

## The Relationship between Job Satisfaction and Organizational Commitment of Academic Staffs: A study of selected Ethiopian Public Universities

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### Abstract

*Job satisfaction and organizational commitment of academic staffs is one of the major factors for improving quality of education, teachers and students performance with in higher education settings. The purpose of this study is, therefore, to investigate the relationship and effect of Job satisfaction on faculty's organizational commitment at five selected Ethiopian public universities. Accordingly, primary data was collected from 402 faculty members using self-administered survey questionnaire. The instruments used to collect data were adapted from Spector's (1977) 9 facets measures of job satisfaction and Meyer and Allen (1997) revised organizational commitment questionnaire. By design, the study is both descriptive and quantitative correlational research using a cross-sectional survey method. In this study, descriptive statistics, Pearson correlation and multiple linear regression analysis were employed to analyse quantitative data. The regression model disclosed that the variance on organizational commitment was explained by the facets of academic staffs 'Job satisfaction. From the nine facets, the study revealed that pay, fringe benefit, Promotion decision, nature of job (teaching) and communication are found to be the major predictor of organizational commitment at the five selected public universities in Ethiopia.*

*The finding of this study concludes that Faculty's job satisfaction has a statistically significant predictive positive effect on organizational commitment. The major factors that lead faculties to job dissatisfaction are inadequate payment (salary), insufficient fringe benefits, lack of academic freedom, discrediting merit based practices, inadequate resources, high bureaucracy, centralized administration system, denying promotion opportunities for hardworking academic staff members, lack of recognition and respect, problem of empowerment and inadequate scholarship opportunities. The results of this study shows that there is positive and significant relationship between job satisfaction facets and organizational commitment of academic staffs of five selected public Universities in Ethiopia. However, job satisfaction levels of academic staffs were low and minimum level of organizational commitment has been indicated in the study. As a result, to retain well experienced, qualified and high calibre academicians, Universities should increase the level of job satisfaction which in turn results in improved level of academic staffs' organizational commitment to their universities.*

Key Terms: Academic staff, Job satisfaction, Organizational Commitment

### 1. Introduction

In Ethiopia like many other developing nations, education has been considered to be the corner stone and major determinant for economic growth and social development as well. In line with this, the role of faculty job satisfaction and organizational commitment are among key determinants in implementing the nation's plan of reaching the middle income country in 2025 related to higher education sector.

Job satisfaction and organizational commitment are crucial for organizations because they are the best predictor of turnover intentions and determine productivity (Poznanski & Bline, 1997, Cetin, 2006).

Understanding these two major human resource attitudes is vital for the fact that they affect organizations performance and be influenced by human resource policies and practices (Rayton, 2006). Hence, it is crucial to study the relationship between job satisfaction and organizational commitment.

In higher education the importance of academic staffs for quality education is vital. The academic staffs are key players to the successful accomplishment of the mission and responsibilities mandated to higher education institutions and goals set to be achieved by them (Altbach, 2006). As it has been documented in higher education proclamation No.351/2003 and No. 650/2009 in Ethiopia, academic staffs are responsible to teach, including assisting students in need of special support, undertake problem-solving studies and researches and transfer knowledge and skills, participate in curriculum development, review, enhancement, uphold the guiding values of institutions, and devote full working time to the institutions. Members of the academic staffs are also required to meet their responsibility by fulfilling their functions and academic roles with commitment, competence and integrity and to the best of their abilities and in accordance with their ethical values.

Studies revealed that satisfied employees tend to be more committed to an organization, and employees who are satisfied and committed are more likely to attend work, stay with an organization, arrive at work on time, perform well and engage in behaviours helpful to the organization (Aamodt, 2007). In this case, Obisi (2003) identified factors that contribute to job satisfaction are adequate salary, good working conditions, parental management practices, job security, opportunity for growth, cooperative and supportive environment, harmonious relationship with co-workers, favourable relationship between managers and subordinates. Similarly, factors contributing to high levels of employee satisfaction have been identified as: supportive colleagues, supportive working conditions, mentally challenging work and equitable rewards (Locke, 1983). According to Riggio (2009), organizational commitment is most commonly affected by type and variety of work, the autonomy involved in the job, the level of responsibility associated with the job, the quality of social relationship at work, rewards and remunerations, and the opportunities for promotion and career advancements in the company. According to Samad. S. (2007) study, it is said that if the workforces are satisfied with their job as well as the organization environment including their co-workers, compensation and leadership, they will be more committed to the organization where they are employed as compared to those who are dissatisfied with their job.

The Academic profession is in crisis almost everywhere. There is a rapid growth of part time faculty members in many countries and traditional tenure systems are under risk conditions. The professors are being asked to do more with less in exchange and student-teacher ratio, academic salaries and morale have been falling as time goes. Without a committed academic profession, the university cannot be effective institutions (Altbach, P.G & Peterson, P. MG. (1999). Poor compensation of academic employees is common in developing nations where financial and economic resources are limited thus challenging the ability of state universities to attract and retain qualified staffs. Major public institutions in many Countries have lost significant numbers of their key faculty to emerging private higher education institutions and other commercially- oriented organizations, not only physical departure but also time, commitment and loyalty is at risk. In many nations, faculty members often hold more than one job outside the university to help ends meet and as a result, may spread themselves too thin to fulfil their university responsibilities of teaching, research and services and he found that the most pressing challenges facing many African countries is the departure of their best scholars and scientists away from Universities either in the form of mobility or brain drain. He added that the internal mobility of scholars can be considered as the flow of high- level expertise from the universities to better- paying government agencies and private institutions. Since the state of African universities has declined, academic have

sought employment opportunities outside universities, as a result, challenging institutions of their faculty members (Damtew, 2004)

Universities specifically, have an important role to take part in producing future knowledge workers & leaders. Therefore, it is required to get a motivated, positive thinking, empowered and satisfied academic staffs to do these many roles (Coates, et al., 2010). Ethiopian plans to bring a quality education system in the second growth and transformation plan since a lot of quality problems were registered as a result of higher educational expansion in the past years and other related problems. Attracting and retaining high quality faculty members is therefore the principal requirement for educational institutions that aspire to exceed and maintain quality education and satisfy students and stakeholders. Academic staffs' job satisfaction is the major factor which has to be studied since it is critical determinant of turnover, organizational commitment and effectiveness of universities.

### 1.1. Statement of the problem

In Ethiopia, there has been massive expansion of higher educational institutions which has never been within a relatively shorter history of higher education development within the nation. Recently, the number of public universities which was just two until 2000 has increased to 35 universities and the construction of 11 new public universities are underway and several private colleges and universities are added at the present time. Along with such huge expansion of higher educational institutions in Ethiopia, the enrolment in these institutions also rose to 388,529 in all programs by the year 2011/12(MoE, 2012). It is clear that several academic programs have been introduced in both under graduate and post graduate studies. To this end, the number of academic staff members have been rising at a faster rate (MoE, 2012). There is no guarantee to retain public university Academic staff members unless the government of Ethiopian takes remarkable progress in improving job satisfaction levels and commitment.

Researchers have disclosed that organizational commitment is a function of several variables like job satisfaction, motivation, participative decision making, organizational support, financial reward, communication, promotion prospects and leadership styles(Brown,2003; Salami & Omole,2005). Various research findings indicate that there is positive relationship between job satisfaction and organizational commitment ( Bhuian & Abdul. M, 1997; Harrison & Hubbard, 1998). According to kotze and Roodt (2005), a strong correlation has been empirically established between job satisfaction, organizational commitment and retention. Besides, Jemal & Badawi(1995) reported that job satisfaction is moderately correlated with organizational commitment. Additionally, Yousef (2000) indicated that satisfaction with many facets of the job directly and positively influence different dimensions of organizational commitment, and found a strong correlation between satisfaction and organizational commitment. Yet, such relationship is not investigated sufficiently in the higher education context in Ethiopia.

Surprisingly enough, limited studies have been conducted on job satisfaction, organizational commitment and turnover intentions among academic staffs in university setting from developing countries. Tetty(2006,p.12) assesses that most universities in developing countries and Africa specifically, have been affected by ' brain drain'. Ethiopia is also a victim of brain drain. In the African context, Tetty revealed that most students or current academics who are sent to foreign nations for scholarship studies do not return home due to 'pull and push' factors which include better economic opportunities. The departure of academic staffs without adequate replacement has affected the quality of education and morale of existing staffs in most African universities.

Previous studies tried to assess the factors that affect organizational commitment in Ethiopian higher education, the results of empirical studies conducted by different researchers (for example, Ayalew,

2007; Bruke, 2007; Demissu, 2007; Habtamu, 2007; Tesfaye, 2007; Wana, 2007 cited in Temesgen, B, 2014) indicated that due to the inadequate salaries paid to the Academic staffs in public universities of Ethiopia, they are forced to engage in private consultancy or extra teaching to supplement their meagre salaries. The results of these same studies disclosed that there is poor freedom to openly criticize state policies on higher education. Besides, findings of the same studies have also indicated that the participation of the academic community in decision/policy making process & participation in free election of leaders & governing body members are very low (Habtamu, 2007; Demissu, 2007 cited in Temegen, B, 2014). Empirical study that examines the effect of job satisfaction on organizational commitment of Ethiopian universities context as far as my knowledge is concerned seems rare and unavailable.

### 1.2. Objective of the study and Hypothesis

1. To determine the level of faculty perceived Job satisfaction and organizational commitment
2. To examine the relationship and impact of facets of Job satisfaction on faculty organizational Commitment.
3. To assess the major factors that cause Faculty Job dissatisfaction

Hypothesis1: Job satisfaction relates significantly and positively to organizational commitment.

### 2. Literature Review

The term job satisfaction is defined as the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction whereas negative and unfavourable attitudes towards jobs indicate job dissatisfaction (Armstrong, 2006). Statt (2004) defined job satisfaction as the extent to which a worker is satisfied with the rewards he/she gets out of his/her job, specifically in terms of intrinsic motivation. Several factors can influence employee job satisfaction including salaries, fringe benefits, achievements, autonomy, recognition, communication, working condition, job importance, co-workers', degree of professionalism, organizational climate, supervisory support, job security, workplace flexibility, working with team environment. However, the following factors can lead to low job satisfaction such as working with unskilled or inappropriately trained staffs, laborious tasks, such as documentation, repetition of duties, tensions within role expectations, role ambiguity, role conflict, overload, bad co-worker relations, personal and organizational related factors (Rad & Yarmohammadian, 2006).

Meyer and Allen, (1984) asserted that three dimensions of commitment is a psychological state which characterizes the employee's relationship with the organization and the implications for the decision to continue or discontinue membership in the organization. These three dimensions are affective, continuance and normative describe as follow.

a. Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Employees with a strong affective commitment continue employment with the organization because they want to do so (Meyer & Allen, 1984). The most important reason for wanting to remain with the organization is related to the ability of individuals to satisfy their needs at work (Hackman & Oldham, 1976).

b. Meyer and Allen, (1984) proposed the continuance dimension as a better representation of Becker's side-bet approach. It refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. It is related to the benefits associated with staying versus the personal costs associated with leaving such as pensions, seniority, social status, and access to social networks that bind

him or her to the organization. These interests would be at risk if the individual left the organization (Dawleya et al., 2005).

C) Normative commitment was defined as a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain within the organization (Allen and Meyer, 1990). Individuals with high normative commitment stay in the organization because they believe it is the right and moral thing to do. Stated differently, they would feel guilty if they left the organization and stay, even if they had to reject better alternatives (Felfea & Yan, 2009).

### 3. Methods of the study

A survey-based descriptive and quantitative correlational research design was used. The survey was carried on teaching faculty working in five public universities of Ethiopia. A survey design is appropriate when the study is focused at providing data of the current state of affairs and examining the relationships among two or more constructs (Wu and Forza, 2003).

#### 3.1. Sampling Technique

Stratified sampling technique was employed in dividing the population in to groups, or strata, then samples were taken using a simple random sample from each stratum (Dawdy, 2004). Proportional Stratified random sampling was employed to select faculty members from each college and while heads of departments were selected using purposive sampling technique.

#### 3.2. Sample size Determination

By using the following formula it is possible to determine the appropriate sample size which was developed by Yamane Yaro (1964):  $n = \frac{N}{1 + N(e)^2}$ ; Where: N=total population; n=sample size, e=error rate (.05) or that the chance of samples to be representative of the population is 95 percent confidence level.  $n = \frac{4558}{1 + 4558(0.05)^2} = 367$ .

Table 1. Sample size Determination for on duty Academic staffs

Name of university	Total sample frame	Sample size
Gondar university	1300	104
Bahirdar university	1295	104
Wollo University	963	77
DebreTabore University	600	48
Arsi University	400	32
Sub Total	4558	367

The sample consisted of 367 subordinate academic staffs and 150 heads of departments that were included in this study. Therefore, 517 questionnaires were distributed to academic staffs and department heads. However, only 430 questionnaires were returned. After all the screening process and the elimination of outliers was performed, only 402 usable responses were used to analyse the data.

#### 3.3. Data Collection Instruments

This study used two self-administered questionnaires prepared in six and five point Likert scales which were distributed to collect primary data from faculty members and department heads simultaneously. The first was adapted from the Spector's job satisfaction survey questionnaire which was designed to measure faculty perceived job satisfaction containing 36 items while organizational commitment of academics was adapted from Meyer & Allen (1997) organizational commitment questionnaire.

3.4. **Method of Data Analysis:** After collecting the necessary data, the researcher used both descriptive statistics such as means and inferential statistics like Pearson’s correlation and multiple linear regression methods for quantitative data analysis using SPSS version 20 software.

4. **Results and Discussion**

**Table 2. Descriptive statistics & Normality tests for Job satisfaction and organizational commitment variables, A1**

Variables	Mean	Std. Dev.	Normality checks	
			Skewness	Kurtosis
Job satisfaction	125.9279	13.9179	-.228	1.108
Pay	12.2861	2.87482	-.160	-.159
Supervision	16.1617	3.57272	-.079	.138
Promotion	12.9876	2.76013	.133	-.020
Nature of job	15.8358	3.58202	-.153	.186
Communication	14.2313	3.26452	-.073	.049
Coworker	16.3259	3.17342	-.047	.225
Fringe benefit	11.6816	3.11430	-.174	-.035
Contingent reward	13.4254	2.91623	-.058	.660
Operating condition	13.0199	2.67986	-.219	.112
Organizational commitment	54.6716	10.64159	.048	.113
Affective commitment	18.0299	4.88461	-.068	-.123
Continuance commitment	17.9527	4.56324	-.016	-.375
Normative commitment	18.6891	4.24268	.173	-.007

Source: Survey Data (2016), A<sup>1=</sup> transformed value

Data are said to be normally distributed when skewness and kurtosis are within +2 to -2 range (Garson, 2010). The skewness values indicates the symmetry of the distribution while Kurtosis indicates information about the peakness of the distribution. Some authors use +1 to -1 as a more stringent criterion when normality is critical (Garson, 2010). The table indicates that both Skewness and kurtosis values are within the range of -1 to +1. Therefore, the data is normally distributed.

Table 2 shows that for the four- item subscale /facets with a range of 4 to 24, scores of 4 to 12 are dissatisfied, 16 to 24 are satisfied and between 12 and 16 are ambivalent (undecided). For the 36- item total job satisfaction were possible score range from 36 to 216, the ranges are 36 to 108 for dissatisfaction, 144 to 216 for satisfaction and between 108 to 144 for ambivalent (Spector, 1994). The above table, indicates that the scale mean score (mean=11.6) of fringe benefit is the lowest out of the nine facets of job satisfaction and are dissatisfied, followed by the scale mean score of pay (mean=12.28) and the scale mean score of promotion is (mean=12.99). Based on this, faculties believed that they rated pay as inadequate and promotion is not given as per the legislation sufficiently. In the same fashion one can understand that faculties perceived that the benefit package provided by the universities is inadequate. The overall job satisfaction score is found to be (mean=125.9, SD=13.92) lies on the ambivalent range. Faculty members were found that they are satisfied by the facets of job satisfaction including supervision (m= 16.16, S.D=3.57) and co-worker (16.32, SD= 3.17). Accordingly, in this study pay, promotion and fringe benefits placed in the lower level of job satisfaction. This suggests that the faculties are likely to demand higher pay, better promotion prospects and much better benefit package. This finding suggests that the faculties have all the facets of job satisfaction; however, they prefer co-worker, nature of work (teaching), supervision and communication in relative degree.

**Table 3. Reliability Analysis of Faculty Job satisfaction**

Reliability Statistics of faculty job satisfaction	
Cronbach's Alpha	N of Items
.709	36

The above table indicates that the reliability test for overall job satisfaction questionnaire is found to be 0.709 So that it is reliable and acceptable to undergo further analysis.

**Table 4. Descriptive statistics about organizational commitment variable**

Items	Mean	Std. Dev.	Skewness	Kurtosis
	Stat.	Stat.	Stat.	Std. E Stat. Std. E
<i>I would be very happy to spend the rest of my life here</i>	2.78	1.259	.082	1.047 .243
<i>I really enjoy telling people what a wonderful place university is</i>	2.69	1.093	.124	-.750 .243
<i>I always feel as if this university problems are my own</i>	3.18	1.141	-.249	-.748 .243
<i>I feel a lot of emotional attachment to the university</i>	3.14	1.093	-.342	-.655 .243
<i>My university has a great deal of personal meaning for me</i>	3.03	1.076	-.185	-.680 .243
<i>I feel a strong sense of belonging to the university</i>	3.18	1.148	-.166	-.847 .243
<i>It would be very hard for me to leave the university</i>	2.99	1.169	-.028	-.833 .243
<i>Too much in my life would be disrupted if I left my university</i>	2.90	1.151	.043	-.826 .243
<i>Right now staying with my university is a matter of necessity</i>	3.23	1.092	-.170	-.826 .243
<i>I feel that I have too few options to leave the university</i>	3.08	1.150	-.181	-.790 .243
<i>One of the few negative consequences the university is lack of job</i>	3.08	1.214	-.106	-.942 .243
<i>Leaving this university would require great sacrifices</i>	2.68	1.127	.088	-.867 .243
<i>I would not leave working for my university ...</i>	3.15	1.057	-.210	-.596 .243
<i>Even if it were to my advantage, I don't feel...</i>	3.16	.994	-.186	-.414 .243
<i>I do feel any sense of obligation to remain in the university</i>	3.14	1.032	-.136	-.563 .243
<i>I owe a great deal of loyalty to my university</i>	3.18	1.119	-.181	-.642 .243
<i>I would feel guilty if I left my university now</i>	2.95	1.160	-.033	-.744 .243
<i>I believe that this university deserves my loyalty</i>	3.11	1.077	-.219	-.712 .243

Source: Survey data (2016)

As can be seen from table 4 the affective commitment items “I would be very happy to spend the rest of my life has got a mean score of 2.78 and “I really enjoy telling people what a wonderful place has got a mean score of 2.69 which is the lowest value this indicates that universities did not create good impression towards faculty members and faculty members have low emotional attachment toward the five selected public universities of this study. From the normative commitment “ I would feel guilty if I left my university right now has got a mean score of 2.95 which is the lowest score so that faculty members are likely to have high turnover intention to leave the universities under this study.

**Table .5.Descriptive statistics & Reliability of organizational commitment**

Components of commitment	Mean	Cronbach alpha
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Affective	3.005	.804
Continuance	2.992	.742
Normative	3.115	.738
Overall mean & reliability	3.037	0.845

Table 5 shows that the mean score of continuance commitment of faculty members to their universities is found to be 2.992 which is very low followed by affective commitment which is also found to be very low (mean =3.005) compared to normative commitment in the five selected public universities of Ethiopia. The mean score of normative commitment (mean=3.115) is found to be slightly higher than the other two types of organizational commitment components. The overall mean score of organizational commitment is found to be 3.037 which is closest to neutral response and considered to be very low since faculty members did not agree that they are committed to stay to their organization.

**Table 6. Correlation Analysis between Facets of Job satisfaction and organizational commitment (OC)**

<u>Job satisfaction facets</u>	<u>correlation with OC</u>
Pay	0.301**
Supervision	0.033
Promotion	0.402**
Communication	0.264**
Nature of job	0.290**
Co-worker	0.001
Operating condition	-0.075**
Fringe benefit	0.272**
Contingent reward	0.133**

\*\* . Correlation is significant at the 0.01 level (1-tailed).

Pay is positively and significantly correlated with organizational commitment at the five selected public universities' in Ethiopia( $r= 0.301, P<0.01$ ). This indicates that when universities enhance the pay package like salary, overtime payments , research grants , faculty members become committed to their universities .In the same fashion, promotion and organizational commitment of faculties are positively and moderately related ( $r=0.402, P<0.01$ ). When there is good promotion prospect, faculty members are happy to stay in their universities' and it is possible to maintain talented, well experienced academic staffs. Communication is positively related with organizational commitment ( $r=0.264, P<0.01$ ).

The nature of job is positively and significantly associated with faculty's organizational commitment. ( $r=0.290, P<0.01$ ). This implies that when faculty members are satisfied with their job (teaching), the level of organizational commitment is enhanced. This indicates that the amount and fairness of the payment, the promotion prospects and fairness in providing this, the nature of job (teaching), fringe benefit such as medical insurance, credit services, housing provision, the recognition and respect that leaders give for faculties has become a key variable for organizational commitment. However, the operating condition and organizational commitment are negatively and significantly correlated( $r=-0.075, P<0.01$ ).

**Table 7. Correlation between overall Job satisfaction with Affective, Continuance and Normative Commitment.**

		Affective	Continuance	Normative
Job satisfaction	Pearson Correlation	.462**	.140**	.351**



	Sig. (1-tailed)	.000	.002	.000
	N	402	402	402

As can be seen from the above table, overall all job satisfaction is positively and significantly correlated with affective commitment ( $r=0.462, p<0.01$ ). This indicates when faculties job satisfaction is enhanced, the level of affective commitment to their universities also increased. Besides, job satisfaction and continuance commitment is positively and significantly correlated although the strength of correlation is very weak ( $r=0.14, p<0.01$ ). In the same way, overall job satisfaction of faculties and normative commitment is positively and significantly related ( $r=0.351, p<0.01$ ). Based on this one can understand that faculty job satisfaction affect the level of organizational commitment at public universities in Ethiopia.

Multiple linear regression Model specification:  $OC = \beta_0 + \beta_1 (P) + \beta_2 (sup) + \beta_3 (pro) + \beta_4 (com) + \beta_5 (NJ) + \beta_6 (CW) + \beta_7 (OC) + \beta_8 (FB) + \beta_9 (CR) + E$

$\beta_0$  represent the constant;

$\beta_1... \beta_9$  denote coefficients of the predictor variable

P = pay

Sup = supervision

Pro = promotion

Com = communication

NJ = nature of job

CW = co-worker

OC = operating condition

FB = fringe benefit

CR = contingent reward

E = Error (Residuals) and

OC = organizational commitment

**Table 8. Model Summary of predictor variables**

Model	R	R Square	Adjusted R Square	Std. Error	Durbin-Watson
1	.516 <sup>a</sup>	.266	.249	9.22083	2.118

a. Predictors: (Constant), contingent reward, supervision, promotion, nature of job, fringe benefit, operating condition, co-worker, pay, communication

b. Dependent Variable: organizational commitment

**Table 8.1. ANOVA for Job satisfaction variables**

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	12081.386	9	1342.376	15.788	.000 <sup>b</sup>
1	Residual	33329.270	392	85.024		
	Total	45410.657	401			

a. Dependent Variable: organizational commitment

b. Predictors: (Constant), contingent reward, supervision, promotion, nature of job, fringe benefit, operating condition, co-worker, pay, communication

**Table 8.2. Regression Coefficients of Predictor Variables**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	28.176	4.849		5.811	.000		
Pay	.368	.192	.099	1.910	.047	.693	1.443
Supervision	-.158	.148	-.053	-1.063	.288	.754	1.325
Promotion	1.040	.183	.270	5.699	.000	.835	1.198
communication	.384	.170	.118	2.265	.024	.691	1.446
Nature of job	.552	.146	.186	3.795	.000	.780	1.281
Co worker	-.259	.169	-.077	-1.536	.125	.738	1.355
Operating condition	-.436	.195	-.110	-2.239	.026	.780	1.283
Fringe benefit	.375	.173	.110	2.168	.031	.729	1.372
Contingent reward	.174	.183	.048	.946	.345	.742	1.348

a. Dependent Variable: organizational commitment

Source: survey Data (2016)

As can be seen from table 8.2, pay ( $\beta=0.099$ ,  $P < 0.05$ ), promotion ( $\beta=.270$ ,  $P < 0.05$ ) communication ( $\beta = .118$ ,  $p < 0.05$ ), nature of job ( $\beta = .186$ ,  $p < 0.05$ ), and fringe benefit ( $\beta = 0.110$ ,  $P < 0.05$ ) are statistically significant predictor of organizational commitment. However, operating condition is a negative predictor of organizational commitment in this study ( $B=-0.110 < 0.05$ ). One can understand that the university rules and regulation was not practiced properly so that it could have negative contribution for faculty's organizational commitment. As can be seen from the coefficient of correlation table, the variance inflation factor (VIF) lies within a range of 1.281 to 1.446. Therefore, there is no multi-collinearity problem so that the facets of job satisfaction as a factor can explain the variability of organization commitment. Besides, Durbin -Watson value of the model is found to be 2.116 which shows that there is no autocorrelation problem of multiple linear regression used in this analysis.

The multiple linear regression model indicates that the promotion decision is found to be the highest predictor of organizational commitment ( $\beta=0.270$ , at 99% level of confidence), followed by nature of job is the next highest predictor of organizational commitment ( $\beta=0.186$ , significant at 99.9% confidence level), lastly, communication and fringe benefit are also the other predictor of organizational commitment ( $B=0.118$ , 0.11, significant at 0.05 level of significance) respectively. The regression model disclosed that 26.6% of the variance on organizational commitment was explained by the facets of job satisfaction. This shows that job satisfaction is the major determinant for organizational commitment of academic staffs at the public universities in Ethiopia. Thus, the hypothesis is accepted.

**Table 9. Causes of Academic staffs Job Dissatisfaction**

Factor	Frequency
Inadequate payment(salary)	240
Lack of merit based practices	285
Absence of academic freedom	100
Insufficient benefit package	250
Inadequate resources and laboratory facilities	100
Problem related to empowerment of colleges and departments	150
Lack of respect and recognition(leaders fail to respect faculties)	275
Inadequate scholarship opportunities (limited scholarship)	80
Poor administration	165
High bureaucracy	150

Source: survey Data (2016)

As can be seen from table 9, 240(59.70%) of faculty members disclosed that they were dissatisfied due to insufficient payment received. Similar to most African universities (Ajayi et al., 1996; Mutula,2002; Tetty,2006) Ssesanga revealed that poor remuneration has forced most Ugandan Academics to leave their universities in search for best jobs, while others who remain are forced to moonlight, thereby dividing their loyalty to their employer, and reducing their commitment to the university to which they are employed. Research results indicated that salaries are a very crucial ingredient in ensuring employees commitment to the majority of organizations. Low payment in most African universities has prompted many academics to give minimal time to university duty and search other income generating job to supplement their academic salaries (Blair & Jordan, 1995; Tetty, 2006). In this study, Pay is becoming the major determinant for faculty members’ job satisfaction and organizational commitment in Ethiopian public universities. Employees who were satisfied with their pay become satisfied with their jobs, were committed to their universities and were less likely to quit the job compared to those who do have dissatisfaction with pay (Meyer &Smith, 2000; Oshagbemi, 2000; Kusku, 2003). A competitive compensation and benefit package is key to universities ability to attract and retain best academicians. Supporting social exchange theory, employees perform their job with understanding that their employers will reciprocate by providing compensation and other positive considerations which are commensurate with their output (Chew & Chan, 2008). This leads to the conclusion that faculty members will more likely decide to remain if they are rewarded fairly and adequately and if their capabilities, efforts and performance contribution are recognized and appreciated. Oshagbemi(2000) study revealed that UK academics found that pay affected the overall job satisfaction or dissatisfaction of an employee and that British faculty members were generally dissatisfied with their pay. The same is true for this study. Majority of the faculty members disclosed that their pay is inadequate and said that they are dissatisfied. *One of the faculty members reported that: “the bank guards are better paid as compared to public university lecturers in Ethiopia”.* However, very recently, the government revised the academics staffs’ salary yet requires further survey study. Due to their dissatisfaction with pay, most university teachers have decided to work outside their universities to supplement their meagre salary through part time works in private institutions and consultation duties in Ethiopia which erodes organizational commitment significantly. It is recognized that the payment level in higher education has

not been comparable with other high paying NGOS and some governmental corporations like banks and insurance. Academia needs to reclaim its status as an attractive, esteemed, prestigious and rewarding career so that the best talent could be retained. Leadership among all sectors needed to know that academics are the mainstays of economic, political and social development and they deserve recognition and rewards so that Ethiopian government as a country should improve its current status to retain best academicians.

Table 9 also shows that 285(70%) of total samples indicated that the universities did not apply merit based practices specifically faculty members disclosed that the appointment of some leaders do not consider the real proven ability, experience and commitment; they added that most positions are obtained through networking and river boy mentality and political affiliation.

The other major factor that caused faculty job dissatisfaction at three public universities were lack of academic freedom. Fortunately, two sampled universities were not included in this case since faculties did not mention anything about the academic freedom. In this case, 100(25%) academic staffs of three universities disclosed that university leaders interfere in every academic affair of the faculty members and erode freedom to teach and to have control in the assigned course and grading.

Inadequate benefit package is another factor that caused faculty job dissatisfaction at Ethiopian public universities. In this study, 250(62%) of the sampled academic staffs reported that they were dissatisfied due to lack of benefit package in their job. They mentioned that there was no medical insurance and credit service, childcare benefits to help meet the needs while such services are found in other government corporations and private companies and NGOS in the country. There is low benefit package comparing to equivalent jobs in other organizations. Besides, Lack of resources like class room shortages and internet facilities and laboratory facilities made some faculties to be dissatisfied; in this case, 100(25%) faculty members said that they were dissatisfied due to lack of resources such as teaching materials and laboratory facilities& internet to perform their jobs properly.

The other factor that causes faculty dissatisfaction was related to problem of empowerment of colleges and departments. 150(37%) academic staffs replied that universities did not empower their college and departments to decide on the financial affairs and in some cases academic decisions are made by presidents which erodes faculty job satisfaction. Lack of respect and recognition was found to be the critical factor that cause faculty job dissatisfaction at five sampled public universities of Ethiopia. 275(68.40%) of faculty members agreed that the universities' did not recognize their merit and their dignity is not well kept. Some Academic staffs of public universities in Ethiopia disclosed that they did not obtain scholarship opportunities to pursue their master's degree specifically, PhD education.

Although the government of Ethiopia works tirelessly in this regard, it is impossible to see and meet the objective of zero tolerance Bachelor degree faculty members in higher education of the nation. One of the possible reason is attributed to the lack of master and PhD degree granting higher educational institutions within the nation due to shortage of professors in many disciplines. Poor administration and high bureaucracy made faculty members dissatisfied at five selected universities of Ethiopia. some of the underlying cause of poor administration is related to lack of knowledge and skill in university leadership, lack of integrity and the presence of centralized administration system that do not practice academic decentralization among others. Research findings made by Dinham and Scott.( 1988, 2000) have proved that many factors cause low teacher job satisfaction including centralized education systems, relentlessly imposed changes, lack of job autonomy, reduced resources, moderate salary among others

## 5. Conclusion and Recommendation

The purpose of this article is to examine the relationship and effect of Academic staffs' job satisfaction on organizational commitment at five selected Ethiopian public universities. The study indicates that pay, promotion and fringe benefits are placed in the lower level of job satisfaction score. This suggests that the faculties are likely to demand higher pay, better promotion prospects and much better benefit package. This finding suggests that the academic staffs have all the facets of job satisfaction; however, they prefer co-worker, nature of work (teaching), supervision and communication in relative degree.

The regression model disclosed that the variance on organizational commitment was explained by the facets of job satisfaction. From the nine facets, the study revealed that pay, fringe benefit, Promotion decision, nature of job (teaching) and communication are found to be the major predictor of organizational commitment at the five selected public universities in Ethiopia. It can be concluded that Academic staffs' job satisfaction has a statistically significant predictive positive effect on organizational commitment.

The results of this study suggest that there is positive and significant relationship between job satisfaction facets and organizational commitment of academic staffs of five selected public Universities in Ethiopia. However, job satisfaction levels of academic staffs were low and minimum level of organizational commitment has been indicated in the study. As a result to retain well experienced, qualified and high calibre academicians, Universities are required to increase the level of job satisfaction which in turn results in improved level of faculty organizational commitment to their universities.

Based on the findings obtained the following suggestions are made:

The finding of this study revealed the mean score on job satisfaction facets such as pay, promotion and fringe benefits were below average level. However, positive relationships were found between pay, promotion, fringe benefits with faculties organizational commitment. Therefore, policy makers and leaders of Ethiopian public universities should pay more attention in improving pay, promotion and fringe benefits.

Leaders are advised to allow Academics to exercise academic freedom in their job so that it is possible to improve job satisfaction and commitment of public university faculty members.

Lack of recognition and low promotion opportunities caused Academic staffs' job dissatisfaction and the public universities should give credit and reward high performers and apply higher education proclamation that discusses about promotion and those who deserve for promotion should be promoted timely as per the legislation which helps to enhance the organizational commitment.

Ethiopian government and university leaders should strive hard to facilitate more scholarship opportunities for faculties to pursue PhD education at home by launching and allocating budget to build capacity of first generation Universities in terms of infrastructure and recruitment of senior PhD teachers and promoting capable faculties to professorship ladder, implementing academic decentralization to empower colleges and departments to decide on their affairs and implementing merit based practices in areas such as appointment of leaders in different posts starting from board assignment up to head of the department, recruiting academic staffs as per University legislation so that enhancing job satisfaction and organizational commitment of academics can be secured .

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