).

In relation to communication, the average satisfaction values attributed to the two categories of respondents happened to be 3.03 and 2.77 (with corresponding standard deviations 0.89 and 0.99) in their respective order. These average values fall somewhere closer to the label 'neutral' in the Likert scale signifying that the respondents of both groups were almost neutral in terms of their satisfaction pertaining to communication in the University. When we compare the values meant to catch the satisfaction level of the respondents in the two categories, respondents with administrative position were better satisfied than those without any position who came out to lie relatively farther away from neutral to the way to dissatisfied in the Likert scale. But the T-test demonstrated that the variation was not in a position to be called statistically significant ($p=0.114$).

Coming to nature of work, the respondents affiliated with the two stated groups had the average satisfaction values of 3.81 and 3.78 (with corresponding standard deviations of 0.69 and 0.61). From these values, one would infer that the respondents involved in both categories were virtually satisfied with the work they used to do in the University given that the respondents with administrative position were somehow better in terms of satisfaction than those without any position. However the T-test result implied that the variation in satisfaction

level between respondents of the two categories relative to nature of work was not significant enough ($p=0.829$).

4.3. Correlation analysis

A correlation analysis was conducted in order to examine whether there existed a significant closeness of the relationship or association between the dependent variable (overall job satisfaction) and the predictor /independent variables (pay, promotion, supervision, fringe benefits, contingent reward, operating procedures, coworkers, communication and nature of work). The variables under concern would be said to correlate when the movement (increase/decrease) of one variable was accompanied by the movement (increase/decrease) of the other. In other words, the correlation analysis was used to determine the possible association that occurred between the dependent and independent variables. The following correlation analysis matrix table depicts the degree to which the two variables were correlated to each other.

Table 17: Correlation between overall satisfaction and the non-demographic predictor variables

		Overallsat	Pay	Prom	Super	Frinben	Contrew	Oppr	Cowor	Comm	Network
Overallsat	PC	1									
	Sig.										
Pay	N	152									
	PC	.546**	1								
	Sig.	.000									
Prom	N	152	152								
	PC	.363**	.316**	1							
	Sig.	.000	.000								
Super	N	152	152	152							
	PC	.123	.147	.278**	1						
	Sig.	.132	.071	.001							
Frinben	N	152	152	152	152						
	PC	.457**	.628**	.320**	.193*	1					
	Sig.	.000	.000	.000	.017						
Contrew	N	152	152	152	152	152					
	PC	.439**	.482**	.146	.123	.471**	1				
	Sig.	.000	.000	.073	.131	.000					
Oppr	N	152	152	152	152	152	152				
	PC	.212**	.293**	.229**	.112	.253**	.220**	1			
	Sig.	.009	.000	.004	.168	.002	.006				
Cowor	N	152	152	152	152	152	152	152			
	PC	.022	.006	.220**	.348**	-.002	.077	.215**	1		
	Sig.	.783	.945	.006	.000	.981	.349	.008			
Comm	N	152	152	152	152	152	152	152	152		
	PC	.184*	.334**	.154	.303**	.384**	.453**	.361**	.226**	1	
	Sig.	.023	.000	.058	.000	.000	.000	.000	.005		
Natwor	N	152	152	152	152	152	152	152	152	152	
	PC	.037	.002	.339**	.268**	.086	.120	.282**	.465**	.343**	1
	Sig.	.653	.979	.000	.001	.292	.140	.000	.000	.000	
	N	152	152	152	152	152	152	152	152	152	152

** . 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 the table, a one-to-one association among the overall satisfaction of respondents and the nine non-demographic predictor variables demonstrated that overall job satisfaction appeared to have a fairly moderate positive association with pay, promotion, fringe benefits and contingent reward (the respective correlation coefficients (r- values) came out to be 0.546, 0.363, 0.457 and 0.439). This went in line with the descriptive statistics results where the average overall satisfaction of respondents came to be 1.94, while the average satisfaction values of the same respondents relative to pay, promotion, fringe benefits and contingent reward were 1.85, 2.42, 1.86 and 2.04 respectively. These figures communicate that, on average, respondents' overall satisfaction and their satisfaction relative to pay, promotion, fringe benefits and contingent reward had a considerable level of convergence in that they were somehow closer to the 'dissatisfied' label in the Likert scale. The correlation that overall satisfaction had with the other predictor variables turned out to be weak since the r-values fell between 0 and 0.25 farther away from 0.25 to the left.

Correlation analysis was also conducted to catch the possible associations between the average overall satisfaction of the target respondents and each of the numerically measured demographic variables (age, academic rank and service year). The following table shows the correlation analysis outputs.

Table 18: Correlation between overall satisfaction and demographic variables (age, academic rank and service year)

		Overall sat.	Age	Academic Rank	Service Year
Overall sat.	PC	1			
	Sig.				
	N	152			
Age	PC	.195*	1		
	Sig.	.016			
	N	152	152		
Academic Rank	PC	.331**	.524**	1	
	Sig.	.000	.000		
	N	152	152	152	
Service Year	PC	.239**	.678**	.450**	1
	Sig.	.003	.000	.000	
	N	152	152	152	152

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

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

We can infer from the table that overall satisfaction happened to have a considerably moderate positive correlation with academic rank and service year (the respective r-values were 0.331 and 0.239). The association of overall satisfaction with age was still positive, but relatively weaker than those with academic rank and service year (r=0.195).

4.4. Test for the central assumptions of linear regression model

In order to conduct a linear regression analysis, first the underlying assumptions must be tested. If the assumptions are met, one can proceed with the regression analysis; proceeding with the regression analysis without meeting the basic assumptions leads to wrong results. The assumption of normality, multicollinearity, homoscedasticity, linearity and autocorrelation were tested and met for the sake of this study. The following subsequent sections present the test results of these assumptions.

4.4.1. The normality test

Normality test was conducted in order to determine if data sets were well-modeled by a normal distribution and to compute how likely it was for a random variable underlying the data set to be normally distributed. The Shapiro Wilk test of Normality done by using the SPSS software package is indicated below.

Table 19: Shapiro Wilk Test of Normality

Statistic	df	Sig.
.987	152	.180

The normality test helped to determine if the error term of the data was normally distributed. In this regard, if the p-value counted < 0.05 , the null hypothesis which reads as “ H_0 = the error term is normally distributed (as opposed to the alternative hypothesis which reads as H_1 =the error term is not normally distributed)” could be rejected. However, as indicated in the table above, since the p-value turned out to be 0.18 (greater than the stated standard which is 0.05), there was no evidence to reject the null hypothesis; hence, the null hypothesis was accepted implying that there was a normal distribution.

4.4.2. Multicollinearity diagnostics

If predictor variables are highly correlated, there might potentially exist an overlap or sharing of predictive power. This may lead to the paradoxical effect, whereby the regression model fits the data well, but none of the predictor variables has a significant impact in predicting the dependent variable. This is because when the predictor variables are highly correlated, they share essentially the same information. Thus, together, they may explain a great deal of the dependent variable, but may not individually contribute significantly to the model (cf. Dillon, 1993; Robert, 2006). As indicated in the table below, tolerance and Variance Inflation Factor (VIF) values were calculated to check if the assumption of multicollinearity was met. Note that Tolerance value is an indication of the percentage of variance in one predictor variable that cannot be accounted for by other predictors.

Table 20: Results of multicollinearity diagnostics ^a

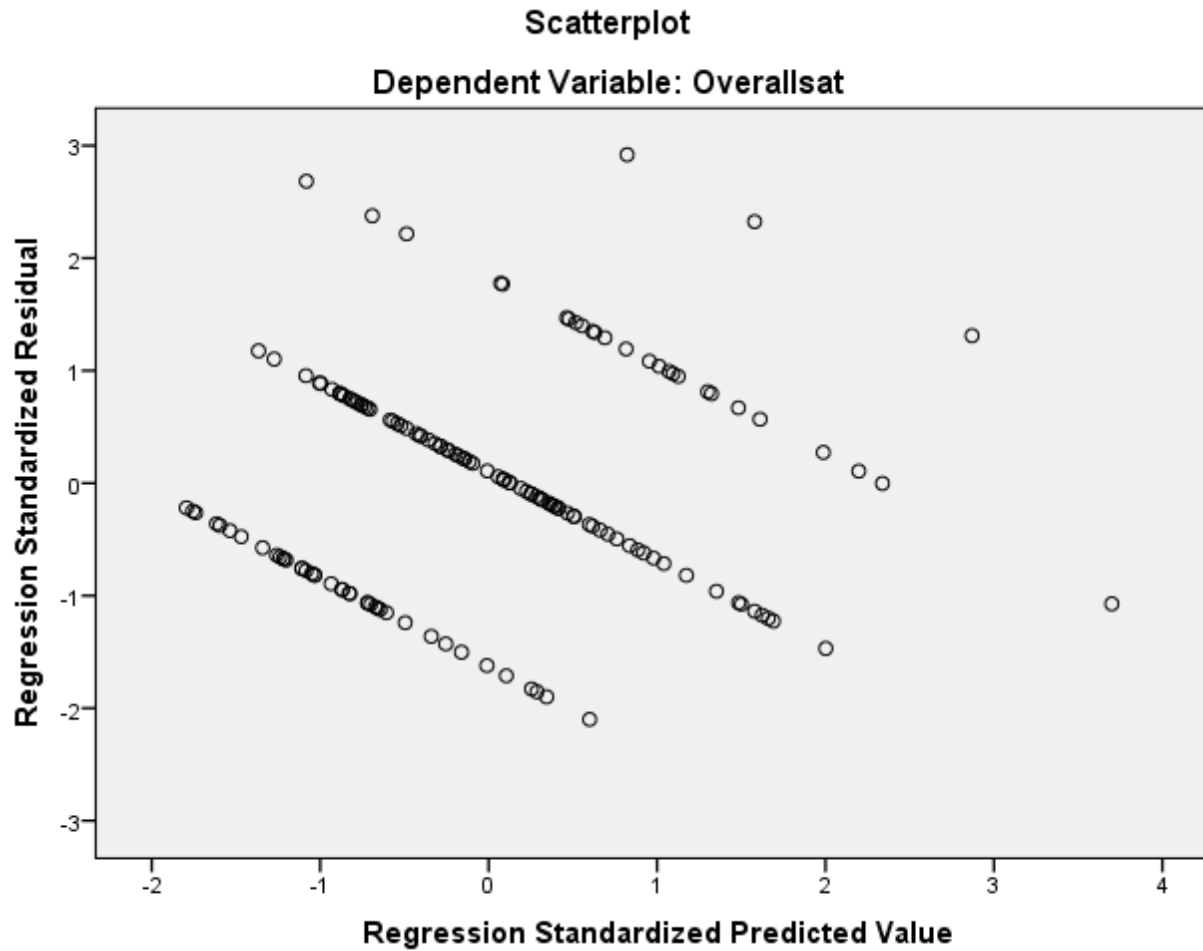
	Collinearity Statistics	
	Tolerance	VIF
Pay	.514	1.945
Promotion	.727	1.375
Supervision	.780	1.282
Fringe benefits	.528	1.893
Contingent reward	.645	1.550
Operating procedures	.783	1.277
Coworkers	.709	1.410
Communication	.610	1.640
Nature of work	.639	1.566

a: Dependent Variable: Overall satisfaction

The table informs that the calculated tolerance values fell within the range of 0.514 - 0.783. The tolerance values are supposed to be greater than 0.1 in order to be acceptable, and, hence this study met the acceptable range as the Tolerance values attributed to all the predictor variables appeared to be greater than the minimum boundary, i.e. 0.1. On the other hand the VIF values are expected to be less than 10, and this particular study met the expected VIF value as well since all the VIF values came out to be less than 10. This means that the study did not have any problem related to the assumption of multicollinearity.

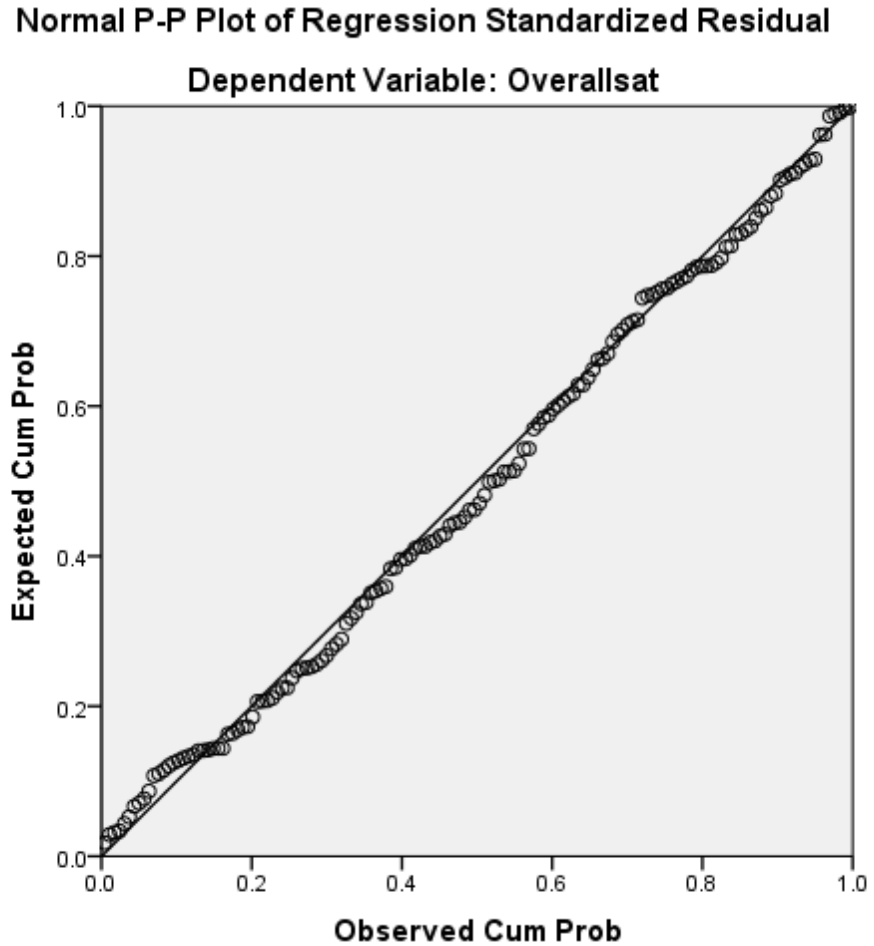
4.4.3. Homoscedasticity test

Our data needs to show **homoscedasticity**, which is where the variances along the line of best fit remain similar as we move along the line. In other words, as one of the central notions to linear regression model, the assumption of homoscedasticity (meaning “same variance”) describes a situation where the error term (otherwise called noise or random disturbance in the relationship between the independent variables and the dependent variable) is the same across all values of the independent variables. If the size of the error term differs across values of an independent variable, heteroscedasticity (the violation of homoscedasticity) occurs. If homoscedasticity is met, the data sets do not have an obvious pattern; ideally, the points would rather be equally distributed above and below zero on the X axis, and to the left and right of zero on the Y-axis. The following SPSS output scatter plot indicates that the error term for this particular study fairly met the assumption of homoscedasticity.



4.4.4. Linearity test

The relationship between the dependent and independent variables under concern should be linear. If there is a dispersion of points, it is a problem (cf. Burns & Burns 2008). For the sake of this study, linearity test was conducted using SPSS, and the result showed that there was a linear relationship between the dependent variable and its predictors taken as a cumulative sum. This was because, as indicated in the P-P plot (Probability-Probability plot) below, the data points linearly followed the diagonal line implying the absence of significant outliers or data points that significantly differed from other observations.



4.4.5. Test for autocorrelation

Autocorrelation is a characteristic of data in which the correlation between the values of the same variable is based on related objects. Autocorrelation generally exists with data-sets in which the data are from the same source instead of being randomly selected thereby leading to unsound conclusions. The occurrence of Autocorrelation is commonly checked by Durbin Watson test which states that if the DW test result falls between 1.5 and 2.5, then there is no problem of autocorrelation. As indicated in the following table, the DW test result for this study counted 2.12 which implied that there was no problem of autocorrelation.

Table 21: DW test result

R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
.629	.396	.358		.57762	2.118

4.5. Regression analysis

Having made the tests for the underlying assumptions presented above, a multiple linear regression analysis was conducted in order to determine the effect of the predictor variables on the level of the dependent variable (overall satisfaction) that was labeled on average as ‘dissatisfied’. The following table presents the regression outputs.

Table 22: Results of regression analysis considering the nine predictor variables ^a

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	31.090	9	3.454	10.354	.000
Residual	47.377	142	.334		
Total	78.467	151			

Coefficients						
Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²
	B	Std. Error	Beta			
(Constant)	.630	.309		2.037	.043	
pay	.076	.022	.311	3.416	.001	
Promotion	.042	.015	.218	2.846	.005	
Supervision	.002	.013	.010	.132	.895	
Fringe benefit	.025	.021	.107	1.192	.235	.396
contingent reward	.055	.018	.251	3.094	.002	
Operating procedures	.009	.016	.043	.579	.564	
Coworkers	-.003	.019	-.012	-.150	.881	
Communication	-.020	.016	-.106	-1.275	.204	
Nature of work	-.008	.013	-.050	-.609	.543	

a: Dependent variable: overall satisfaction

The ANOVA table informs that the model was fit (sig. value less than 0.05, i.e. $p=0.000$). As per the regression analysis output, only three of the independent variables (i.e. pay, promotion and contingent reward) came out to be statistically significant predictors to determine the level of the dependent variable (respondents’ overall satisfaction). This assertion was made due to the fact that the respective p-values associated with the stated predictor variables appeared to be less than the standard significance level (note that $p= 0.001, 0.005, 0.002$ for pay, promotion and contingent reward respectively). This communicates the message that changes in the independent variables *were* associated with changes in the response (dependent variable) at the population

level. In other words, payment, promotion and contingent reward were the core predictors that significantly influence the level of overall satisfaction in the target population, which was quite closer to ‘dissatisfied’ label in the Likert scale.

The table indicated above also shows that the value of the R-squared (R^2) happened to be 0.396. This value of the regression is the fraction of the variation in the dependent variable that was accounted for (or predicted) by the independent variables. Thus, the value of the R-squared informs that the stated nine predictor/independent variables together could account for 39.6% of the value attributed to the dependent variable (overall satisfaction). In other words, only 39.6% of the variability in the total satisfaction of the respondents was to be explained by the nine independent variables, while the remaining 60.4% of the variation could have to do with other attributes not considered in this study (i.e. the random disturbance term). Thus, there seemed to occur other predictors of the total satisfaction level of the target respondents.

In order to catch the degree to which the three significant predictor variables alone (pay, promotion and contingent reward) could explain the value of the dependent variable, regression analysis was conducted by taking into account only the three predictors (excluding the other six). The table below shows the regression results.

Table 23: Regression analysis considering only significant predictor variables ^a

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R^2
	B	Std. Error	Beta			
(Constant)	.439	.173		2.534	.012	.379
Pay	.090	.019	.367	4.765	.000	
Promotion	.041	.013	.214	3.130	.002	
Contingent reward	.050	.016	.230	3.115	.002	

a: Dependent variable: Overall satisfaction

The table depicts that the value of R-squared (R^2) became 0.379. This implies that the three predictor variables alone (pay, promotion and contingent reward) contributed 37.9% in determining the overall satisfaction level of the target respondents. This appeared to account for 95.7% of the explanatory power attributed to all the nine predictor variables (with $R^2=0.396$). From this, one could comprehend that the other six predictors played a very insignificant role in determining the overall satisfaction of the population under investigation. This went in line with the correlation analysis where pay, promotion, fringe benefits and contingent reward had a moderate positive association with overall satisfaction, while the other predictors exhibited a weak correlation with the dependent variable per se.

4.5. Discussion

This sub-section tries to relate the findings of the present study to what exists in the prevailing management literature. Particularly, the discussion focuses on the link between overall job satisfaction and demographic attributes.

This study indicated that there was a general tendency of increase in satisfaction due to increase in age. Respondents who were involved in the age range of more than 60 years were relatively the least dissatisfied in cumulative terms followed by those who were in the category of 50-60 years although those within the age range of 41-50 were the most dissatisfied. The finding of the study, in this regard, converged to the existing literature where job satisfaction surveys indicated that older workers are more satisfied with their jobs than younger workers. According to the literature, the higher job satisfaction among older employees may be due to the perks (additional benefits) that come with maintaining a long career, including higher salaries, better benefits and success in the workplace. Older workers are usually associated with discoveries and with a history of good work in their fields of study that has led to promotions and respect from their bosses thereby making them to have often more autonomy at work and earn higher salaries than younger workers (cf. Green, 2000). However, the correlation analysis of this study indicated that the association between age and satisfaction was not that strong or even moderate ($r=0.20$)

Although the difference was not statistically significant, the overall average satisfaction of males was found out to be better than that of females. Relative to supervision and communication in particular, the variation between the average satisfaction values of the two genders was even significant thereby putting males at a better position in terms of satisfaction. This finding stood against the prevailing literature where the majority of scholars tend to claim that women are generally more satisfied than men in their work. According to the literature, the variation in satisfaction level between the two genders seems to be resulted from the difference between expectancy levels of each gender in which the expectancy of women is deemed to be relatively less than the expectancy level of men thereby making women to be more satisfied in any work environment compared to men (cf. Spector, 1997).

The average satisfaction values of respondents happened to increase as a function of increase in academic rank. Professors were the most satisfied as opposed to lecturers who were the least satisfied in relative terms. The variation in the cumulative average satisfaction of Professors and those belonging to the rest of the academic rank categories was even statistically significant and the correlation analysis indicated that there was a moderate

positive correlation between satisfaction and academic rank (see Table-18 where $r=0.33$). This finding, however, appeared to stand against the literature that states job satisfaction may decrease as the level of education increases. As per the literature, the reason for dissatisfaction among highly educated people would be associated with the fact that they have higher levels of expectation for their jobs. For example, highly educated workers may be dissatisfied with their work if performing repetitive tasks is a common attribute of the work (cf. Green, 2000). Nevertheless, the finding of the current study could not go in line with what literature articulates.

In terms of service year (seniority), literature states that an increase in seniority is expected to contribute to increased job satisfaction. This is justified to be due to the workers' familiarity with work content and work environment. Some other studies, on the other hand, suggested that job satisfaction and seniority have a negative correlation; hence, senior workers tending to be dissatisfied by their jobs compared to their juniors (cf. Green, 2000). The finding of the present study seems to fit with the first claim stated above. This is because, out of the target respondents those who worked in the target organization for more than 20 years were found out to have relatively the highest cumulative satisfaction value as opposed to those who worked for 1-5 years with the least cumulative satisfaction value. However, there were exceptions where respondents who worked for 11-16 and 16-20 years had a less cumulative satisfaction value compared to those who worked for 6-10 years. With all these, the correlation analysis came out to indicate a moderate positive correlation between satisfaction and service year (see Table-18 where $r=0.24$).

With regard to the correlation between satisfaction and administrative position, the study revealed that respondents with administrative position were generally less dissatisfied than those without any administrative position; hence, satisfaction and administrative position had a positive correlation. This could possibly be justified by the fact that, in the target University, academic staffs with administrative position had a better access to fringe benefits such as housing and car with fuel, and participation in decision making scenarios such as Academic Commission (AC) and Senate meetings. These benefits were clearly reflected during the interview sessions. As per the T-test, the variations in the average satisfaction values of respondents pertaining to the two dimensions (with administrative position and without any position) relative to fringe benefits and contingent reward were even statistically significant.

Chapter Five

Summary of findings, Conclusion and Recommendations

This chapter presents the summary of core findings that deserve due consideration. In addition, the chapter attempts to relate the existing management literature to the findings of the current study especially concerning the correlation of respondents' cumulative average satisfaction values relative to the entire organizational and job-related variables with demographic attributes. The chapter also articulates recommendations that are deemed to be enacted by concerned bodies in order to rectify the areas of problem pertaining to the satisfaction of academic staff in the target University, i.e. Addis Ababa University.

5.1. Summary of Findings

The purpose of this study was to assess and describe the level of job satisfaction and its determinants among the academic staff at Addis Ababa University. In line with this purpose, data were collected by using both quantitative and qualitative tools. In the quantitative data collection tool, i.e. survey questionnaire, the possible influencing factors of academic staff job satisfaction were itemized and the respondents were required to measure the level of their satisfaction relative to the indicated variables. The variables meant to influence the staffs' satisfaction level include pay, promotion, supervision, fringe benefit, contingent reward, operating procedures, coworkers, communication and nature of work. In addition to these non-demographic variables, five demographic attributes (age, gender, academic rank, service year and administrative position) were taken into account.

The data were then analyzed in a way that major focus was given to the quantitative data, while the qualitative data were taken to supplement the quantitative ones, hence, a QUAN-qual approach was followed. In order to handle the data, an SPSS software package was employed whereby analysis of variance (ANOVA) and T-test were conducted to determine the statistical significance of the variations observed in the mean satisfaction values of respondents relating to the different categories within the aforementioned demographic attributes. Correlation analysis was also conducted to catch the association between overall satisfaction and predictor variables. Finally, regression analysis was conducted to measure the effect of predictor variables on the dependent variable (overall satisfaction).

The data analysis revealed that there was a substantial level of respondent dissatisfaction pertaining to the variable called 'pay'. This was because of the fact that the responses associated with the overwhelming majority of the respondents converged to the '(highly) dissatisfied' label within the Likert scale in the survey

questionnaire. The cumulative average satisfaction of the whole respondents was also quite closer to the label 'dissatisfied' within the Likert scale communicating that the respondents experienced dissatisfaction that emanated from the payment scheme that the University was applying. The ANOVA and T-test results indicated that there were no statistically significant differences in terms of average satisfaction values relative to pay among the respondents belonging to the various demographic categories. This implies that payment appeared to be a major source of dissatisfaction among the academic staff in the target University regardless of age, gender, academic rank, service year and administrative position.

As for promotion, a significant number of respondents were not satisfied with the promotion modalities that the University followed. However, there were also a considerable number of respondents who were either neutral or satisfied with the University's promotion scheme. The cumulative mean satisfaction level of the entire respondents showed that dissatisfaction seemed to have been instigated by promotion with a significant number of respondents. The ANOVA and the T-test results demonstrated that, relative to promotion, the average satisfaction values of the respondents in the different categories of age, gender, service year and administrative position were not statistically significant, whereas a significant difference was observed in relation to academic rank. The post hoc analysis indicated that the statistically significant variation in the average satisfaction of respondents relative to promotion applied to lecturers and Associate Professors, lecturers and Professors, Assistant Professors and Associate Professors as well as Assistant Professors and Professors. This implies that there was an increase in satisfaction due to promotion as academic rank increased and vice versa. Thus, promotion appeared to be a source of relative satisfaction for the staffs higher up in the academic ladder, while simultaneously serving as a source of dissatisfaction for the staff lower down in the hierarchy of academic rank.

Relative to supervision, satisfaction appeared to be triggered with a considerably high proportion of the respondents. Nevertheless, there also existed a good deal of respondents who were either dissatisfied or neutral with reference to the variable under concern. Taking into consideration the cumulative mean satisfaction value relative to this variable, the average satisfaction of the respondents as a whole assumed a place somewhere in between 'satisfied' and 'neutral' in the Likert scale with a better proximity to the label 'neutral'. This implies that, on average, the respondents were not dissatisfied with the supervision schemes of the University (especially relative to immediate bosses), nor were they satisfied as such. The ANOVA and T-test analyses depicted that there were no statistically significant differences among the average satisfaction values of respondents involved in the different categories of age, academic rank, service year and administrative position. However, there happened a significant variation in the average satisfaction of males and females where males

turned out to be better satisfied than females. Thus, supervision did not seem to function as an important cross-cutting factor of (dis)satisfaction since it appeared to satisfy some portion of the respondents, while simultaneously dissatisfying others and still putting others neutral.

With regard to fringe benefits, the great majority of the respondents were found out to be (highly) dissatisfied, whereas a very insignificant number of respondents were either neutral or (highly) satisfied. As regards average satisfaction levels pertaining to the entire respondents, the cumulative mean value fell in between 'highly dissatisfied' and 'dissatisfied' with a relatively closer affinity with 'dissatisfied' in the Likert scale. This apparently suggests that the respondents were experiencing a fundamental level of dissatisfaction with the fringe benefit schemes that the target University had. The ANOVA and T-test results indicated that there was no any statistically significant variation in the average satisfaction of respondents belonging to the different domains of age, gender, academic rank and service year. Nevertheless, a significant difference was observed between the average satisfaction of respondents with administrative position and those without any administrative position where the former appeared to be less dissatisfied than the latter. From this, one could arguably deduce that fringe benefit served as a core source of dissatisfaction among the respondents.

In relation to contingent reward, the majority of the respondents were (highly) dissatisfied. However, there were also small number of respondents who experienced satisfaction on the one hand and those who were not affected either negatively or positively by the stated variable thereby remaining being neutral on the other hand. In this regard, the cumulative average satisfaction vale of the entire respondents came out to coincide with the item labeled as 'dissatisfied' in the Likert scale. This entails an apparent state of affairs that contingent reward appeared to be among the key sources of dissatisfaction in the University. As per the ANOVA and T-test results, there happened statistically significant variations in the average satisfaction values of respondents involved in the different categories of academic rank, service year and administrative position. The post hoc analysis indicated that the differences in the average satisfaction values of respondents within the academic ranks of lecturer and Professor as well as Associate Professor and Professor were significant whereby Professors were the least dissatisfied groups, while Associate Professors turned out to be the most dissatisfied ones in relative terms. Similarly, the post hoc test showed that respondents in the service year ranges of 1-5 years who were the most dissatisfied and those above 20 years who were the least dissatisfied exhibited a statistically significant variation in terms of their average satisfaction values with reference to contingent reward. In a similar vein, the difference in the average satisfaction of respondents with administrative position and those without any position was significant putting the former to be less dissatisfied than the latter.

Coming to operating procedures, a considerable portion of the respondents were (highly) dissatisfied although there were also a significant number of respondents who were neither satisfied nor dissatisfied. It is also worth noting that a very minimal number of respondents were (highly) satisfied with the operating procedures involved in the target University. Considering the cumulative satisfaction level of the respondents as a whole, in light of operating procedures, the average satisfaction level of the target respondents appeared to lie in between the items labeled as 'dissatisfied' and 'neutral', but relatively closer to the label 'neutral' in the Likert scale. This communicates the message that, on average, the respondents were not satisfied with the operating procedures applied by the University, nor were they dissatisfied as such, thus, being indifferent. The ANOVA and T-tests depicted that there appeared no statistically significant variation among the average satisfaction values of respondents. Generally, the variable called 'operating procedures' was not found out to serve as a cross-cutting factor to influence (dis)satisfaction since it affected some groups positively and others negatively, while simultaneously still putting others in a neutral position.

With respect to coworkers, the majority of the respondents were (highly) satisfied with the relationship they had with their colleagues. Nonetheless, although their magnitude was so minimal, there were respondents who were (highly) dissatisfied with the variable under concern. Respondents whose number was better than the number of individuals with (high) dissatisfaction but significantly less than those (highly) satisfied were found out to be neutral relative to their colleagues. The cumulative average satisfaction of the respondents as a whole pertaining to the same variable fell in between 'neutral' and 'satisfied' with a better proximity to the label 'satisfied' in the Likert scale. This encodes the message that the respondents were virtually satisfied with respect to the relationships they had with their coworkers or colleagues. Hence, the variable called 'coworkers' came to be a source of satisfaction among the respondents per se. The results of ANOVA and T-test demonstrated that there were no statistically significant differences in the average satisfaction values of respondents belonging to the different demographic sub-categories.

As regards communication, a significant number of the respondents came out to be (highly) dissatisfied with the communication schemes applied by the University under investigation, while a relatively lesser number of respondents turned out to be neutral. There were also respondents who were (highly) satisfied although their magnitude was relatively less than those who were (highly) dissatisfied but greater than those who appeared to be neutral. The respondents' cumulative average satisfaction value pertaining to communication fell somewhere in between 'dissatisfied' and 'neutral' in the Likert scale being very closer to 'neutral'. This implies that, on average, the respondents' satisfaction was virtually at a neutral status (not much affected either negatively or

positively by the University's communication schemes). Hence, communication did not seem to serve as a major source of (dis)satisfaction in the University. Based on the ANOVA and the T-test results, statistically significant variations did not exist among the average satisfaction values of respondents who belonged to the different categories of age, academic rank and administrative position. However, there appeared a significance difference in the satisfaction of respondents in association with gender and service year. Relative to gender, males happened to be relatively less dissatisfied than females. In relation to service year, on the other hand, the post hoc analysis indicated that the variations in the average satisfaction of respondents included in the service year domains of 1-5 years and above 6-10 years as well as 6-10 years and 16-20 years were statistically significant; respondents in the service year category of 1-5 years were at the lower extreme immediately followed by those in 16-20 years, while those in the service year range of 6-10 years stood to the highest extreme immediately preceded by those in the category of above 20 years.

With regard to nature of work, a great majority of the respondents happened to be (highly) satisfied by the work they do in their organization. There were also respondents who turned out to be (highly) dissatisfied or neutral. However, the number of respondents who were (highly) dissatisfied and neutral came out to be less than those who were (highly) satisfied. The cumulative average satisfaction values of the entire respondents appeared to stand between 'neutral' and 'satisfied', but very closer to 'satisfied'. This entails that the respondents were almost satisfied with regard to the nature of their job thereby making nature of work one of the major sources of satisfaction among the academic staff in the target organization. Considering the results of ANOVA and T-test, there appeared no statistically significant variation among the average satisfaction values of respondents belonging to the different demographic sub-categories.

In conclusion, the research revealed that pay, promotion, fringe benefits and contingent reward came out to be the major sources of dissatisfaction among the academic staff at Addis Ababa University. By contrast, coworkers and nature of work appeared to be the major sources of satisfaction among the staff per se. However, supervision, operating procedures and communication seemed not to substantially instigate (dis)satisfaction among the staff since these variables did not have a cross-cutting influence on the (dis)satisfaction of respondents belonging to the various demographic categories.

The respondents were also asked to rate their overall satisfaction for being academic staff at Addis Ababa University. Accordingly, the average satisfaction value turned out to have a close convergence to the label 'dissatisfied' in the Likert scale. Hence the target respondents, on average, were experiencing a fundamental level of dissatisfaction. In order to examine the association between the overall satisfaction (taken as the

dependent variable) and the nine non-demographic variables (considered as predictors), correlation analysis was conducted. Consequently, respondents' overall satisfaction appeared to have a moderate positive correlation with pay, promotion, fringe benefits and contingent reward, while the rest of the predictor variables had a considerably weak correlation with overall satisfaction. From the numerically measured demographic variables (age, academic rank and service year), overall satisfaction had a moderate positive correlation with academic rank and service year, whereas age displayed a relatively weak positive correlation with satisfaction.

In Addition to correlation analysis, multiple linear regression analysis was also undertaken to examine the effect of the nine independent variables in influencing the level of the overall satisfaction which was labeled as 'dissatisfied'. The regression analysis showed that pay, promotion and contingent reward were the only statistically significant predictors of satisfaction. These three variables alone accounted for 37.9% ($R^2=0.379$) of the entire 39.6% ($R^2=0.396$) explanatory power imposed by all the nine predictor variables. This indicates that pay, promotion and contingent reward took 95.7% share out of the whole predictive power meant for the nine independent variables thereby putting the remaining six predictors so insignificant.

5.2. Conclusion

This study came up with findings that were congruent with empirical literature on the one hand and those which deviated from such literature on the other hand. The fact that pay, promotion and contingent reward came out to be significant predictors of job satisfaction in the current study was in line with empirical literature. For instance, Timoth et al (2010) stated that pay and job satisfaction are positively correlated and that pay significantly impacts job satisfaction. Rizwan (2010) also came up with a finding that reward and recognition has an important impact on job satisfaction. Similarly, Vasilios (2010) indicated that promotion and promotion expectations have a significant impact of job satisfaction. Thus, the current study appeared to augment what has been claimed by other scholars.

On the other hand, the study revealed that the findings related to the correlation that job satisfaction had with gender and academic rank in the target organization turned out to deviate from prevailing statements in the literature. Besides, unlike what scholars such as Nyquis et.al (2000) contend, organizational factors such as supervision, communication, fringe benefits, operating procedures and coworkers as well as the job itself (nature of work) happened to have no significant effect on overall satisfaction in the current study. This went in line with Robbins (2013) who emphasized that there might exist variations across cultures in terms of the

relationship between job satisfaction levels and the determining factors thereby leaving rooms for possibilities to come up with varying findings in different cultures and/or places.

5.3. Recommendations

As discussed earlier, pay, promotion, fringe benefits and contingent reward came out to be the major sources of dissatisfaction among the academic staff at the target organization, i.e. Addis Ababa University. Besides, the majority of the respondents were found out to be indifferent in terms of their satisfaction relative to the variables called supervision, communication and operating procedures. In line with these findings, the researcher forwarded the following recommendations by way of alerting concerned bodies to take appropriate measures so as to rectify the problematic areas pertaining to academic staffs' satisfaction level.

1. The first major source of dissatisfaction appeared to be payment. Given the current market inflation and living standards, the overwhelming majority of the respondents were (highly) dissatisfied with the amount of payment they earn, the frequency and range of salary raises and the chance for their salary increases. Therefore, concerned bodies including policy makers should take the issue seriously and make significant amendments related to the salary ranges of the academic staff thereby changing pay from serving as a source of dissatisfaction to being the source of satisfaction among the academic staff.
2. The second attribute that came out to be the source of dissatisfaction relates to promotion. Apart from the descriptive statistics, the interviewees disclosed that the promotion scheme being applied in the University was not fair enough thereby making them almost dissatisfied. Hence, the concerned bodies within the University should take abrupt measures to design fair parameters meant to benefit every academic staff equally on the basis of academic quality rather than gearing promotional opportunities towards political and/or other special relationships.
3. The majority of the respondents happened to be (highly) dissatisfied with the presence of fringe benefits. According to the interviewees, even those existing benefit schemes were not practiced considering fairness, and the University was not committed enough to remunerate the academic staffs with fringe benefits the way they actually deserve. Thus, the University management should wake up soon enough and divert the fundamental level of academic staff dissatisfaction with respect to fringe benefits by introducing as many fringe benefit modalities as possible and granting the fringe benefits per se with a considerable degree of fairness to all deserving staffs based on objective and sound criteria whereby meritocracy would be exercised.

4. Contingent reward was also another major source of dissatisfaction relative to the academic staff. The majority of the respondents were (highly) dissatisfied with the existing culture of the target organization in terms of rewarding the academic staff upon good work and success pertaining to both personal and organizational initiatives in the academic arena. This would arguably jeopardize the academic staffs' commitment and motivation for further successes. Thus, the University should design various contingent reward schemes which would possibly boost the satisfaction level of the academic staffs thereby raising their commitment, productivity and sense of organizational citizenship behavior in general.
5. Apart from pay, promotion, fringe benefits and contingent reward, which served as the obvious sources of dissatisfaction, the majority of the target respondents appeared to be somehow in different with regard to their satisfaction relative to supervision, communication and operating procedures. Although these three variables were not among the obvious sources of dissatisfaction during this particular research, the University should do something to transform these variables into drivers of satisfaction among the academic staff by making the supervisory mechanisms, communication strategies, and operating procedures comfortable enough to the staff per se before these variables turn out to be clear dissatisfiers.

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Appendices

Appendix-One: Post hoc test for overall satisfaction against age

(I) Age	(J) Age	Mean Difference (I-J)	Sig.
20-30	31-40	-.02020	1.000
	41-50	.10458	.994
	51-60	-.01111	1.000
	60 ⁺	-.66667*	.017
31-40	20-30	.02020	1.000
	41-50	.12478	.905
	51-60	.00909	1.000
	60 ⁺	-.64646*	.009
41-50	20-30	-.10458	.994
	31-40	-.12478	.905
	51-60	-.11569	.950
	60 ⁺	-.77124*	.001
51-60	20-30	.01111	1.000
	31-40	-.00909	1.000
	41-50	.11569	.950
	60 ⁺	-.65556*	.015
60 ⁺	20-30	.66667*	.017
	31-40	.64646*	.009
	41-50	.77124*	.001
	51-60	.65556*	.015

*: The mean difference is significant at 0.05 level

Appendix-Two: Post hoc test for overall satisfaction against academic rank

(I) Academic Rank	(J) Academic Rank	Mean Difference (I-J)	Sig.
Lecturer	Assist. Prof	-.18303	.449
	Assoc. Prof	-.32675	.388
	Professor	-1.25532*	.000
Assist. Prof	Lecturer	.18303	.449
	Assoc. Prof	-.14372	.882
	Professor	-1.07229*	.000
Assoc. Prof	Lecturer	.32675	.388
	Assist. Prof	.14372	.882
	Professor	-.92857*	.012
Professor	Lecturer	1.25532*	.000
	Assist. Prof	1.07229*	.000
	Assoc. Prof	.92857*	.012

*: The mean difference is significant at 0.05 level

Appendix-Three: Post hoc test for overall satisfaction against service year

(I) Service Year	(J) Service Year	Mean Difference (I-J)	Sig.
1-5years	6-10 years	-.24571	.751
	11-15 years	-.09341	.985
	16-20 years	-.17857	.899
	20 ⁺ years	-.70879*	.006
6-10 years	1-5 years	.24571	.751
	11-15 years	.15231	.895
	16-20 years	.06714	.997
	20 ⁺ years	-.46308	.124
11-15 years	1-5 years	.09341	.985
	6-10 years	-.15231	.895
	16-20 years	-.08516	.985
	20 ⁺ years	-.61538*	.003
16-20 years	1-5 years	.17857	.899
	6-10 years	-.06714	.997
	11-15 years	.08516	.985
	20 ⁺ years	-.53022*	.044
20 ⁺ years	1-5 years	.70879*	.006
	6-10 years	.46308	.124
	11-15 years	.61538*	.003
	16-20 years	.53022*	.044

*: The mean difference is significant at 0.05 level

Appendix-Four: T-test for overall satisfaction against gender and administrative position

	t	df	Sig. (2-tailed)	Mean Difference
Gender	.345	150	.731	.05082
Admin. Position	1.224	150	.223	.14928

Appendix-Five: ANNOVA result for age against non-demographic variables

Variable		Sum of Squares	df	Mean Square	F	Sig.
Pay	Between Groups	43.193	4	10.798	1.242	.296
	Within Groups	1277.696	147	8.692		
	Total	1320.888	151			
Promotion	Between Groups	124.634	4	31.159	2.264	.065
	Within Groups	2023.129	147	13.763		
	Total	2147.763	151			
Supervision	Between Groups	36.224	4	9.056	.529	.715
	Within Groups	2517.039	147	17.123		
	Total	2553.263	151			
Fringe benefits	Between Groups	12.282	4	3.070	.324	.862
	Within Groups	1393.060	147	9.477		
	Total	1405.342	151			
Contingent reward	Between Groups	24.015	4	6.004	.545	.703
	Within Groups	1618.195	147	11.008		
	Total	1642.211	151			
Operating procedures	Between Groups	14.465	4	3.616	.337	.853
	Within Groups	1577.404	147	10.731		

	Total	1591.868	151			
Contingent reward	Between Groups	32.322	4	8.081	.926	.450
	Within Groups	1282.145	147	8.722		
	Total	1314.467	151			
Communication	Between Groups	89.269	4	22.317	1.537	.194
	Within Groups	2134.310	147	14.519		
	Total	2223.579	151			
Nature of work	Between Groups	110.672	4	27.668	1.306	.270
	Within Groups	3113.722	147	21.182		
	Total	3224.395	151			

Appendix-Six: ANNOVA result for academic rank against non-demographic variables

Variable		Sum of Squares	df	Mean Square	F	Sig.
Pay	Between Groups	11.273	3	3.758	.425	.736
	Within Groups	1309.615	148	8.849		
	Total	1320.888	151			
Promotion	Between Groups	249.190	3	83.063	6.475	.000
	Within Groups	1898.574	148	12.828		
	Total	2147.763	151			
Supervision	Between Groups	70.768	3	23.589	1.406	.243
	Within Groups	2482.495	148	16.774		
	Total	2553.263	151			
Fringe benefits	Between Groups	32.636	3	10.879	1.173	.322
	Within Groups	1372.706	148	9.275		
	Total	1405.342	151			
Contingent reward	Between Groups	105.666	3	35.222	3.393	.020
	Within Groups	1536.544	148	10.382		
	Total	1642.211	151			
Operating procedures	Between Groups	42.297	3	14.099	1.347	.262
	Within Groups	1549.571	148	10.470		
	Total	1591.868	151			
Contingent reward	Between Groups	48.240	3	16.080	1.879	.136
	Within Groups	1266.227	148	8.556		
	Total	1314.467	151			
Communication	Between Groups	98.823	3	32.941	2.295	.080
	Within Groups	2124.756	148	14.356		
	Total	2223.579	151			
Nature of work	Between Groups	87.725	3	29.242	1.380	.251
	Within Groups	3136.670	148	21.194		
	Total	3224.395	151			

Appendix-Seven: ANOVA result for service year against non-demographic variables

Variable		Sum of Squares	df	Mean Square	F	Sig.
Pay	Between Groups	43.464	4	10.866	1.250	.292
	Within Groups	1277.424	147	8.690		
	Total	1320.888	151			
Promotion	Between Groups	22.525	4	5.631	.390	.816
	Within Groups	2125.238	147	14.457		
	Total	2147.763	151			
Supervision	Between Groups	17.063	4	4.266	.247	.911
	Within Groups	2536.201	147	17.253		
	Total	2553.263	151			
Fringe benefits	Between Groups	15.648	4	3.912	.414	.798
	Within Groups	1389.695	147	9.454		
	Total	1405.342	151			
Contingent reward	Between Groups	132.145	4	33.036	3.216	.015
	Within Groups	1510.065	147	10.273		
	Total	1642.211	151			
Operating procedures	Between Groups	54.139	4	13.535	1.294	.275
	Within Groups	1537.730	147	10.461		
	Total	1591.868	151			
Contingent reward	Between Groups	33.368	4	8.342	.957	.433
	Within Groups	1281.099	147	8.715		
	Total	1314.467	151			
Communication	Between Groups	210.139	4	52.535	3.836	.005
	Within Groups	2013.440	147	13.697		
	Total	2223.579	151			
Nature of work	Between Groups	142.865	4	35.716	1.704	.152
	Within Groups	3081.530	147	20.963		
	Total	3224.395	151			

Appendix-Eight: Post hoc test for academic rank Vs promotion

(I) Academic Rank	(J) Academic Rank	Mean Difference (I-J)	Std. Error	Sig.
Lecturer	Assist. Prof	-.98488	.65383	.436
	Assoc. Prof	-3.73100*	1.09052	.004
	Professor	-4.53457*	1.36984	.006
Assist. Prof	Lecturer	.98488	.65383	.436
	Assoc. Prof	-2.74613*	1.03482	.043
	Professor	-3.54970*	1.32593	.041
Assoc. Prof	Lecturer	3.73100*	1.09052	.004
	Assist. Prof	2.74613*	1.03482	.043
	Professor	-.80357	1.58740	.957
Professor	Lecturer	4.53457*	1.36984	.006
	Assist. Prof	3.54970*	1.32593	.041
	Assoc. Prof	.80357	1.58740	.957

Appendix-Nine: Post hoc test result for academic rank Vs contingent reward

(I) Academic Rank	(J) Academic Rank	Mean Difference (I-J)	Std. Error	Sig.
Lecturer	Assist. Prof	-.77775	.58820	.550
	Assoc. Prof	.52432	.98106	.951
	Professor	-3.52926*	1.23234	.024
Assist. Prof	Lecturer	.77775	.58820	.550
	Assoc. Prof	1.30207	.93095	.502
	Professor	-2.75151	1.19283	.101
Assoc. Prof	Lecturer	-.52432	.98106	.951
	Assist. Prof	-1.30207	.93095	.502
	Professor	-4.05357*	1.42805	.026
Professor	Lecturer	3.52926*	1.23234	.024
	Assist. Prof	2.75151	1.19283	.101
	Assoc. Prof	4.05357*	1.42805	.026

Appendix-Ten: Post hoc test result for service year Vs. contingent reward

(I) Service Year	(J) Service Year	Mean Difference (I-J)	Std. Error	Sig.
1-5 years	6-10 years	-2.20762	.94872	.142
	11-15 years	-.97070	.82868	.768
	16-20 years	-.33333	.92523	.996
	20+ years	-2.62454*	.94035	.046
6-10 years	1-5 years	2.20762	.94872	.142
	11-15 years	1.23692	.78003	.509
	16-20 years	1.87429	.88192	.215
	20+ years	-.41692	.89778	.990
11-15 years	1-5 years	.97070	.82868	.768
	6-10 years	-1.23692	.78003	.509
	16-20 years	.63736	.75128	.915
	20+ years	-1.65385	.76984	.206
16-20 years	1-5 years	.33333	.92523	.996
	6-10 years	-1.87429	.88192	.215
	11-15 years	-.63736	.75128	.915
	20+ years	-2.29121	.87291	.071
20+ years	1-5 years	2.62454*	.94035	.046
	6-10 years	.41692	.89778	.990
	11-15 years	1.65385	.76984	.206
	16-20 years	2.29121	.87291	.071

Appendix-Eleven: Post hoc test for service year Vs. communication

(I) Service Year	(J) Service Year	Mean Difference (I-J)	Std. Error	Sig.
1-5 years	6-10 years	-3.75810*	1.09549	.007
	11-15 years	-1.60348	.95689	.452
	16-20 years	-.63095	1.06837	.976
	20+ years	-2.35348	1.08583	.198
6-10 years	1-5 years	3.75810*	1.09549	.007
	11-15 years	2.15462	.90071	.123
	16-20 years	3.12714*	1.01836	.021
	20+ years	1.40462	1.03667	.657
11-15 years	1-5 years	1.60348	.95689	.452
	6-10 years	-2.15462	.90071	.123
	16-20 years	.97253	.86751	.795
	20+ years	-.75000	.88893	.916
16-20 years	1-5 years	.63095	1.06837	.976
	6-10 years	-3.12714*	1.01836	.021
	11-15 years	-.97253	.86751	.795
	20+ years	-1.72253	1.00796	.432
20+ years	1-5 years	2.35348	1.08583	.198
	6-10 years	-1.40462	1.03667	.657
	11-15 years	.75000	.88893	.916
	16-20 years	1.72253	1.00796	.432

Appendix-Twelve: T-test result for gender against non-demographic variables

Variable	t-test for equality of means					
	t	df	Sig. (2-tailed)	Mean difference	Std. Error difference	
Pay	Equal variances assumed	-.314	150	.754	-.18962	.60454
	Equal variances not assumed	-.245	35.429	.808	-.18962	.77274
Promotion	Equal variances assumed	.908	150	.365	.69836	.76902
	Equal variances not assumed	.889	43.281	.379	.69836	.78554
Supervision	Equal variances assumed	2.277	150	.024	1.88197	.82662
	Equal variances not assumed	2.002	38.828	.052	1.88197	.93999
Fringe benefits	Equal variances assumed	1.004	150	.317	.62404	.62169
	Equal variances not assumed	.977	42.989	.334	.62404	.63883
Contingent reward	Equal variances assumed	.477	150	.634	.32131	.67378
	Equal variances not assumed	.427	39.475	.672	.32131	.75242
Operating procedures	Equal variances assumed	-.097	150	.923	-.06448	.66386
	Equal variances not assumed	-.093	42.165	.926	-.06448	.69422
Coworkers	Equal variances assumed	1.790	150	.076	1.06831	.59693
	Equal variances not assumed	1.533	37.961	.133	1.06831	.69672
Communication	Equal variances assumed	2.452	150	.015	1.88634	.76936
	Equal variances not assumed	2.240	40.230	.031	1.88634	.84221
Nature of work	Equal variances assumed	.824	150	.411	.77705	.94271
	Equal variances not assumed	.816	43.863	.419	.77705	.95192

Appendix-Thirteen: T-test result for administrative position against non-demographic variables

Variable		t-test for equality of means				
		t	df	Sig. (2-tailed)	Mean difference	Std. Error difference
Pay	Equal variances assumed	1.299	150	.196	.64966	.50012
	Equal variances not assumed	1.229	93.074	.222	.64966	.52860
Promotion	Equal variances assumed	1.863	150	.064	1.18141	.63400
	Equal variances not assumed	1.822	102.394	.071	1.18141	.64840
Supervision	Equal variances assumed	1.727	150	.086	1.19577	.69237
	Equal variances not assumed	1.823	127.377	.071	1.19577	.65586
Fringe benefits	Equal variances assumed	2.110	150	.037	1.07861	.51122
	Equal variances not assumed	2.006	94.374	.048	1.07861	.53772
Contingent reward	Equal variances assumed	2.481	150	.014	1.36357	.54960
	Equal variances not assumed	2.404	99.712	.018	1.36357	.56721
Operating procedures	Equal variances assumed	.750	150	.454	.41345	.55107
	Equal variances not assumed	.755	111.384	.452	.41345	.54761
Coworkers	Equal variances assumed	.671	150	.503	.33598	.50095
	Equal variances not assumed	.691	119.007	.491	.33598	.48647
Communication	Equal variances assumed	1.591	150	.114	1.02948	.64708
	Equal variances not assumed	1.639	119.179	.104	1.02948	.62807
Nature of work	Equal variances assumed	.216	150	.829	.17007	.78564
	Equal variances not assumed	.227	125.164	.821	.17007	.74913

Appendix-Fourteen: Survey questionnaire

Addis Ababa University

MBA Graduate Program

Job Satisfaction Survey Questionnaire to be Filled by Academic Staff

Dear respondents,

This questionnaire is designed to access information for a study meant to investigate the level of job satisfaction and its determinants among the academic staff at Addis Ababa University. The study is to be used only for an academic purpose. Your genuine responses are deemed to determine the soundness and validity of the research findings. Therefore, I kindly request you to fill the questionnaire genuinely and carefully. For any concerns and/or suggestions, please contact the researcher through the following addresses:

E-mail: endexye2006@gmail.com; Tel: +251911722991

Thank you in advance for your cooperation!!

I. For each of the following items, please put a (√) mark inside either of the boxes given.

1. Age: (1) 20-30 years (2) 31-40 years (3) 41-50 years
(4) 51-60 years (5) above 60 years

2. Gender: (1) Male (2) Female

3. Academic rank: (1) Lecturer (2) Assistant Professor
(3) Associate Professor (4) Professor

4. Year(s) of service at AAU: (1) 1- 5 years (2) 6-10 years
(3) 11-15 years (4) 16-20 years
(5) Above 20 years

5. Administrative position (if any):

- (1) Program coordinator (2) Department head (3) Associate dean
 (4) Dean (5) Director (6) Vice President (7) President

II. Please rate the level of your satisfaction in relation to the stated parameters below by putting a (√) mark under the numbers indicating the level of your satisfaction. The numbers are associated with satisfaction levels as follows:

1=Highly dissatisfied; 2=Dissatisfied; 3=Neutral; 4=Satisfied; and 5=Highly Satisfied.

No	Parameters	Response				
		1	2	3	4	5
	Pay					
1	Amount of payment for the work you do					
2	Frequency and range of salary raises					
3	Feeling about the organization relative to payment/salary					
4	Chances for salary increases					
	Promotion					
1	Chance for promotion on your job					
2	Fairness of chances for being promoted					
3	Chances of promotion compared to other organizations					
4	Overall view of promotion in the organization					
	Supervision					
1	Competence of your immediate boss in doing his/her job					
2	Fair treatment of your immediate boss					
3	The interest of your immediate boss in the feelings of subordinates					
4	Overall feeling about your supervisor					
	Fringe Benefits					
1	The benefits you receive					
2	The benefits you receive compared to those offered by most other organizations					
3	Equitability of the benefit packages you have in the organization					
4	Benefits you get compared to what you deserve					
	Contingent Reward					
1	Recognition given for doing a good job					
2	Appreciation upon the work you do					

3	Availability of rewards for those who work in the organization					
4	Rewarding your efforts the way they should be					
	Operating Procedures					
1	Rules and procedures for doing a good job					
2	Bureaucracy (red tape) related to your efforts to do a good job					
3	The load you have to handle at work					
4	Paperwork you have at work					
	Coworkers					
1	Behavior of people you work with					
2	The competence of people you work with					
3	The relationship you have with your coworkers					
4	Your coworkers' comments/reactions to what you do at work					
	Communication					
1	Overall communications within your organization					
2	Clarity of the organizational goals					
3	Chance to know what is going on within the organization					
4	Proper explanation of work assignments in the organization					
	Nature of Work					
1	Meaningfulness of your job					
2	The things you do at work					
3	Clarity of the duties you have at work					
4	Your sense of feeling secured in your job					
5	Enjoyability of your job					
6	The freedom that your job offers to you					
	Your overall satisfaction for being AAU academic staff					

Thank you so much once again!