

# Determinants of Job Satisfaction Among Employees of Gondar College of Teacher Education, Ethiopia

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## Abstract

The study of the determinants of job satisfaction was very essential for the college, for different level of managers, for those with the responsibilities of personnel matters, for employees, and for different other stakeholders. To identify the determinants of job satisfaction, the study used two groups of factors: (a) demographic variables, and (b) environmental variables. The problem of inadequate salary, problems with promotion, and uncomfortable supervision made employees dissatisfied. The main objective of the study was to assess the determinants of job satisfaction that influence the satisfaction level of the workforce. The study used both descriptive and quantitative methodologies of the research. Census sampling method was used to gather the data. The outcomes of the finding were: (1) there was no significant difference on gender, marital status, occupational group, experience, and job level regarding overall job satisfaction. (2) There was significant difference among age sub groups and educational sub groups of employees regarding with overall job satisfaction. (3) Among the five environmental predictors (the work itself, payment, promotional opportunities, the relationship with co-workers, and supervision), only two of them (the work itself and the relationship with co-workers) found to have significant relationship with general job satisfaction.

**Keywords:** determinants, job satisfaction, environmental variables

## 1.0. Introduction

One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924–1933), primarily credited to Elton Mayo of the Harvard Business School, sought to find the effects of various conditions (most notably illumination) on workers' productivity. This finding provided strong evidence that people work for purposes other than pay, which paved the way for researchers to investigate other factors in job satisfaction (Mayo, 1933), as cited in (Wikipedia, 2011). Spector, 2008: 223, as cited by Abdulla (2009) defines job satisfaction as an attitudinal variable that reflects how people feel about their jobs. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction. The commonly held opinion is that a satisfied worker is a productive worker. A satisfied work force will create a pleasant atmosphere within the organization to perform well. Therefore, job satisfaction can contribute substantially to the effectiveness of an organization (Lussier, 1990 as cited in Abdulla, 2009). Supporting this idea, *Sebsibe (2002)* stated that management that ignores or mishandles the human element could be devastatingly costly. This means that negative attitudes toward work can adversely affect job performance in both the quantity and quality of services provided.

## 2.0. Statement of the Research Problem

Nowadays employees, specifically teachers were the most important assets of colleges (Oshagbemi, 2003; Purohit, 2004), as cited by Abdulla (2009). When teachers are satisfied with their job they can perform their responsibilities with more concentration, devotion and competence. But in developing countries like Ethiopia they haven't contributed as much as they have been expected to do due to many problems they have faced. Especially they have encountered the problem of producing quality teachers. So, job satisfactions of teachers' education colleges have many problems that force them perform below their potentials. As the result of the research of *Sebsibe (2002)* the problem of inadequate salary, problems with promotion, lack of variety in the nature of the work, uncomfortable supervision and unhealthy inter-personal (among colleagues) relationship made employees dissatisfied. If they were not satisfied with the work they were assigned to perform, their product would be affected directly or indirectly. Based on this assumption, the study focused on the determinants of employees' job satisfaction of Gondar College of Teacher Education.

## 3.0. Objectives of the Study

### General Objective: -

The general objective of this study is to assess the determinants of job satisfaction that influence the satisfaction level of the workforce.

### Specific Objectives: -

1. To identify the determinants of employees job satisfaction
2. To examine the level of employees job satisfaction
3. To measure the relationship/association between general job satisfaction and demographic variables

(namely, gender, marital status, age, educational level, years of experience, occupational group, and job level).

4. To determine whether there was a statistically significant relationship between general job satisfaction and environmental variables (namely, satisfaction with the work itself, payment, promotional opportunities, relationship with co-workers, and supervision).

#### 4.0. Research Questions

- 1) What are the determinants of employees' job satisfaction?
- 2) How to examine the level of employees' job satisfaction?

#### 5.0. Research Hypothesis

**H<sub>01</sub>:** there are no statistically significant difference between each of the demographic variables and general job satisfaction.

- **H<sub>01.1</sub>:** There is no statistically significant difference in the means of general job satisfaction between male and female employees.
- **H<sub>01.2</sub>:** There is no statistically significant difference in the means of general job satisfaction between single and married employees.
- **H<sub>01.3</sub>:** There is no statistically significant difference in the means of general job satisfaction between academic and administrative employees.
- **H<sub>01.4</sub>:** There is no statistically significant difference in the means of general job satisfaction between supervisory and non-supervisory employees.
- **H<sub>01.5</sub>:** There is no statistically significant difference in the means of general job satisfaction among the age subgroups.
- **H<sub>01.6</sub>:** There is no statistically significant difference in the means of general job satisfaction among educational level subgroups.
- **H<sub>01.7</sub>:** There is no statistically significant difference in the means of general job satisfaction among employees' years of experience.

**H<sub>02</sub>:** There are no statistically significant correlation between environmental variables and general job Satisfaction.

- ❖ **H<sub>02.1</sub>:** There is no statistically significant correlation between nature of the work and general job satisfaction.
- ❖ **H<sub>02.2</sub>:** There is no statistically significant correlation between payment and general job satisfaction.
- ❖ **H<sub>02.3</sub>:** There is no statistically significant correlation between promotion opportunity and general job satisfaction.
- ❖ **H<sub>02.4</sub>:** There is no statistically significant correlation between relationship with co-workers and general job satisfaction.
- ❖ **H<sub>02.5</sub>:** There is no statistically significant correlation between supervision and general job satisfaction.

#### 6.0. Literature Review

**6.1. Theoretical Literature of Job Satisfaction:** job satisfaction is an employee's general attitude toward his or her job (Robbins & Coulter, 2001). Similarly, job satisfaction is an emotional, a feeling, an attitude and a matter of perception. It involves likes, dislikes, extrinsic and intrinsic needs (Mullins, 2007). According to Armstrong (2004) as cited by Abdulla (2009) defines job satisfaction as the attitudes and feelings people have about their work. Such feelings towards work are often evaluated via measures of job satisfaction.

Employees expect their job to provide a mix of features (for example, pay, promotion, autonomy), but when the accumulation of unmet expectation becomes sufficiently large, there is less job satisfaction; Fields, 2002, as cited by Abdulla (2009). A person with a high level of job satisfaction holds positive feelings about his or her job, while a dissatisfied person holds negative feelings (Robbins & Judge, 2009).

**6.1.1. History of Job Satisfaction:** some argue that Maslow's hierarchy of needs theory, a motivation theory, laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life – physiological needs, safety needs, social needs, self-esteem needs, and self-actualization. Maslow's work assumes that human needs are virtually inexhaustible and that as one set of needs is satisfied, another arises in its place (Rollinson, 2008). This model served as a good basis from which early researchers could develop job satisfaction theories. Therefore, the Human Relations movement, of Elton Mayo and others believed that job satisfaction had beneficial effects, including increased work performance (Argyle, 1989). A satisfied employee can motivate to extend more effort to improve the performance (pushpakumari, 2008).

According to Kreitner and Mohapatra (2008, pp. 401), two sets of factors that determine job satisfaction and dissatisfaction are: **Hygiene factors**-hygiene factors are extrinsic factors that led to job dissatisfaction for

Example, company policies and administration, supervision, relationship with supervisor, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status, and job security. The most surprising factor among hygiene factors is salary; since Herzberg found that a low salary makes people dissatisfied while paying them more does not necessarily satisfy them; Schermerhorn *et al.*, 2005, as cited by Abdulla (2009). **Motivators Factors**-motivators Factors intrinsic factors that led to job satisfaction such as achievement, recognition, work itself, responsibility, advancement, and growth.” Herzberg found that the presence of motivators may lead to satisfaction, but if hygiene factors are absent there will also be dissatisfaction (Wolff, 2008).

#### **6.1.2. Determinants of Job Satisfaction: (I) Environmental Variables Associated with Job Satisfaction:**

There are great deals of job facets (variables) that determine job satisfaction. As several research findings indicate the five relatively most important determinants of job satisfaction are found to be satisfaction with the work itself, payment, promotional opportunities, the relationship with co-workers, and supervision (Luthans, 2008). **(II) Demographic Variables Associated with Job Satisfaction** are age, occupational Status, gender, educational Attainment, and marital Status.

### **6.2. Empirical Literature Review**

Although researchers have found many factors in relation to job satisfaction, the majority of these factors can be grouped into two broad categories: (a) demographic factors, which focus on individual attributes and characteristics; (b) environmental factors, which pertain to factors associated with the work environment (Abdulla, 2009). Researchers like (Boke and Nalla, 2009), as cited in Abdulla (2009) indicate that the work environment is a better predictor of job satisfaction than are individual demographic variables.

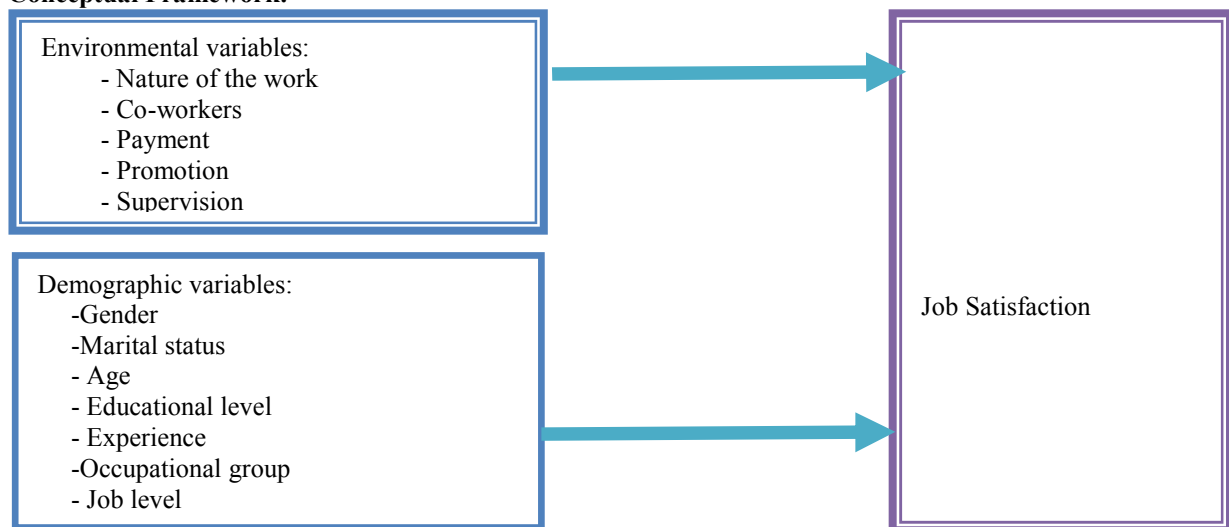
Research conducted on “job satisfaction amongst employees at a public health institution in the western cape” by (Luddy, 2005). The research variables that the researcher used are remuneration (pay), supervisor, promotion, work, and co-worker. For the purpose of the study a non-probability sampling design in the form of a convenience sampling method was adopted. A quantitative methodology was used to assess job satisfaction. The instruments used to gather the data included a biographical questionnaire and Job Descriptive Index (JDI). The population targeted in this study included permanent and contract employees (N = 286). The sample (n = 203) comprised of males and females, permanent and contract employees. In this study, age, occupational status, experience, income, gender, the nature of the work, payment, and supervision had significant relationship with job satisfaction. But only marital status, co-workers, and promotion had no significant relationship with job satisfaction.

Research conducted on “determinants of job satisfaction among employees of oromia head and zonal cooperative promotion offices” by (sebsibe, 2002), in Ethiopia. In the finding of Sebsibe (2002), only promotion and the work itself had significant relationship with job satisfaction. However, other variables such as gender, marital status, occupational group, age, educational level, and payment had no significant relationship with job satisfaction.

Research conducted on “determinants of job satisfaction among Dubai police employees” by (Abdulla, 2009). In this research, the two basic research approaches are qualitative and quantitative. The researcher used Minnesota Satisfaction Questionnaire (MSQ) to measure job satisfaction. In this research, the findings are that age; marital status, job level, experience, payment, supervision, promotion, co-workers, and the work itself had significant relationship with job satisfaction. But gender and educational level had insignificant relationship.

However, in my finding gender, marital status, job level, experience, payment, promotion, and supervision had no significant relationship. On the other hand, age, educational level, co-workers, and the nature of the work had significant relationship with job satisfaction.

### Conceptual Framework:



Source: Author

## 7.0. Research Methods

**7.1. Research design:** The study employed a mixed method approach where both descriptive and quantitative methods were used to meet its aims, to gather and analyze the data, and to increase the reliability and validity of the results. Because, combining these two research approaches in same piece of research was possible and advantageous for a research.

**7.2. Sources of Data:** Primary and secondary sources of data would be used for the study. Primary data were collected through questionnaire; and secondary data would be gathered from journals, books, and organizational manuals.

**7.3. Population and sample of the study:** The target populations of this study were employees working at Gondar College of Teacher Education. The total number of employees working at Gondar College of Teacher Education is 186. In this study, two employee categories would be considered. These were academic staff (58% of the total population) and administrative staff (42% of the total population) employees. Hence, the researcher had taken respondents of 107 academic staff employees and 79 administrative staff employees. All employees that available at the work place were considered as respondents for the present study. The strategy that the researcher would use to determine the number of respondents was the census method.

**7.4. Data analysis method:** In the present study, the mode of analysis was expressed by using descriptive and quantitative methods. In this study, the descriptive method was used to describe the characteristics of the demographic variables such as sex, age, marital status, experience, occupational group, job level, and educational level. In addition, the researcher would use t-test, analysis of variance (ANOVA), Pearson's correlation, and multiple regression analysis for quantitative aspects. Finally, all the responses of participants were processed using the Statistical Package for Social Sciences (SPSS) software version 16.0.

**7.5. Validity and Reliability of Job Satisfaction Scale:** The alpha coefficients for job satisfaction factors ranged from 0.736 to 0.835. The overall alpha value for the twelve factors is 0.815, for both dependent and independent variables. These findings indicate that each factor score has adequate internal consistency reliability with factors above the conventional standard of  $\geq 0.70$ . This implies that the instrument employed in this study was reliable.

**Table 1: Cronbach's Alpha Coefficients for Job Satisfaction**

Determinants of Job Satisfaction	No. of Items	Cronbach Alpha ( $\alpha$ )
General job satisfaction	9	.835
Supervision	7	.819
The work itself	7	.796
Relationship with Co-workers	6	.771
Payment	7	.737
Promotion Opportunity	5	.736

Source: survey data

Prior to distributing a questionnaire, the questions are presented to the supervisor, participants and peers for discussions and comments. Hence, the instrument is valid because it measures what it is supposed to measure.

**7.6. Response Rate:** Out of a total of 186 questionnaires distributed, 156 questionnaires were returned. However, 4 incomplete questionnaires were discarded. Therefore, the net completed questionnaires and which used for data analysis were 152. This covers 82% of the response rate of the questionnaire.

## 8.0. Results and Discussion of Findings

**8.1. Demographic Information of the Respondent:** the majority of the participants were males (67.1%) whereas the remaining 32.9% held female respondents. From these participants, more than half (68.4%) of the respondents were married while the left were single participants (31.6%). Here, the minimum age of respondents who constituted 3.9% were the age subgroups  $\leq 20$  years and the maximum age of the respondents who involved in questionnaire filling were 31-40 years old (34.2%). Hence, we can conclude that majority of the respondents are adult men and women.

With regard to level of education, 53.3% of the participants were in possession of a second degree while 21.7% had a first degree. The remaining educational subgroups such as diploma graduates, technical and vocational completed, and grade 12 or below 12 completed comprised of 13.2%, 5.9%, and 5.9% respectively. So we had decided that more than half of the respondents were second degree holders. The study also showed that 23.7% of the respondents consisted of less than or equal to five years of service. 30.9% of the respondents had 6-10 years of service in the college. Therefore, one can conclude that the larger proportion of respondents had 6-10 years of experience.

More than half (a total of 57.2%) of the respondents were academic staff while the remaining 42.8% were administrative staff. Eventually, the larger proportion of the participants (83.6%) was non-supervisory employees while the left represented the supervisory level employees (16.4%).

## 8.2. Research Questions

### 1) How to examine the level of employees' job satisfaction?

Table 4 revealed that the majority of the respondents were satisfied by the work itself and the relationship between co-workers at 56.2% and 67.9% respectively. However 43.3%, 47.6, 47.7%, and 63.0% of the participants were dissatisfied in promotional opportunities, general job satisfaction, supervision, and payment respectively.

Dissatisfaction with general job satisfaction, payment, promotion and supervision are some of the problems indentified in this study. Similar findings were observed in the job satisfaction study among Oromia head and zonal cooperative promotion workers in Ethiopia (Sebsibe, 2002). The current finding was supportive the findings of Ramasodi (2010) in South Africa, where the study found a very low level of job satisfaction and a generally low level of job-related satisfaction in South Africa workers. In this South African workers study 26.2% are highly dissatisfied whereas 53.4% are not satisfied (totally 79.6%) with the general job satisfaction.

Reasons for dissatisfaction in this study were also found to be in line with the hygiene factors responsible for job dissatisfaction, which include salaries, and quality of supervision. Employees' needs and motivators vary so it is important to understand what motivates them to perform. Eventually, the researcher concludes that the majority of respondents were dissatisfied by the more number of variables.

**Table 4: Levels of employees' job satisfaction**

Variables		N	Percentage
General job satisfaction	Strongly Disagree	29	19.0
	Disagree	44	28.6
	Uncertain	19	13.0
	Agree	43	28.4
	Strongly Agree	17	11.0
The work itself	No	48	31.5
	Neutral	19	12.3
	Yes	85	56.2
Payment	No	96	63.0
	Neutral	16	11.0
	Yes	40	26.0
Promotional opportunities	No	66	43.3
	Neutral	25	16.7
	Yes	61	40.0
The relationship with co-workers	No	26	17.1
	Neutral	23	15.0
	Yes	103	67.9
Supervision	No	73	47.7
	Neutral	23	15.4
	Yes	56	36.9

Source: survey data

### 2) What are the determinants of employees' job satisfaction?

The arithmetic means for the nature of the work were (Mean = 13.9, Standard deviation = 3.610); Co-workers (Mean = 12.67, Standard deviation = 2.610); supervision (Mean = 11.64, Standard deviation = 3.739); payment (Mean = 9.84, Standard deviation = 2.990); and promotional opportunities (Mean = 8.24, Standard deviation = 2.561). However, the mean and standard deviation of general job satisfaction was Mean = 22.90 and Standard deviation = 6.596.

It therefore appears that the employees at the college are most satisfied with their nature of the work itself, followed by the co-workers and the supervision they receive. They are however, less satisfied with their compensation and least satisfied with opportunities for promotion they receive. For this there might be less amount of payment in the college in order to cope up the expensive life styles in Gondar town that is why they were dissatisfied. However, respondents were satisfied good at their general job satisfaction (M =22.90, SD= 6.596) than other specific dimensions of the job. Therefore, the researcher can conclude that the nature of the work itself and the relationship with co-workers are the most determinant variables than the other variables.

Table 5: the Means and Standard Deviations of Scores for the dimensions of job satisfaction

Variables	Mean	Standard deviation
1. General job satisfaction	22.90	6.596
2. the work itself	13.90	3.610
3. Payment	9.84	2.990
4. promotional opportunities	8.24	2.561
5. the relationship with co-workers	12.67	2.610
6. Supervision	11.64	3.739

Source: survey data

### 8.3. Hypothesis Testing

#### 8.3.1. Hypothesis One (H<sub>01</sub>): Testing the Relationship between Demographic Variables and General Job Satisfaction

As there were seven demographic variables, seven sub-null hypotheses were generated:

**H<sub>01.1</sub>: There is no statistically significant difference in the means of general job satisfaction between male and female employees.**

The results of the present study indicated that there was no gender difference among college male and female employees at  $P > 0.191$  regarding overall job satisfaction. Therefore, the null hypothesis (H<sub>01</sub>) that there is no statistically significant difference in the means of general job satisfaction between male and female employees was accepted and hence, one can conclude that both males and females exhibited similar levels of satisfaction in general job satisfaction. The findings of several studies have shown that there is no gender difference on overall

job satisfaction between male and female employees. For instance, Sebsibe (2002); Ramasodi(2010); and Abdulla (2009) confirmed this.

**H<sub>01.2</sub>: There is no statistically significant difference in the means of general job satisfaction between single and married employees.**

There was no statistically significant difference between single and married employees with regard to overall job satisfaction at  $P > 0.516$ . Therefore, the null hypothesis ( $H_{01.2}$ ) that there is no statistically significant difference in the means of general job satisfaction between married and single employees was accepted. In this regard, Sebsibe (2002), and Ramasodi (2010) had stated that marital status has no significant difference on employees overall job satisfaction, Dawal *et al.*, 2008 as cited by Abdulla (2009) found married workers had higher levels of job satisfaction and were more satisfied, committed and cooperative than were single workers. They suggested that the single workers might still be deciding on their career and this might impede job satisfaction.

**H<sub>01.3</sub>: There is no statistically significant difference in the means of general job satisfaction between academic and administrative employees.**

As shown in Table 6, the result of the study pointed out that there was no statistically significant difference between those two occupational groups of employees with respect to overall job satisfaction at  $p > 0.092$ . Therefore, the null hypothesis ( $H_{01.3}$ ) that there is no statistically significant difference in the means of general job satisfaction between academic and administrative employees was accepted. Supporting to the present finding, study made by Sebsibe (2002) indicated that employees who were working at the two occupational groups had the same levels of general job satisfaction.

**H<sub>01.4</sub>: There is no statistically significant difference in the means of general job satisfaction between supervisory and non-supervisory employees.**

The result of the study indicated that there was no significant difference between supervisory and non-supervisory employees at  $P > 0.426$  with respect to overall job satisfaction (see Table 6). Therefore, the null hypothesis ( $H_{01.4}$ ) that there was no difference was accepted. In this regard, Ramasodi (2010) had supports that job level had no significant difference on employees overall job satisfaction. However, the present finding contradicts the findings of Abdulla (2009) in Dubai where it was found that job level was significant determinant of job satisfaction. As occupational status increases, so does job satisfaction (Kalleberg, 1974), as cited in Abdulla (2009). Managers/supervisory employees were more satisfied than non-supervisory employees. Because the work of higher level employees was more varied and stimulating. The work offers them challenge, gives them the chance to use valued skills and knowledge, and gives them opportunity for continual self-development and growth and as a result it gives them room for satisfaction.

**Table 6: the Relationship between demographic variables and general job satisfaction**

Variable	Mean	Standard deviation	Mean	Standard deviation	t-values	Degree of freedom	Sig.
	<b>Males (N= 102)</b>		<b>Females (N= 50)</b>				
General Job Satisfaction	23.39	6.513	21.90	6.717	1.314	150	.191
	<b>single employees (N= 48)</b>		<b>Married employees (N= 104)</b>				
	23.41	7.046	22.66	6.399	.651	150	.516
	<b>Academic staff (N= 87)</b>		<b>Administrative staff (N= 65)</b>				
	22.12	6.744	23.94	6.293	-1.696	150	.092
	<b>Supervisory level (N= 25)</b>		<b>Non-supervisory level (N= 127)</b>				
	21.94	6.092	23.09	6.697	-.798	150	.426

**H<sub>01.5</sub>: There is no statistically significant difference in the means of general job satisfaction among the age subgroups.**

This showed that employee's age group difference on overall job satisfaction. Employees were categorized under age subgroups of  $\leq 20$ , 21-30, 31-40, 41-50, and  $\geq 51$  years old. Then, comparison was made among the five sub groups of age using one-way ANOVA, and it was found that there was significant difference among subgroups of age with respect to the overall job satisfaction at  $P < 0.012$ . Therefore, the null hypothesis ( $H_{01.5}$ ) that there is no statistically significant difference in the means of general job satisfaction among the age subgroups was rejected and then the alternative hypothesis was accepted.

In the present study, the youngest age group and the oldest age group were found to be the most satisfied category; and those employees in the middle age group were the least satisfied (see Table 7). Similarly, several previous studies had indicated that there were significant differences among different sub groups of age (Abdulla, 2009). On the contrary, the present finding also contradicts the findings of Ramasodi (2010) in South Africa and Sebsibe (2002) in Ethiopia were found that age was not a significant determinant of job satisfaction.

**H<sub>01.6</sub>: There is no statistically significant difference in the means of general job satisfaction among educational level subgroups.**

As Table 7 shows, the five educational level subgroups were subjected to one way ANOVA analysis to determine which group differed significantly. Hence, there was statistically significant difference among the five educational subgroups of employees regarding overall job satisfaction at  $P < 0.039$ . Therefore, the null hypothesis ( $H_{01.6}$ ) that there is no statistically significant difference in the means of general job satisfaction among educational level subgroups was rejected and then the alternative hypothesis was accepted.

The educational subgroups of grade 12 or below completed exhibited higher scores of mean which implies higher levels of satisfaction in the general job satisfaction. Different studies extracted different findings concerning with the relationship between educational level and employee overall job satisfaction. Sebsibe (2002), Ramasodi (2010), and Abdulla (2009) were concluded that there was no relationship between educational levels of employees and their level of job satisfaction. However, education probably tends to raise expectations. the present study reported that there was statistically significant difference among the five educational subgroups of employees regarding overall job satisfaction at  $P < 0.039$ .

**H<sub>01.7</sub>: There is no statistically significant difference in the means of general job satisfaction among employees' years of experience.**

Comparison was made among the five sub groups of experience using one-way ANOVA, and it was found that there was no significant difference among sub groups of experience with respect to the overall job satisfaction at  $P > 0.681$ . In the present study, the experience subgroups exhibited almost the same levels of satisfaction in the general job satisfaction. Therefore, the null hypothesis ( $H_{01.7}$ ) that there is no statistically significant difference in the means of general job satisfaction among employees' years of experience was accepted. Similarly, previous study had indicated that there was no significant difference among different sub groups of experience (Ramasodi, 2010). On the contrary, the finding of Abdulla (2009) indicated that tenure was a significant determinant of job satisfaction.

**Table 7: means and standard deviations of overall job satisfaction scores for different age, educational, and experience subgroups of employees and their significance levels**

General Job Satisfaction							
Demographic Variables		No.	Mean	Standard Deviation	df.	F	Sig.
Age	≤20 years	6	25.19	3.371	147	3.336*	.012
	21-30 years	39	20.78	6.687			
	31-40 years	52	22.75	6.695			
	41-50 years	37	22.86	6.677			
	≥51 years	18	27.24	4.700			
Education	Grade 12 or below 12 completed	9	28.58	5.706	147	2.586**	.039
	Technical and vocational completed	9	24.24	9.004			
	Diploma graduate	20	20.41	6.973			
	First degree holder	33	22.68	7.036			
	Second degree holder	81	22.82	5.832			
Tenure	≤5 years	36	23.60	6.380	147	.575	.681
	6-10 years	47	23.19	7.308			
	11-15 years	33	23.14	7.189			
	16-20 years	16	20.83	5.628			
	≥21 years	20	22.22	4.911			

**8.3.2. Hypothesis Two (H<sub>02</sub>): The Relationship between Environmental Variables and general job satisfaction**

A Pearson Correlation test was used to measure the correlation between each environmental factors and general job satisfaction. As there were five environmental determinants, five sub-null hypotheses were generated:

**H<sub>02.1</sub>: There is no statistically significant correlation between nature of the work and general job satisfaction.**

As it is presented in Table 9 that there was a significant correlation between nature of the work itself and general job satisfaction at  $p < 0.037$ . Therefore, the null hypothesis ( $H_{02.1}$ ) that there is no significant correlation was rejected and then the alternative hypothesis was accepted. This result indicates that the content of the job tasks, such as job variety, job significance and autonomy has important influence on an individual's job satisfaction. A similar finding was reported by Abdulla (2009) in Dubai, where the nature of the work was the strongest determinant of employees' job satisfaction.

**H<sub>02.2</sub>: There is no statistically significant correlation between payment and general job satisfaction.**

It was found that  $p > 0.448$  (see Table 9). Thus, the null hypothesis ( $H_{02.2}$ ) that there is no significant correlation



was accepted. This result indicates that there was weak relationship between payment and general job satisfaction in the Gondar College of Teacher Education. That is, if employees had been paid or rewarded more, their job satisfaction might not automatically increase. This is because of that the employees were vulnerable by the other important variables. Hence, fairness and equal treatment have a great impact on increasing job satisfaction. The result of the present study goes with what was stated by Sebsibe (2002) that the level of payment is positively related to overall job satisfaction, but their relationship is very weak. On the contrary, Abdulla (2009) pointed out that Salary and Incentives clearly emerged as the most powerful determinant of job satisfaction.

**H<sub>02.3</sub>: There is no statistically significant correlation between promotion opportunity and general job satisfaction.**

As it was indicated in Table 11 that there was no significant correlation between promotion opportunity and the general job satisfaction, using Pearson Correlation analysis  $p > 0.344$ . Therefore, the null hypothesis (H<sub>02.3</sub>) of no statistically significant correlation was accepted. The result indicates that opportunities for growth and advancement are weak motivators and hence, might not lead to increased job satisfaction. Murthy, 1996, as cited in Abdulla (2009) noted that promotion made on favoritism, political and other pressure, makes employees to distrust the organization and to be dissatisfied. On the contrary, a sound and fair promotion policy is a powerful management tool not only to keep the existing employees happy but also to attract new employees.

**H<sub>02.4</sub>: There is no statistically significant correlation between relationship with co-workers and general job satisfaction.**

As shown in table 9, there is a significant correlation between relationship with co-workers and general job satisfaction at  $p < 0.049$ . Therefore, the null hypothesis (H<sub>02.4</sub>) that there is no significant correlation was rejected and then the alternative hypothesis was accepted. The present finding showed that job satisfaction had a significant positive association with co-worker relationships. This finding is consistent with that of Ramasodi (2010) in South Africa, where it was found that job satisfaction was associated with good interpersonal relationships and a feeling of being able to provide a good quality of service. Not surprisingly, having friendly and supportive co-workers leads to increase job satisfaction (Robbins, 1996).

**H<sub>02.5</sub>: There is no statistically significant correlation between supervision and general job satisfaction.**

It was found that  $p > 0.080$  (see Table 9). That is, there is no a significant relationship between supervision and general job satisfaction. Therefore, the null hypothesis (H<sub>02.5</sub>) of no significant correlation was accepted. The result implies that supervisors or managers were not often close to their subordinates' feelings, and might not provide them with more support and co-operation; this negatively influences the employee's job satisfaction and motivation. However, Studies generally find that employees' satisfaction is increased job satisfaction when the immediate supervisor understands and friendly, offer praise for good performance, listens to employee's opinion and shows a personal interest in them (Robbins, 1996).

**Table 9: the relationship between environmental variables and general job satisfaction**

Environmental Variable	no.	r	Sig.
the Work itself	152	.169 **	.037
Payment	152	.011	.448
Promotion opportunities	152	.033	.344
Relationship with co-workers	152	.160**	.049
Supervision	152	.115	.080

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

Source: survey data

**8.4. The Combined Contributions of Satisfaction with environmental and demographic variables for Overall Job Satisfaction.**

For the present study those five independent variables were considered to investigate to what extent the employees overall job satisfaction was explained by them. Multiple regression analysis on general job satisfaction scores while entering both environmental and demographic variables as independent variables yielded a statistically significant model at  $P < 0.000$  level of significance with 12 predictor variables accounting for 22.8% (R square) and 15.6% (adjusted R square) of the variance in general job satisfaction (see Table 10 ). That is the coefficient of determination ( $R^2$ ) was found to be 0.228. This means about 22.8% of the variability of overall job satisfaction was explained by those twelve independent variables.

Table 10: the combined contribution of environmental and demographic variables for general job satisfaction

R	R Square	Adjusted R Square	df.	F	Sig.
.478 <sup>a</sup>	.228	.156	138	3.142	.000

Source: survey data

- a. Predictors: (constant), the work itself, payment, promotional opportunities, the relationship with co-workers, supervision, gender, marital status, age, educational level, years of experience, employment status, occupational group, and job level.

The findings of this research are parallel to the literature indicating that job satisfaction is a multi-dimensional construct. Each dimension is influenced by different variables constituting the characteristics of the work environment. Since the current model only explained 22.8% of the variance in job satisfaction, it implies that nearly 77.2% of the variance in job satisfaction may be explained by factors not considered in this study. This finding suggests that job satisfaction is affected by a wide range of variables. Consistent with this, previous researchers such as Abdulla (2009) and Ramasodi (2010) pointed out that satisfaction is a latent construct involving multiple indicators.

## 8.5. Conclusion and Recommendation

### Conclusion

The following were the main findings of the study:

- There was no significant difference on gender, marital status, occupational group, experience, and job level regarding overall job satisfaction.
- There was significant difference among age subgroups of employees regarding with overall job satisfaction.
- There was significant difference among educational subgroups of employees with respect to overall job satisfaction.
- Among the five environmental predictors, only two of them the work itself and the relationship with co-workers found to have significant relationship with general job satisfaction.
- The coefficient of determination of the environmental and demographic variables was found to be 0.228. That is, about 22.8% of the variability of the overall job satisfaction can be explained by the independent variables.

### Recommendation

Based on the findings of this study, the following were recommended. First, employees' perception of salaries and incentives was at the lowest level of satisfaction compared to other job-related aspects. Therefore, the current salary scale and incentives should be carefully reassessed. It is believed that employees who value incentives in their organisation are more likely to exhibit organizational citizenship behavior. Second, Promotion opportunity was a variable that was reported as unsatisfactory among the Gondar College of Teacher Education employees. Hence, the promotion systems should undergo urgent re-consideration. Fair and equal treatment of employees who had the same qualification and experience could solve this problem. Finally, to minimize/avoid the level of dissatisfaction with supervision, the appointment of an employee to a particular job should be fair and exclusively based on performance, productivity, innovation and experience indicators; and not be conducted according to personal relationships, or social status.

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