

ORIGINAL ARTICLE

Status of Job Satisfaction among Academic Staffs of Federal Higher Education Institutions in Amhara Region, Ethiopia

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Abstract

Job satisfaction is very essential not only for workers but also for the success of the organization. The significance of job satisfaction in the achievement of organizational goals in higher education institutions, especially in Sub-Saharan Africa, as well in Ethiopia has remained unexplored by advanced statistical model. The objective of the study was to identify determinant factors that affect the satisfaction level of academic staffs of the federal universities found in Amhara region. The study considered seven Amhara state universities. A sample of 620 academic staffs have participated in the study and stratified sampling techniques were used. The sample was allocated for each university based on their academic staff number. A cross-sectional survey design through self-administered questionnaire was implemented to gather information from the respondent. Ordinal logistic model was used to identify major determinant factors that affect job satisfaction of academic staffs. Academic staff's age, gender, place of birth, leadership position, level of responsibility, advancement (promotion), salary, working condition, nature of work, turnover intention and status of the university were found to be the determining factors affecting level of job satisfaction. From the total respondents, about 35% were strongly dissatisfied and dissatisfied on their job while about 38.5% of the respondents did have an intention to leave their university searching for other jobs. The overall data suggest that the universities' management provide greater financial benefits to create supportive organizational culture. The designing of viable HR strategies, better infrastructure, flexible working conditions, fostering team unity and better rules and policies would make academic staffs enjoy the maximum advantage of working for universities.

Keywords: Job Satisfaction, Academic Staffs, Determinants, Universities, Ordinal Model

Introduction

Over the last decades, organizational commitment, turnover intention and job satisfaction have generated a lot of interest among researchers (Aydogdu and Asikgil, 2011). The popularity of the concepts has stemmed from their relationships with several important employee behaviors. On the other hand, recognizing principal factors that influence job satisfaction is more significance, because normal and abnormal behaviors appear at workplace amongst academic staff in universities (Mehrad, 2014).

A study done in Malaysia by Mehrad (2014) indicated that there is a significant relationship between income and the amount of job satisfaction among academic staffs. Lambert and Hogan, (2009) have shown that organizational commitment and job satisfaction may have positive impact on job performance and negative relationships with turnover, intent to leave and tardiness. Uddin et al. (2016) in Bangladesh also showed that about 34.1%

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employees are moderately satisfied with pay/compensation, fringe benefits, workplace, organizational reputation and supportive management. The result also indicated that about 13.2% of employees are dissatisfied on promotion, job security, workload, organization rules/regulations, and sense of achievement. Similarly, academics' turnover per year in Bangladesh was only 2% to 3% for public universities; while it was 16% to 17% and sometimes the rate was even higher for some private universities (Jalil, 2009). It is because job satisfaction was one of the main factors affecting the turnover of the employees. Chen et al. (2006) indicted that the major determinants of academics' job satisfaction in private universities of China were based on organization vision, feedback and motivation, management system, working condition, pay and other benefits. Similarly, a study on job satisfaction of university academics in Uganda identified about nine determinants to measure academics' job satisfaction (Ssesanga and Garrett, 2005). These include teaching, research, remuneration, supervision, and opportunities for promotion, co-worker's behavior, working conditions, governance and the job it-self.

In Ethiopia, one of the most frequently mentioned contributing factors to the low morale and job dissatisfaction of teachers is the little respect for and the reduced status of the teachers (Mengistu, 2012). In Ethiopia teaching was considered as one of the most prestigious professions three decades ago. However, with the passage of time, teaching seems to have lost its status and has recently become one of the professions which is given the lowest regard in Ethiopia (VSO, 2008). Following the dramatic expansion of education in the country, particularly in recent years teachers are no longer highly respected by virtue of their education (Mekonnen, 2008). Bennell (2004) indicated that teachers perceive their status as being low and their treatment by society, the parent community, and by all levels of the government sector to be poor.

A study on academic staff satisfaction at Dire Dawa University by Dando et al. (2017) revealed that the general satisfaction level was 40%. The results indicated higher satisfaction levels for teaching-learning, interpersonal relationship and management of the university as 74.6%, 69.7% and 74.8%, respectively. Similar studies in Dilla University indicated that about 42.9 % and 55.9 % of the Academic staffs were very dissatisfied with the services of the administration and the availability of resources (Misanew and Tadesse, 2014). The proportion of intent to leave the profession was found to be 66%, which is influenced by gender, teaching experience, job position, dissatisfaction with pay and benefit, and dissatisfaction with autonomy and professional opportunities.

Statement of Problem

Job satisfaction is enjoyable emotional state ensuing from appraisal of one's job and job experience (Locke, 1976). Employee satisfaction or job satisfaction simply is how satisfied employees are with their jobs. According to Lai Wan (2007) satisfaction is an essential aim for any organization to attain. When the satisfaction level of employees increases, the return for the organization is high. The dissatisfaction of the employees has adverse effects on efficiency and effectiveness of the organization. Hence, studying job satisfaction is one of the most significant areas of organizational pride.

According to Truell et al. (1998), satisfaction always attracts the attention of academics and it is frequently touched by social science and education thinkers. Satisfaction and factors contributing to drive it are significantly important to the academicians. It is beyond any doubt that a lot of educators, thinkers and social scientists have suggested that job satisfaction is an important area of concern. It is necessary that they should be satisfied with their job and factors contributing to the job satisfaction. Historically speaking,

this area has always remained an important concern for the academicians, teachers and researches. Different studies have emphasized that the dream of quality of teaching at University level cannot be materialized without a satisfied and highly motivated teacher. That is why efforts are being made all over the globe to provide a conducive, peaceful and healthy work environment along with other economic benefits to the university teachers to increase their level of job satisfaction.

Universities are knowledge-based organizations and their success relies mainly on the expertise, competencies and excellence of their employees. Intellectual capital of universities creates an added value, which is very hard to copy, imitate, or repeat. Thus, successful universities have to be able to retain their valuable and talented human resources effectively addressing their expectations and needs by becoming the place where everybody can feel and do the best (Simmons, 2002).

In the specific case of university, chosen for the research, it follows the principles of flexible authority relationships in management hierarchy, speaks for openness, dialogue and tolerance. This presupposes different contexts of employee job satisfaction: first, traditions of community are institutionalized and declared as of high strategic priority; second, it is a bureaucratic institution, meaning that it is run by rules, enforced by official laws and regulations on one hand and it has rather limited possibilities to foster job satisfaction of the employees by financial means on the other. Although there are some researches on job satisfaction of educational organizations, such studies are limited in that none of them has been conducted on academic staffs' in Amhara regional state university. Thus, investigating factors leading to academic staffs' level of satisfaction has paramount importance and, therefore, this study aimed at examining factors affecting the level of satisfaction using ordinal logistic regression model.

Methods

Research design

Cross-sectional design was employed from sampled academic staffs selected by using stratified sampling technique. The sample was based on seven universities, namely, University of Gondar (UOG), Bahr Dar University (BDU), Wollo University, Debre Birhan University (DBU), Debre Markos University (DMU), Debre Tabor University (DTU) and Weldiya University in Amhara Region. Sample was arranged in three strata based on education level as BA/BSC, MA/MSC/MPH, and PhD. It involves the stratification of a population by partitioning the sampling frame into non-overlapping and relatively homogeneous groups.

Method of Data collection and Instruments

Questionnaire survey was employed to collect relevant data on level of job satisfaction among academic staffs of public universities in Amhara region using pretested, structured, and self-administered questionnaire. The questions in the questionnaire include demographic, work environment and organizational variables that are related with the level of satisfaction by academic staffs.

Data type and sources

The type of data used for this study was primary data with quantitative measurement. Information related to job satisfaction was gathered directly from the academic staffs. The sources of data were all academic staffs working in public universities in Amhara Region.

Study Population and sample size

The sample size was determined by using single population proportion formula using EPI INFO StatCalc program. By considering 10% non-response rate, the final sample size became 620. Simple random sampling technique was used to select the study participants among three strata proportionally in all seven universities. The sample size allocations in each stratum were based on the academic staff records of 2017 academic year in the selected universities.

Response variables (dependent): Overall satisfaction level of academic staffs was related to service quality of the university. The response categories are defined in five ordinal classifications as 1= very dissatisfied; 2= Dissatisfied, 3= Neutral, 4=Satisfied and 5= very satisfied.

The independent variables: These can be categorized as, academic staff member characteristics variables and the factors affecting the level of job satisfaction among academic staffs. These are Sex, Age, Marital Status, family, Qualification, Length of service, and Field of study, rank, salary, house, additional wage (overload or overtime payment, Continuous Education Payment (CEP), services provided by the university (housing and transportation), and others.

Methods of Data Analysis

The statistical methods that have been used in this study were descriptive and inferential statistics. The nature of the data dictated the choice of the models. Inferential statistics was done using ordinal logistic regression model. Ordinal logistic regression was used because of the fact that the response variable was ordinal. Therefore, statistical packages such as SPSS 22.0 and STATA were employed for data analyses.

Results

Table-1: Summary of Demographic variables on academic staffs among seven public universities (Survey, 2017)

Variable	Categorical	Frequency	Percent
Age	20-24	90	14.5
	25-30	339	54.7
	31-40	166	26.8
	41 & above	25	4.0
Sex	Male	523	84.4
	Female	97	15.6
Marital Status	Married	280	45.2
	Single	334	53.9
	Others	6	1
Academic Status	BSc/BA	199	32.1

	Masters	390	62.9
	PhD	31	5
Service Year	1-5years	336	54.2
	6-10years	258	41.6
	11years & above	26	4.2
Job Position	Management/Director/Dean/Vice Dean	13	2.1
	Department Head	53	8.5
	Coordinator	78	12.6
	No Position	476	76.8
Income per month	3500-8000	278	44.8
	8001-13000	317	51.1
	13000 & above	25	4.0

The statistical analysis was first conducted using descriptive statistics. The study covers 620 participants. Table 1 showed that from 620 sample respondents from public universities in Amhara Region 84.4% were male and the remaining 15.6% were female. The majority of the respondents' age range was between 25 and 40 years (69.5%); and about 32.1%, 62.9% and only 5% of the respondents have BSc/BA, MA/MSC/MPH, and PhD, respectively. The majority of the respondents (95.9%) earn a monthly net income between 3,500 and 13,000 Birr (ETH). The number of staffs who are single constituted 53.9% of the total respondents selected. This is one of the driving forces of the lack of stability in their working environments (high turnover) when compared to those married (45.2%). About 54.2%, 41.6% and 4.2% of the respondents have the length of service 1-5years, 6-10years and 11 & above, respectively. This indicated that more than half of the staffs in public universities are employed recently during the past five years following the federal government's intention to expand higher education enrolment.

Table-2: Sample distribution across University and Colleges, Amhara Region University, 2017.

Variable	Categories	Frequency	Percentage
Employer University	University of Gondar (UOG)	132	21.3
	BahrDar University (BDU)	147	23.7
	Wollo University	58	9.4
	Debre Brhan University (DBU)	47	7.6
	Debre Markos University (DMU)	90	14.5
	Debre Tabor University(DTU)	75	12.1
	Weldiya University	71	11.5

The sample respondents surveyed from UOG, BDU, Wollo, Debre Brhan, Debre Markos, Debre Tabor and Woldiya University were 21.3%, 23.7%, 9.4%, 7.6%, 14.5%, 12.1% and 11.5%, respectively (Table 2). From the seven public universities selected for this study, UOG and BDU contributed about 45% of the sample respondents when compared to other universities in the study area, proportionally. The result indicated that these universities are among the 1st generation universities in Ethiopia with larger number of academic staffs.

Table-3: Summary of job satisfaction and turnover intension for academic staffs, Amhara Region University, 2017.

Variable	Categories	Frequency	Percentage
Satisfaction	Very Dissatisfied	57	9.2
	Dissatisfied	161	26
	Neutral	185	29.8
	Satisfied	213	34.4
	Very satisfied	4	0.6
Turnover	Very unlikely	33	5.3
	Unlikely	104	16.8
	Neutral	244	39.4
	Likely	178	28.7
	Very likely	61	9.8

From the total sample staffs surveyed in the study area, about 34.4% (213) were satisfied while about 26.0% were dissatisfied in their job (Table 2). On the other hand, about 38.5% of the respondents were very eager to leave their job area while about 22.1% of the respondents have no interest to leave their working area. The results indicated that the majority of the respondents were interested to leave their job and to be employed elsewhere as a sign of dissatisfaction in their present working condition and it shows high turnover among the selected university staffs.

Table-4: Reliability statistics for each variable among public universities in Amhara Region (Survey, 2017)

Variable	Cronbach's Alpha
Achievement	0.828
Work status	0.748
Work condition	0.757
University policies	0.737
Advancement	0.811
Responsibility	0.856
Interpersonal Relations	0.775
Supervision	0.791

From the above Table we see that the reliability of most of the variables were in a good level. We can use these variables to assess the factors that satisfied/dissatisfied the employee's work satisfaction using appropriate statistical method.

Table-5: Distribution of independent variables with their level using percentage and frequency on job satisfaction among public universities in Amhara Region (Survey, 2017)

Variables		Job Satisfaction level				
Level	V. dissatisfied	Dissatisfied	Neutral	Satisfied	V. satisfied	
Interpersonal Relations	Disagree	9(15.8%)	25(15.5%)	18(9.7%)	8(3.8%)	0(0%)
	Neutral	17(29.8%)	55(34.2%)	48(25.9%)	27(12.7%)	4(100%)
	Agree	25(43.9%)	70(43.5%)	93(50.3%)	140(65.7%)	0(0%)
	Str.agree	3(5.3)	8(5%)	24(13%)	38(17.8%)	3(50%)
Responsibility	Str.dis-agree	21(36.8%)	28(17.4%)	10(5.4%)	6(2.8%)	0
	Disagree	23(40.4%)	79(49.1%)	61(33%)	36(16.9%)	0
	Neutral	8(14%)	43(26.7%)	71(38.4%)	78(36.6%)	4(100%)
	Agree	4(7%)	11(6.8%)	40(21.6%)	80(37.6%)	0
Teaching Process	Str.agree	1(1.8%)	0(0%)	3(1.6%)	13(6.1%)	0
	Str. dis-agree	5(8.8%)	10(6.2%)	9(4.9%)	1(0.5%)	0
	Disagree	25(43.9%)	66(41%)	55(29.7%)	28(13.1%)	2(50%)
	Neutral	17(29.8%)	69(42.9%)	78(42.2%)	103(48.4%)	2(50%)
Security	Agree	10(17.5%)	14(8.7%)	42(22.7%)	72(33.8%)	0
	Str.agree	0	2(1.2%)	1(0.5%)	9(4.2%)	0
	Str.dis-agree	5(8.8%)	9(5.6%)	5(2.7%)	3(1.4%)	0
	Disagree	14(24.6%)	23(14.3%)	25(13.5%)	20(9.4%)	0
Advancement	Neutral	13(22.8%)	56(34.8%)	49(26.5%)	36(16.9%)	2(50%)
	Agree	22(38.6%)	58(36%)	76(41.1%)	98(46%)	1(25%)
	Str.agree	3(5.3%)	15(9.3%)	30(16.2%)	56(26.3%)	1(25%)
	Str.dis-agree	13(22.8%)	9(5.6%)	5(2.7%)	0	0
Salary	Disagree	19(33.3%)	57(35.4%)	32(17.3%)	18(8.5%)	0
	Neutral	13(22.8%)	64(39.8%)	85(45.9%)	56(26.3%)	2(50%)
	Agree	11(19.3%)	29(18.0%)	52(28.1%)	111(52.1%)	1(25%)
	Str.agree	1(1.8%)	2(1.2%)	11(5.9%)	28(13.1%)	1(25%)
Salary	Str.dis-agree	4(7%)	7(4.3%)	9(4.9%)	4(1.9%)	0
	Disagree	14(24.6%)	37(23%)	22(11.9%)	43(20.2%)	0
	Neutral	21(36.8%)	61(37.9%)	82(44.3%)	73(34.3%)	0
	Agree	9(15.8%)	39(24.2%)	52(28.1%)	65(30.5%)	3(75%)
	Str. Agree	9(15.8%)	17(10.6%)	20(10.8%)	28(13.1%)	1(25%)

University policies	Str.dis-agree	7(12.3%)	7(4.3%)	6(3.2%)	3(1.4%)	0
	Disagree	23(40.4%)	54(33.5%)	28(15.1%)	19(8.9%)	0
	Neutral	20(35.2%)	74(46%)	83(44.9%)	76(35.7%)	2(50%)
	Agree	5(8.8%)	25(15.5%)	62(33.5%)	100(46.9%)	2(50%)
	Str.agree	2(3.5%)	1(0.6%)	6(3.2%)	15(7%)	0
Work Condition	Str.dis-agree	4(7%)	6(3.7%)	2(1.1%)	0	1(25%)
	Disagree	25(43.9%)	48(29.8%)	24(13%)	7(3.3%)	0
	Neutral	19(33.3%)	80(49.7%)	99(53.5%)	76(35.7%)	0
	Agree	9(15.8%)	27(16.8%)	54(29.2%)	111(52.1%)	2(50%)
	Str.agree	0	0	6(3.2%)	19(8.9%)	1(25%)
Achievement	Str.dis-agree	4(7%)	6(3.7%)	8(4.3%)	3(1.4%)	0
	Disagree	16(28.1%)	41(25.5%)	19(10.3%)	7(3.3%)	0
	Neutral	16(28.1%)	38(23.6%)	42(22.7%)	17(8%)	0
	Agree	13(22.8%)	62(38.5%)	89(48.1%)	132(62%)	2(50%)
	Str.agree	8(14%)	14(8.7%)	27(14.6%)	54(25.4%)	1(25%)
Growth	Str.dis-agree	15(26.3%)	18(11.2%)	9(4.9%)	5(2.3%)	0
	Disagree	16(28.1%)	57(35.4%)	45(24.3%)	29(13.6%)	0
	Neutral	11(19.3%)	60(37.3%)	74(40%)	58(27.2%)	2(50%)
	Agree	10(17.5%)	21(13%)	50(27%)	92(43.2%)	1(25%)
	Str.agree	5(8.8%)	5(3.1%)	7(3.8%)	29(13.6%)	0

From the above Table, respondents strongly agreed that the level of satisfaction on salary and achievement was very low. On the other hand, respondents strongly agreed that the level of satisfaction on teaching process, security, advancement, and university policy was found to be higher.

Chi-square Test of Association

To see the association between one of the risk factors (independent variables) and the dependent variable (job satisfaction), by taking each of the independent variable at a time

with the dependent variable job satisfaction, the Pearson Chi-square (χ^2) association is used.

Table-6: List of variables that have significant association with job satisfaction level at $P \leq 0.05$ (Survey, 2017)

Variables' Associations with Job satisfaction level	Pearson Chi-square	
	Value	p-value
Transport	23.584	0.005
Internet & computer	20.747	0.014
Books, Journals & Magazines	17.667	0.039
Reward	68.884	0.000
Restaurant	22.273	0.008
Instructional Support	49.166	0.000
Supervision	84.802	0.000
Interpersonal Relations	63.749	0.000
Responsibility	151.400	0.000
Teaching Process	77.019	0.000
Security	38.047	0.000
Advancement	135.500	0.000
Salary	22.356	0.008
University Policies	98.443	0.000
Work Status	87.022	0.000
Achievement	100.100	0.000
Work Condition	153.200	0.000
Growth	98.945	0.000
Work Itself	30.713	0.000
Turnover	77.198	0.000

Table 6 revealed that the variables employer university, transport, supermarket & Bank service, restaurant, reward, instructional support, supervision, interpersonal relationships, responsibility, teaching process, security, advancement, salary, university policies, work status, achievement, work condition, growth, work itself and turnover had a significant relationship with job satisfaction status of the respondents at $P \leq 0.05$. Therefore, the work-related variables were highly associated with the overall job satisfaction.

Ordinal Logistic Regression model to determine factors that affect job Satisfaction

Before computing the analysis, assumptions of ordinal logistic regression such as multi-collinearity, proportional odds and measurement level of the dependent variable were checked and met accordingly.

When we observe the fitted model there is high reduction in the chi-square statistics ($p < 0.001$) so the model is properly (significant) improved over the baseline or intercept only model from 1649.2 to 1221.44 on the log likelihood, a chi-square difference of 431.751 and p-value of less than 0.001. The goodness of fit model was summarized by Pearson and

Deviance with their significant value. The chi-squared value with their p-value for Pearson and Deviance were 3322.339(P-value<0.001) and 1271.448(P-value=1.00), respectively. Pseudo R-Square for Cox and Snell and Nagelkerke were 0.502 and 0.53, respectively. Much of the variation of the dependent variable explained by the model is sufficient for ordinal logistic model. The variables that have significant relation with job satisfactions were sex, age, place of birth, employer university, job position, responsibility, advancement, salary, achievement, work condition, work itself and turnover.

Table-7: Results of Ordinal Logistic Regression Model using Proportional odds on Staff Job Satisfaction, Amhara Region University, 2017.

Predictor Variables	B	SE	Wald	P-value.	HR
sex(Ref. Female)	0.575	0.265	4.697	0.030	1.777
Age(20-24)(Ref. 3)	1.438	0.526	7.480	0.006	4.212
Age(25-30)	1.237	0.462	7.171	0.007	3.445
Age(31-40)	1.044	0.467	5.007	0.025	2.840
Place birth (Ref. Urban)	0.411	0.185	4.937	0.026	1.508
Position (Top) (Ref. No Position)	-1.615	0.600	7.243	0.007	0.199
Responsibility(1)(Ref. 5)	-3.012	0.811	13.79	0.000	0.049
Responsibility(2)	-1.746	0.760	5.269	0.022	0.174
Advancement(1)(Ref. 5)	-1.886	0.669	7.954	0.005	0.152
Salary(2)(Ref. 1)	1.304	0.505	5.640	0.010	3.684
Achievement(2)(Ref. 5)	-1.144	0.419	7.448	0.006	0.318
Achievement(3)	-1.023	0.346	8.720	0.003	0.359
Work condition(2)(Ref. 5)	-2.622	0.686	14.59	0.000	0.072
Work condition(3)	-1.849	0.628	8.673	0.003	0.157
Work condition(4)	-1.376	0.608	5.127	0.024	0.252
Work itself 2)(Ref. 5)	1.809	0.607	8.893	0.003	6.104
Work itself(3)	1.637	0.600	7.442	0.006	5.139
Work itself (4)	1.993	0.613	10.56	0.001	7.337
Turnover(1) (Ref. 5)	1.327	0.521	6.497	0.011	3.769
Turnover(2)	1.542	0.372	17.20	0.000	4.674
Turnover(3)	1.314	0.332	15.67	0.000	3.721
Turnover(4)	1.602	0.337	22.55	0.000	4.962
University(0)(Ref. 6)	1.350	0.344	15.36	0.000	3.857
University(1)	1.400	0.346	16.36	0.000	4.055
University(2)	1.601	0.425	14.18	0.000	4.958
University(3)	0.889	0.431	4.259	0.039	2.433

The estimated odds of being in the satisfaction level below any fixed level for males were 1.777 times than the estimated odds for female staffs (males are more likely to be in higher satisfaction level as compared to females). The estimated odds of satisfaction level for lower verses higher for staffs whose age between 20-24years, 25-30years, 31-40years were 4.212, 3.445 and 2.840 times higher respectively than the estimated odd of staffs

whose age 41 & above. When the age of the workers increases, they are more likely to have lower satisfaction level.

Staffs whose leadership positions, i.e., director/dean and above, were top 80.1% less likely to be satisfy below any fixed level as compared to no position staffs. Staffs that have no position more likely to be in higher satisfaction as compared to staffs whose positions were in top management. Sample staffs (teachers) that found in Amhara state universities who strongly disagree about responsibility was 95.1% less likely to be satisfy below any fixed level verses higher as compared to staffs whose opinion about responsibility was to strongly agree.

The estimated odds of being in the satisfaction level below any fixed level verses higher for disagree, neutral and agree were 6.104, 5.139 and 7.337 times higher than the estimated odds for strongly agree for the variable work itself, respectively. The logarithms of the odds of satisfaction below any fixed level for very unlikely, unlikely, neutral and likely for turnover intention were 1.327, 1.542, 1.314 and 1.602 times the logarithm of the odds for very likely, respectively. Table 7 indicated that the logarithms of the odds of satisfaction below any fixed level for staffs that work in University of Gondar (university 0); Baher Dar University (university 1), Wollo University (university 2) and Debre Brhan University (university 3) were 1.350, 1.400, 1.601 and 0.889 times the loglarithm of the odds for Woldiyay University, respectively.

Discussion

The study conducted to identify factors that affect the staff's job satisfaction using 620 sample staffs from Amhara state universities. 34.4% of the staffs were satisfied from their job in the study area. This study supported by Uddin et al., 2016, 34.1% of employees satisfied by their job. The distributions of job satisfaction between female and male staffs are different in this study. Male staffs are more likely to be satisfied than the female staffs. Other study shows that there is a significant difference in job satisfaction between male and female academic staff members, (Donald et al., 2016). The result also shows that older age is negatively related with overall job satisfaction. When the employee's age increased the overall satisfaction of the workers decreased. Studies conducted by Ramadhani (2014) using multiple regressions found that age and job satisfaction were inversely related.

Job satisfaction of the staffs highly related with the staff's turnover intention as we see using chi-square association and ordinal logistic regression (see Tables 6 & 7). When staffs were not satisfied by their job; they are very eager to leave the organization. Other studies revealed that like Ali (2008), overall job satisfaction was found to have a significant negative association with turnover intention. Getie et al. (2015) carried out a cross-sectional study in East Gojjam Governmental health institution using binary logistic regression model. The result indicated that job satisfaction and turnover intention directly or indirectly affect each other ($P=0.029$, 95%, $CI=1.06 - 2.97$).

The satisfaction levels of staffs across the universities differ from one another in Amhara region (see Table 7). This difference may be due to their experience related their generation: first generation, second generation and third generation. The staff's place of birth can affect the satisfaction level of university teachers. Staffs that came from rural area have more satisfaction than that of urban area as indicated by Table 7. The study showed that staffs who have low positions more likely to be satisfied than that of those in top positions (managements) ($OR=0.199$, $P\text{-value}=0.007$). Top managements may be over busy

in different university activities and they have no enough time to take rest and to interact with their families. A study conducted by Menon et al. (2008) using logistic regression model supports this finding. According to the findings, job satisfaction is influenced by university levels (teachers working at lower education level reported greater satisfaction than their higher-level counterparts); satisfaction with the school climate; and satisfaction with the degree to which the teacher had attained his/her professional goals. Other study conducted by Ibrahim et al. (2014) show that campus environment was the most statistically significant predictor of satisfaction, followed by management of institute and support services.

The study revealed in Table 7 that university staffs that have a set of goals and staffs that have responsibility in his/her day to day activity are more likely to be satisfied with their activities. Salary is also a major factor about staffs' satisfaction/dissatisfaction. University staffs that have less salary are more likely to be dissatisfied by their work. They have more intentions to leave the university. Studies conducted by Uddin et al., 2016, Keshtkaran (2006) and Menon et al. (2008) support this finding.

A sense of achievement and a feeling of accomplishment about day to day activity increase the satisfaction level of the employees. Workers that internalize their achievements got satisfaction. The work condition properly affects the satisfaction level of employees. The work condition that balances workplace and family life increase staff's satisfaction. Also, work by itself affect the level of satisfaction (see Table 7). For example, excessive levels of stress at work and the system of working hours negatively affect the satisfaction of employees. This study was supported by (Bhatnagar et al, 2011), who conducted a study to develop scale and measure job satisfaction status of medical science teachers. In this study, results showed that job satisfaction of faculties was at "generally satisfied or not" on Likert scale. They felt most dissatisfied with their work rewards, working condition and sense of work achievement.

Conclusion

Based on the findings of this study, about 34.4% of university teachers from the region were satisfied and about 35% of the university staffs strongly dissatisfied and dissatisfied, while the rest 38.5% of the staffs in Amhara region universities have an interest to leave the employing universities searching for other jobs. Variables that are significantly related with job satisfaction in the case of ordinal logistic model using proportional odds model are sex, age, place of birth, position of the staff, employer university, turnover of intention, advancement, achievement, responsibility, salary, work condition and work itself. Job satisfaction and turnover intention are strongly related. Interestingly, despite many other dissatisfaction issues of different degrees, respondents showed very positive attitudes towards the sense of pride in their job. Such an attitude truly reflects the optimism of university academics that they still consider teaching is a noble profession. Compared to many other job types, university academics are still not well paid.

Based on the findings, it is recommended that the management of all government universities should take necessary steps to provide greater financial benefits and create supportive organizational culture. To improve job security, management need to show consideration for the morale, welfare and wellbeing of their team, and the organization must provide training to improve the employees' skills. Giving recognition is another strategy i.e. rewards for good teaching and research, fair and transparent policies for performance appraisal. Furthermore, university management should design HR strategies including management support, better infrastructure, team unity and flexible rules and policies in a

way that their academic staffs can also enjoy the maximum advantage of these strategies. Future studies regarding job satisfaction considering the total universities in the country will be needed to make our findings more strong.

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Competing interests

The authors declare that they have no competing interests.

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