

*Relationship Between Good Governance Practices and Employees  
Job Satisfactions of Jimma University*

*A Thesis Submitted to the School of Graduate Studies of Jimma University  
in partial Fulfillment of the Requirements for the Award of the degree of  
Masters of Public Management (MPM)*

**BY:**

**TADEGE GEMECHU**



**JIMMA UNIVERSITY**

**COLLEGE OF BUSINESS AND ECONOMICS**

**DEPARTMENT OF BUSINESS MANAGEMENT**

**MPM PROGRAM**

**MAY 29, 2015**

**JIMMA, ETHIOPIA**

***Relationship Between Good Governance Practices and  
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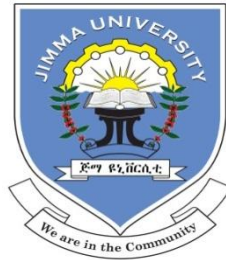
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**Mr. Ashenafi Haile (PhD candidate)**



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## CERTIFICATE

This is to certify that the thesis entitles “*Relationship between Good Governance Practices and Employees Job Satisfaction of Jimma University*” Submitted to Jimma University for the award of the Degree of Masters of Public Management (MPM) and is a record of bonafide research work carried out by Mr. Tadege Gemechu under our guidance and supervision.

Therefore, we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma

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## Declaration

I hereby declare that this thesis entitled “*Relationship Between Good Governance Practices and Employees Job Satisfactions of Jimma University*” has been carried out by me under the guidance and supervision of Mr. Nebiat Negussie and Mr. Ashenafi Haile.

The thesis is my original work and had not presented for a degree in any other University, and all sources of materials used for the study accordingly acknowledged.

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*Date*

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*29/05/2015*\_\_\_\_\_

## ***Abstract***

*Without good governance, the benefits of public programs did not reach their target addressees, especially in developing countries like Ethiopia. Literatures done in developed countries indicated that good governance is one of important factors for employee job satisfaction .In Ethiopian context there is very limited literature available in area of good governance at institutional level for instance universities. This study is therefore, design to fill literature gap on the area relationship between good governance practices and employees' job satisfaction and an effort to improve the understanding between major elements of good governance practices and job satisfaction at JU setting.The aim of this study was to investigate the relationship between good governance practices and employees' job satisfactions on academic staff of Jimma University. The target population of this study was all academic staff of JU (1476). The sample size taken for this study was 305(21%) and the study was cross- sectional survey research design. The primary data was collected using personal administrated and structured questionnaire distributed to all selected respondents. A five point likert scale was used to collect data and analysis is made based on averages, standard deviation, percentage, correlation coefficient and regressions. The data analysis result for the rest variables, participation in decision making, transparency, accountability and equity show that all are a positively correlated with job satisfaction with a person correlation coefficient of 0.580,0.695,0,704 and 0.781 respectively. Based on findings, recommendations to management bodies, those who to implement good overnice practices &employees job satisfaction at JU and suggestions for other researchers are forwarded.*

***Key words: Good governance practices, employee's job satisfaction, Jimma University***

## **ACKNOWLEDGEMENTS**

This paper has been made possible through the direct and indirect cooperation of various persons for whom I wish to express my appreciations and gratitude. First and foremost, my special thanks goes to my advisor Nebiat Negussie for his unreserved efforts and genuine advices extended to me during the entire work of this paper and thus who enabled me to complete this research. I am also grateful to my co-advisor Ashenafi Haile (PhD candidate) for his scholarly guidance and useful comments.

Next, I cannot afford to leave out the precious support of Dr.KenateWorku, Mr. ShimalessAddisu, Mr.DesalengWorkine, Mr. Kussa Yadeta and Mr. Fikadu Yadesa who showed much devotion to the success of my thesis especially in distributing and collecting questionnaires and editing my research and in overall for the positive comments, supports and cooperation they gave me while doing this research and others who supported me direct and in direct way. God bless you!

I must mention here that my lovely wife Mrs. DinkneshMekonen has been helping me always and in various ways. Without her unconditional and intensive assistance I could not be able to complete this research. I am deeply indebted and grateful to her.

Last but not least, I would like to extend my gratitude to all academic staff who participated in my study by sacrificing their precious time in responding to the questionnaire.

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## **LIST OF ACRONYMS/ ABBREVIATION**

UK	united Kingdom
USA	United State of America
UN	United Nations
UNDP	United Nations Development Programmed
IMF	International Monetary Fund
OECD	Organization for Economic Cooperation and Development
SHRM	Society for Human Resource Management
NCVO	National Council for Voluntary Organizations
JU	Jimma University
Anon	Author Anonymous or Not Identifiable
s.l.	No place of publication (Latin: sine loco)
s.n	No named publisher (Latin: sine nomine)

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Good governance practices generally implies a number of institutions, which regulate the behavior of public bodies, stimulate citizens, participation in government and control public- private relations (Uddin , 2010, p.14).

The term “good governance” still remains to some extent controversial for some African countries. However the importance of good governance in Africa has clearly pointed by the following point that is: UNDP and World Bank reports have clearly indicated that without good governance sustainable development is not possible (Resta, 2005)

The notions of good governance itself originated in the practice of international donors agencies particularly of the World Bank, not in any academic discourse or context. It was used for the first time in the 1989 (Steiner and Weiss, 2006, 6-8).

According to World Bank report on sub-Saharan Africa, which characterized the crisis in the region as a "crisis of governance," including rampant corruption and resistance to reforms by recipient governments, rendering the provision of aid .Yet, conceivably, some kind of "common understanding," at least with respect to the core elements of good governance, may already be discerned in the practice of certain international organizations (World Bank, 2010)

Good governance is not only for a type of government and its related political values but also for certain kinds of additional components. It implies government that is democratically organized within a democratic political culture and with efficient administrative organizations, plus the right policies, particularly in the economic sphere (Uddin, 2010).

Job satisfaction is a very important attribute which is frequently measured by organizations good governance practice. The topic of job satisfaction is also important because of its implications for job related behaviors such as productivity, absenteeism or turnover (Oshagbemi, 2009).

Mohamed (2014, pp.324-325) found that in its research paper good governance is revealed that the roles of employees are essential and become the main element and the actual indicator that represent the performance and achievement of organization .Thus, in the area of good governance, the direct impact on the criteria of action, practice, attitude and behavior of the employees have to be explored in identifying more specific about good governance performed by the employees.

In addition Mohamed ( 2014, pp.324-325) also described that relatively, in the context of individual, good governance is also related to the staff or employees empowerment which the empowered employees take the responsibility for their own development and performance by practicing the characteristics of good governance within an enabling framework provided by the organization.

The organizations ensure good governance they benefited: success of public programs, relationship among public, private and civil society, control of unfair practices, increases the public awareness, corporate social responsibility, the key to poverty reduction & built prosperity, the building of effective and accountable institutions for promoting growth and sustainable human development and ensure the human rights and etc. (Anwar, 2011).

According to Mundi (2011) in his article emphasized that Job satisfaction is a pre-requisite for employee performance in any organization. It is important for both the employee and the employer. For the employee, job satisfaction gives them a sense of security and fulfillment and it leads to employee commitment, decreased absenteeism and reduced employee turnover. For the employer, employee job satisfaction ensures committed staff and stable workforce which reduce cost of recruitment and training.

Workers who are satisfied in their jobs will be co-operative and well-motivated while those who are dissatisfied will be more inclined than others to produce low quality output, go on attack, and be absent from work, raise complaint procedures or even leave the organization(Mundi,2011).

Actually, successful good governance will drive to the manageable resources of organization which makes the organization become stronger for future growth. It is not stopped here because the strong organizations of public sector with good governance mainly will contribute to the investors' confidences in attracting them for the business expansions in this country (Anwar, 2011).

It has been proven that the countries such as Sweden, Singapore and Australia with high level of good governance indexes are able to maintain their strong economy through powerful business investments as well as less corruption cases (Mohamed, 2014). Good governance has performed at individual employee level, group and national level through the practices of related characteristics to ensure the excellence of public sector organizations.



## 1.2. Statement of Problem

Good governance is a noble idea and a contemporary and also the big issue which draw attention of scholars of worldwide (Grindle, 2010). We would all be better off, and citizens of many developing countries would be much better off, if public life were conducted within institutions that were fair, judicious, transparent, accountable, participatory, responsive, well-managed, and efficient etc. enhance trust, commitment, confidence of the employees (Grindle, 2010).

Job satisfaction is a pre-requisite for employee performance in any organization. It is important for both the employee and the employer. For the employee, job satisfaction gives them a sense of security and fulfillment. In return, it leads to employee commitment, decreased absenteeism and reduced employee turnover. For the employer, employee job satisfaction ensures committed staff and stable workforce which reduce cost of recruitment and training (Mundi, 2011).

Workers who are satisfied in their jobs will be co-operative and well-motivated while those who are dissatisfied will be more inclined than others to produce low quality output, go on strike, and be absent from work, invoke grievance procedures or even leave the organization. A worker's sense of achievement and success is generally perceived to be directly linked to productivity as well as to personal wellbeing (Mundi, 2011).

For the millions of people throughout the world who live in conditions of public insecurity and instability, corruption, abuse of law, public service failure, poverty, and inequality good governance is a mighty encouragement of what ought to be good governance (Grindle, 2010).

Great challenges in many Africa countries in implementing good governance these include: remain in fostering media freedom of expression combined with professionalism, credibility, capacity and accountability. There is also the difficult issue of independence of media from public control and funding. In general private media ownership remains limited (Mekolo& Resta, 2005, pp. 21-23).

Great challenges are faced in terms of building adequate capacities for policy development, visionary leadership, financial and information resource management, improved public service delivery and managing complexities in rapidly changing environments. Various conflicts and natural crises have paralyzed for years the development of democratic systems and good governance policies in some African countries (Mekolo& Resta, 2005. 21-23).

Ethiopia Country Governance Profile (ECGP) (2009, P.15) explained in its report that Ethiopia has played various roles to implement good governance. But still many challenges are there in the process of building democratic governance in the country, which is remarkable, started only after the fall of the military government in 1991.

Since 1991, the government has taken important measures to promote good governance and the FDRE Constitution adopted in 1995 establishes a multi-party parliamentary system of government and recognizes most of the human rights elaborated under international law (ECGP, 2009, P.16). However still many gaps in implementing good governance as satisfaction of the citizens as emphasized by this report.

The government has also shown its commitment to promoting good governance through ratifying a number of international human rights instruments, reforming domestic laws to harmonize with international human rights standards, emphasizing good governance in different policies and programs (ECGP, 2009, P.16). Despite the important progresses made in the area, the process of building good governance is at its early stage, which has been facing serious and complex challenges (Anon, 2009, P.16).

Hossen and Anwar (2011) emphasized that without good governance, the benefits of public programs did not reach their target addressees, especially the poor. Without good governance, the donor funds did not be used effectively, corruption will flourish, and citizens will become increasingly disillusioned (disappointed) with their governments and politician.

Hossen and Anwar (2011) also stated lack of involvement in decision making, lacks of transparency and lacks of fairness were the sources of job dissatisfaction in public organizations.

Additional Mohamed (2014) described that relatively, in the context of individual, lack of good governance is also related to the dissatisfaction of employees empowerment which the empowered employees do not take the responsibility for their own development and performance Contrast to this, through empowerment, the process to perform good governance at work is more easy, inclusive and realistic since the employees at different levels take part to succeed it.

Research carried out by Sattar et al. (2012, p.137) found that Job satisfaction establishes the health of an organization because it will affect the quality of its service to the masses. Job satisfaction is a positive emotional condition stemming from pleasure. Job satisfaction influences various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit.

Sudin (2011, p.14) suggested that dissatisfaction feelings of unfairness in the performance appraisal process and perceived inequality in evaluation may doom any performance appraisal system to failure

A research conducted in different parts of the globe indicated that participation in decision making, equity, and transparency and accountability were significantly positively correlated with job satisfaction and carried by (Mundi (2011); Truong & Kalifa (2010); Park & Blenkinsopp (2011) and Ghasemzadeh & Derakhshani (2014)). It was also found that overall satisfaction is significantly correlated to all independent variables. Literatures done in developed countries indication that good governance is one of important factors for employee job satisfaction (Mekolo & Resta, 2005. 21-23)

Nevertheless, there is a limited research available on area of good governance in university setting. In Ethiopian context there is very limited literature available in area of good governance at organizational level for instance universities and when I interviewed human resource management of training department and

others they confirmed that there is no research conducted on the area of this topic in Jimma University. This study is therefore, design to fill literature gap on the area relationship between good governance practices and employees' job satisfaction and an effort to improve the understanding between major elements of good governance practices and job satisfaction at JU setting

### **1.3. Basic Research Questions**

The current study answered the following research questions.

1. Is there a relationship between employees' participation in decision making and job satisfaction?
2. Is there a specific correlate between transparency and job satisfaction?
3. Is there relationship between equity and inclusiveness and job satisfaction?
4. Is there relationship between accountability and job satisfaction?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

The general objective of the study is to investigate the relationship between good governance practices and employees' job satisfactions at Jimma University.

#### **1.4.2. Specific Objectives**

1. To investigate the relationship between employee participation in decision making and employee's job satisfaction.
2. To assess relationship between transparency and job satisfaction
3. To see relationship between equity and inclusiveness and job satisfaction
4. To investigate relationship between accountability and job satisfaction

## **1.5. Significance of the Study**

This study will be of value to the following groups of people:

For Scholars they gain more knowledge on the relationship between good governance (participation in decision making, accountability transparency, equity and inclusiveness and job satisfaction. They acquire an insight (awareness) into what are the benefits the relationship between good governance practices and employees job satisfactions in university settings.

They also are able to use the findings of this study to prove various theories and to use the study as a basis for further research on other variables not included in this study. Human resource specialists shall also able to understand how the variables used in the study interact with each other and to use the information from the study to design better jobs so as to ensure job satisfaction.

The study could also be useful to the university administration to understand the benefits or impacts of good governance practices on employees' job satisfaction and hence improve good governance practices and job satisfaction among academic staff.

## **1.6. Scope of Study**

The study investigates the relationship between good governance practices and the level of employees' job satisfaction at Jimma University .The study carried out on academic staff of University. It was assumed that the six colleges and one Jimma institute technology (JIT) have been a representative sample of the university.

The research have been comprehensive had the relationship between all eight (8) components of good governance and all aspects of employees' job satisfaction have been studied. However,because of a number of constraints or ineligibility of the study, the researcher decided to take only four of the eight components of good governance principles.

## **1.7. The Study Area Profile (Setting)**

Jimma University, the national pioneer in community based education, where education and research are strongly interlinked with the community to address its socio-economic problems. The university is located in the southwestern part of Ethiopia, 354 km from Addis Ababa, in the great cultural city at the hub of Arabica coffee origin, Jimma as stated by Dr.Fikre(, 2015).

Jimma University is one of the largest and comprehensive public research universities in the nation. It enjoys highest public reputation because of its innovative educational philosophy and successive competitive gains among the national higher learning intuitions excelling in education, research, community services and institutional transformation. Similarly, members of its faculty have received the highest recognition in their fields and have played role in the national development endeavors. Our alumni also registered a record of astonishing success, measured not simply by awards and prizes, but by the quality and scientific contribution to the national development and significance of their professional achievements.

The university graduates innovative professionals through its community oriented educational philosophy in the fields of agriculture, environment, health and medical sciences, natural and social sciences, technology and information sciences, business and economics, and education. The study practice at our university is dynamic and provides academic tools, practical skills, and “real world” opportunities necessary to advance as leaders in their professions and their communities. We encourage active participation in the education that challenges critical thinking, provides career preparation, instills values, and inspires lifelong learning (Dr.Fikre, 2015)

Jimma University has more than 4000 faculty and staff members. It also has a dozen of research facilities, modern hospital, community school, community radio, ICT center, libraries and revenue generating enterprises. The university is operating on four campuses and establishing its fifth campus at Agro.

Currently, the university educates more than 43000 students in 56 undergraduate and 103 postgraduate programs in regular, summer and distance education with more enrollments in the years to come.

The university has many national and international linkages and collaborations in the area of research, education and community service. Its innovative educational philosophy, staff commitment and motivation and availability of better research facility have helped the university in attracting partners and sated in his message (Dr.Fikre, 2015)

Jimma University (JU) is a public university located in Jimma, Ethiopia. It was established in December 1999 following the amalgamation of the Jimma College of Agriculture (founded in 1952) and the Jimma Institute of Health Sciences (founded in 1983). Jimma University is well known for the natural atmosphere of its campuses. The University offers various programs and courses of study, which was clustered in to six colleges' one institute of technology. These colleges run variety of undergraduate and postgraduate programs leading the award of degree, masters and PhD degrees. Furthermore there is a great initiative to launch postgraduate programs almost in all fields of study and also It is recognized as the leading national university, as ranked first by the Federal Ministry of Education for five successive years (2009 - 2015) (Jimma university profile,2015)

## **1.8. Limitations of the Study**

Similar to other researches, this study had its own limitations. The sources of difficulties encountered in this study were described as follows: lack of published or unpublished articles related to research topic at JU to use as secondary source. Time and money have always been the main constraints in almost all research studies. Since this is an academic research with limited time, I targeted only academic staff due to time period I had to conduct the research.

If I had the time I would have added administrative staff and all rest (four) of components of good governance, to actually be able to see how this holds with them and to draw a better conclusion and generalization. I would even have tested and

compared the situation in other countries, as well as to investigate how this relationship works in other organizations, like good governance practices.

Furthermore, the limited time available to accomplish the study may have restricted the researcher from consulting many books, empirical studies and relevant similar case studies that have been done in least developed countries.



# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.1. The Concept of Good Governance

There is no single and exhaustive definition of “good governance,” nor is there a delimitation of its scope, that commands universal acceptance. The term is used with great flexibility; this is an advantage, but also a source of some difficulty at the operational level (*Good governance definition* Anon., 2013).

Aurangzeb (2012) has listed that good governance has 8 major characteristics. These are participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follow the rule of law.

The UNDP defined good governance as: “The exercise of political, economic and administrative authority to manage a nation’s affairs is the complex mechanisms, processes, relationships and groups articulate their interests, exercise their rights and obligations and mediate their differences” Uddin (2005 cited in Ncube, 2010).

#### 2.1.1. International Organizations Definitions (Views)

As mentioned above, there is no generally accepted definition of good governance. On the other hand, however, definitions developed in international organizations only slightly differ from one another. The most recent definition by the United Nations, Economic and Social Commission for Asia and the Pacific (“ESCAP”) differs only slightly from earlier definitions by the Organization for Economic Cooperation and Development (“OECD”) (Steiner and Weiss, 2006, pp. 6-8).

One additional component states that good governance “is also responsive to the present and future needs of society.” Also the eight key components of good

governance were listed by Steiner and Weiss (2006, pp.6-8) these include: accountability, transparency, responsive, equitable and inclusive, effective and efficient, follows the rule of law, participatory consensus oriented")

## **2.1.2. Components Good governance (working definitions)**

### **2.1.2.1. United Nations**

According to *United Nations* (Anon., 2012) good governance is the community of nations, governance is considered “good” and “democratic” to the degree in which a country’s institutions and processes are transparent. Its processes include such key activities as elections and legal procedures, which must be seen to be free of corruption and accountable to the people.

A country’s success in achieving this standard has become a key measure of its credibility and respect in the world. Good governance promotes equity, participation, pluralism, transparency, accountability and the rule of law; in a manner that is effective, efficient and enduring sustainable development (Gisselquist, 2012, pp, 6).

### **2.1.2.2. United Nations Development Programme (UNDP)**

Good governance refers to governing systems which are capable, responsive, inclusive, and transparent. All countries, developed and developing, need to work continuously towards better governance. Good, or democratic governance as we call it at UNDP, entails meaningful and inclusive political participation. Improving governance should include more people having more of a say in the decisions which shape their lives’ (Clark, 2011)

### **2.1.2.3. World Bank**

Gisselquist (2007) stated that good governance is “In the last half-century we have developed a better understanding of what helps governments function effectively and achieve economic progress”. We call it good governance is essentially the combination of transparent and accountable institutions, strong skills and competence, and a fundamental willingness to do the right thing.

### **2.1.2.4. International Monetary Fund (IMF)**

According to IMF ‘Good governance is important for countries at all stages of development. ... Our approach is to concentrate on those aspects of good governance that are most closely related to our surveillance over macroeconomic policies—namely, the transparency of government accounts, the effectiveness of public resource management, and the stability and transparency of the economic and regulatory environment for private sector activity (Gisselquist, 2012,pp,6-8)

### **2.1.2.5. Economic Cooperation and Development (OECD)**

*Economic Cooperation and Development* OECD ( 2011) defined on the principal elements of good governance, namely:

Accountability means government is able and willing to show the extent to which its actions and decisions are consistent with clearly-defined and agreed-upon objectives.

Transparency: government actions, decisions and decision-making processes are open to an appropriate level of scrutiny by others parts of government, civil society and, in some instances, outside institutions and governments.

Efficiency and effectiveness: government strives to produce quality public outputs, including services delivered to citizens, at the best cost, and ensures that outputs meet the original intentions of policymakers.

Responsiveness: government has the capacity and flexibility to respond rapidly to societal changes, takes into account the expectations of civil society in identifying the general public interest, and is willing to critically re-examine the role of

government. Forward vision: government is able to anticipate future problems and issues based on current data and trends and develop policies that take into account future costs and anticipated changes (e.g. demographic, economic, environmental, etc.).

Rule of law: government enforces equally transparent laws, regulations and codes'.

### **2.1.3. Majors' of Good Governance Component (Characteristics)**

Hossen and Anwar (2011) also listed the major 8 characteristics good governance such accountability, Transparency, Participatory, follows rule of law, effective and efficiency, responsiveness, consensus oriented and equity and inclusiveness.

### **2.1.4. Good Governance in public sector**

The concept of governance is still new and has just received a concerns and recognition from communities which needs a literature discussion continuously (Yahiya et al., 2014). However, serious actions and efforts have been taken by various parties like government, academician and professional to realize and strengthen the public sector governance especially through the practice of good governance (Yahya et al., 2014).

The strong public sector governance is needed because it ensures the success of service delivery system by the public sector organizations and thus, to be successful, it is found that the concept of public sector governance is more focus to the development of principles or characteristics for good governance (Yahya et al., 2014). 2014).

## **2.2. Good Governance in the Perspective of Employees**

In the context of individual, good governance is also related to the staff or employees empowerment which the empowered employees take the responsibility for their own development and performance by practicing the characteristics of

good governance within an enabling framework provided by the organization (Yahya et. al., 2014).

Moreover, through empowerment, the process to perform good governance at work more easy, inclusive and realistic since the employees at different levels takes part to succeed it (Yahya et.al, 2000, 2014).

### **2.3. Good governance tools for growth and welfare in global world**

Manliev( n.d. , pp,10-13) explained in his lecture note Good governance is a dominant policy and practice in developed democratic countries and good governance role through education, better business regulation and rational social policy, to contribute for sustainable economic growth and social welfare of citizens.

Good governance is not fashion; it is an effective tool to manage country development and to serve citizens in best way! Good governance in a global context it is a concept, policy and practice without boundaries (Manliev, n.d., pp. 10-13).

The Good Governance From the beginning of 21<sup>st</sup> century we have intensive dissemination of good governance principles and practices all over the world .Today, there is almost full consensus among social stakeholders and modern public management requires implementation of good governance principles. It is a policy approach aimed to increase public sector efficiency and citizen's satisfaction from having responsible and committed government (Manliev, n.d., pp., 10-13)

### **2.4. Job satisfaction**

Attempting to understand the nature of job satisfaction and its effects on work performance is not easy. Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. It is usually linked with motivation, but

the nature of this relationship is not clear. Satisfaction is not the same as motivation (Inkpen, 2008).

Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative. It is often suggested that job satisfaction is necessary in order to achieve a high level of motivation and performance. However, although the level of job satisfaction may well affect strength of motivation, this is not always the case (Inkpen, 2008).

Nowadays job satisfaction is a prevalent approach which is devoted so many studies in organizational behavior, both in theoretical and practical surveys, that it is considered as the central variable in these studies. Job satisfaction is one of the most important factors in job success (Talebi, 2012).

The term job satisfactions refer to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Aziri, 2011).

The relationship between job satisfaction and performance is an issue of continuing debate and controversy. One view, associated with the early human relations approach, is that satisfaction leads to performance. An alternative view is that performance leads to satisfaction. *A receives draws* attention to the relationship between accomplishment at work and the need to 'work harder' (Inkpen, 2008).

Talebi (2012) also explained Job satisfaction is a positive attitude which people have about their job, but it should be considered that job's concept is very complicated, multi dimension or aspects, including job's nature, colleagues, superintendence, salary, chances of evolution and progress, and the contentment which a person have of her/his own job depends on one's satisfaction of these dimensions or aspects.

Despite its wide usage in scientific research, as well as in everyday life, there is still no general agreement regarding job satisfaction. In fact there is no final definition on

what job represents. Therefore before a definition on job satisfaction can be given, the nature and importance of work as a universal human activity must be considered (Aziri, 2011).

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007).

Job satisfaction is a result of an employee's inside story of how well his job provides those things that are supposed to be considered as significant. Locke has cleared that enjoyable or optimistic emotional condition are the subsequent keys for the evaluation of one's job or job knowledge (Anwar, 2013).

## ***2.5. Theories of job satisfaction***

According to Enscheda (1976 as cited in Locke, 2012) report's, diverse job dimensions are related to job satisfaction. It can be classified as event and agents. For instance, the work itself, rewards, the context of work, co-workers etc. all could describe most of the predictor variables in job satisfaction. Among the previous researches, Motivation Theory is most known as the theory that described job satisfaction. In 1959, Frederick Herzberg developed the Two-factor Theory (which is one of the renowned motivational theories. He theorized that employees 'job satisfaction depended on two sets of factors, which were hygiene issue and motivator issue.

### **2.5.1. Hertzberg's two factor theory (Motivator-Hygiene Theory)**

Herzberg's original study consisted of interviews with 203 accountants and engineers, chosen because of their growing importance in the business world, from different

industries in the Pittsburgh area of America. He used the critical incident method. Subjects were asked to relate times when they felt exceptionally good or exceptionally bad about their present job or any previous job (Inkpen, 2008).

They were asked to give reasons and a description of the sequence of events giving rise to that feeling. Responses to the interviews were generally consistent and revealed that there were two different sets of factors affecting motivation and work. This led to the two-factor theory of motivation and job satisfaction (Inkpen, 2008).

### **2.5.2. Hygiene and motivating factors**

One set of factors are those which, if absent, cause dissatisfaction. These factors are related to job context, they are concerned with job environment and extrinsic to the job itself. These factors are the 'hygiene' or 'maintenance' factors ('hygiene' being used as analogous to the medical term meaning preventive and environmental). They serve to prevent dissatisfaction (Inkpen, 2008).

The other set of factors are those that, if present, serve to motivate the individual to superior effort and performance. These factors are related to job content of the work itself. They are the 'motivators' or growth factors. The strength of these factors will affect feelings of satisfaction or no satisfaction, but not dissatisfaction. The opposite of dissatisfaction is not satisfaction but, simply, no dissatisfaction (Inkpen, 2008).

The hygiene factors can be related roughly to Maslow's lower-level needs and the motivators to Maslow's higher-level needs to motivate workers to give of their best, the manager must give proper attention to the motivators or growth factors. Herzberg emphasizes that hygiene factors are not a 'second-class citizen system'. They are as important as the motivators, but for different reasons (Inkpen, 2008).

Hygiene factors are necessary to avoid unpleasantness at work and to deny unfair treatment. 'Management should never deny people proper treatment at work.' The motivators relate to what people are allowed to do and the quality of human experience at work. They are the variables which actually motivate people. The work



of Herzberg indicates that it is more likely good performance leads to job satisfaction rather than the reverse (Inkpen, 2008).

Enscheda( 2012) also described that factors “ leading to dissatisfactions(hygiene) and factors leading to satisfactions(motivation).These hygiene factors are :company policy, supervision, relationship with boss, work conditions, salary, relationship with peers and factors leading to satisfactions(motivation) are: achievement, recognition, work itself, responsibility, advancement, and growth.”

### **2.5.3. Factors Affecting Job Satisfaction**

There’s a massive literature on what satisfies a person and what does not and various theories have been put forward to explain job satisfaction. These are: Maslow’s theory, Equity Theory, Value Theory, Discrepancy Theory, Vroom’s Expectancy Theory and Hertzberg’s two factor theories (Muindi, 2011, p.12). Hertzberg’s theory identifies two groups of factors that were responsible for satisfaction or dissatisfaction. These were termed as satisfiers (or motivators) and dissatisfies (or hygiene factors). For this study Hertzberg’s two factor theory will be considered.

According to Armstrong (2006) and Cole, (2002) motivators are those factors that are seen to be effective in motivating the individual to superior work performance and effort. Motivators are concerned with the content of the job. They include factors such as achievement, recognition, advancement, autonomy, responsibility, challenge and the work itself.

### **2.5.4. Importance of Job Satisfaction**

Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations. In fact the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good indicator for the importance of job satisfaction in contemporary companies (Aziri,

2011). When analyzing job satisfaction the logic that a satisfied employee is a happy employee and a happy employee is a successful employee. The importance of job satisfaction specially emerges to surface if had in mind the many negative consequences of job dissatisfaction such a lack of loyalty, increased absenteeism, increase number of accidents etc.(Aziri, 2011)..

## **2.6. Very Important Aspects of Job Satisfaction**

According to Society of Human Resource and Management (SHRM) (2009) found in its survey report the Important Aspects of Job Satisfaction discussed as below:

### **2.6.1. Job security**

Job security as an aspect of job satisfaction was more important to male employees than to female employees. Employees from medium- and large-staff-sized organizations, compared with those from small staff-sized organizations, were more likely to cite job security as a very important contributor to their job satisfaction.

The survey also asked employees what factors have influenced their sense of job security during the current economic climate. Nearly one-half of employees (47%) indicated that their professional abilities/skills and the importance of their job (role) to their organization's overall success increased their sense of job security. Location of employees' company had little impact on their sense of job security (SHRM, 2009)

### **2.6.2. Benefits**

Employee benefits are used by organizations to recruit and retain top talent. In times of economic uncertainty, when organizations might not be able to offer their employees pay raises and bonuses, benefits become one of the many tools employers use to increase loyalty, productivity and job satisfaction. Benefits have remained among the top two most important contributors of job satisfaction to employees (SHRM, 2009).

### **2.6.3. Feeling Safe in the Work Environment**

Enschede (2012), found in his research fifty-four percent of employees and 52% of HR professionals indicated that feeling safe in the work environment was very important to employee job satisfaction. Female employees considered feeling safe in the workplace an especially important job satisfaction factor compared with male workers.

With safety and security threats ranging from terrorism and violence in the workplace to public health issues and workplace accidents, it is not surprising that employees are concerned about workplace safety. This, in turn, may lead to greater expectations of employers to protect their workforce from major threats (Enschede, 2012).

## **2.7. The Relationship between Participation in Decision Making and Job Satisfaction**

### ***2.7.1. Employee Participation in Decision Making***

Employee Participation is generally defined as a process in which influence is shared among individuals who are otherwise hierarchically unequal. Participatory management practice balances the involvement of managers and their subordinates in information processing, decision making and problem solving endeavors (Wager, 2011).

Beardwell and Claydon (2007), explained in their journal article decline worker's participation as the distribution and exercise of power, in all its manifestations, between the owners and managers of organizations and those employed by them. It refers to the direct involvement of individuals in decisions relating to their immediate work organizations and to the indirect involvement in the decision making, through representatives in the wider socio-technological and political structures of the Circumstance.

According to Muindi (2011), the decision making can be formal or informal and entails intellectual and emotional as well as physical involvement. Also this process, implied that employees have access to sufficient information on which to base their

decisions, that they will be consulted before the decision is made and that negotiations will be made between management and the employees about implementation of the decision. Participation involves individuals or groups in the process. Individual participation techniques are those in which an employee somehow affects the decision making of a manager.

Group participation techniques use consultative techniques and democratic techniques. Consultative techniques imply that a manager asks for and receives involvement from employees but maintains the right to handle the decision while in the democratic form, there's a full participation and the group not the individual heads and makes the final decision by consensus or majority (Luthans, 2005).

### ***2.7.2. Participation indecision-making and Job Satisfaction***

It is known from various authorities that there is a relationship between various variables in the work environment and job satisfaction. Many studies have been carried out to prove that both management style and job design have an effect on the level of perceived job satisfaction by the employee Muindi(1957 cited in Hertzberg et al., 2011) notes that aspects of a job such as responsibility, the degree of freedom to act, scope to use and develop skills and abilities, interesting and challenging work opportunities for advancement, rewards and punishment coupled with the quality of supervision will affect the employee's level of job satisfaction.

Studies also showed that participation in decision making has a positive influence on high performance and employee job satisfaction. However,( Muindi,1998 cited in Guion Hertzberg et al 2011 notes that the degree of satisfaction will depend on individual needs and expectations, and the working environment.

### ***2.7.3. Benefits of Participation in Decision Making***

Participation in decision making offers various benefits at all levels of the organization. Muindi (1987 cited in Rice 2011) explained that putting decision

making power as close as possible to the point of delivery makes that implementation of those decisions not only possible, but also successful.

By creating a sense of ownership in the company, participation in decision making instills a sense of pride and motivates employees to increase productivity in order to achieve their goals. Employees who participate in the decisions of the company feel like they are a part of a team with a common goal, and find their sense of self-esteem and creative fulfillment sharp (Muindi, 2006 cited in Helms, 2011).

Managers who use a participative style find that employees are more receptive to change than in situations in which they have no voice. Changes are implemented more effectively when employees have input and make contributions to decisions. Participation keeps employees informed of upcoming events so they will be aware of potential changes. The organization can then place itself in a proactive mode instead of a reactive one, as managers are able to quickly identify areas of concern and turn to employees for solutions (Muindi, 2006 cited in Helms, 2011).

Participation helps employees gain a wider view of the organization. Through training, development opportunities, and information sharing, employees can acquire the conceptual skills needed to become effective managers or top executives. It also increases the commitment of employees to the organization and the decisions they make (Muindi, 2006 cited in Helms, 2011).

Creativity and innovation are two important benefits of participative management. By allowing a diverse group of employees to have input into decisions, the organization benefits from the synergy that comes from a wider choice of options. When all employees, instead of just managers or executives, are given the opportunity to participate, the chances are increased that a valid and unique idea will be suggested (Muindi, 2006 cited in Helms, 2011).

#### **2.7.4. The Relationship between Job Satisfaction and Equity**

Both job fulfillment and perception of equity in workers have been two scopes which most of behavioral studies have protected. Both of them have a direct effect on turnover and efficiency. Numerous studies indicate that worker's perception of equity has a more highly effective effect on absenteeism and turnover than job fulfillment. As long as a worker seems that he or she does not give enjoyable and unique skill and ability to a company, the typical response is to find another company to interact with job (Khodakarami et al 2007 cited in Brown et al., 2013).

Some other studies show positive connections between employees' performance and the stage of their fulfillment in their tasks and higher rate of fulfillment in job will lead to more enhanced stage of efficiency in employees more influential performance and also the sense of equity in rewards and benefits will motivate workers to feel more pleased (Khodakarami et al., 2013).

#### **2.8. Accountability in Governance**

Accountability is one of the cornerstones of good governance; however, it can be difficult for scholars and practitioners alike to navigate the myriad of different types of accountability. Recently, there has been a growing discussion within both the academic and development communities about the different accountability typologies (Stapenhurst and Brien, 2011).

#### **2.9. Definition of Accountability**

The notion of accountability is an amorphous concept that is difficult to define in precise terms. However, broadly speaking, *accountability* exists when there is a relationship where an individual or body, and the performance of tasks or functions by that individual or body, are subject to another's oversight, direction or request that they provide information or justification for their actions (Stapenhurst and Brien, 2011).

Therefore, the concept of accountability involves two distinct stages: *answerability* and *enforcement*. Answerability refers to the obligation of the government, its agencies and public officials to provide information about their decisions and actions and to justify them to the public and those institutions of accountability tasked with providing oversight. Enforcement suggests that the public or the institution responsible for accountability can sanction the offending party or remedy the contravening behavior. As such, different institutions of accountability might be responsible for either or both of these stages.

## **2.10. Important of Accountability to Governance**

Evaluating the ongoing effectiveness of public officials or public bodies ensures that they are performing to their full potential, providing value for money in the provision of public services, instilling confidence in the government and being responsive to the community they are meant to be serving (Stapenhurst and Brien, 2011)..

## **2.11. Types of Accountability**

The concept of accountability can be classified according to the type of accountability exercised and/ or the person, group or institution the public official answers to. The present debate as to the content of different forms of accountability is best conceptualized by reference to opposing forms of accountability. As such the main forms of accountability are described below in reference to their opposing, or alternate, concept (Stapenhurst and Brien, 2011).

### **2.11.1. Horizontal vs. Vertical Accountability**

The prevailing view is that institutions of accountability, such as parliament and the judiciary, provide what is commonly termed horizontal accountability, or the capacity of a network of relatively autonomous powers (i.e., other institutions) that can call into question, and eventually punish, improper ways of discharging the responsibilities of a given official(Stapenhurst and Brien, 2011).

In other words, horizontal accountability is the capacity of state institutions to check abuses by other public agencies and branches of government, or the requirement for agencies to report sideways.

Alternatively, vertical accountability is the means through which citizens, mass media and civil society seek to enforce standards of good performance on officials

### **2.11.2.Social Accountability versus Diagonal Accountability**

Recently the World Bank argued that social accountability is broad enough to encompass mechanisms of diagonal accountability. It was argued that diagonal accountability mechanisms can also be considered a form of social accountability (Stapenhurst and Brien, 2011).

Considering social accountability is not meant to refer to a specific type of accountability, but rather to a particular approach for exacting accountability, it might be a broader concept than diagonal accountability. This lends weight to the idea that diagonal accountability mechanisms could be a component of the broader approach of social accountability (Stapenhurst and Brien, 2011).

However, this is contrast to some commentators who draw a sharp distinction between social accountability and diagonal accountability. They argue that the state is often resistant to citizens poaching its exclusive oversight domain, instead encouraging new forms of social accountability, which they dismiss as being merely a form of outreach that provides an opportunity for civil society to inform government about public perception of government behavior (Stapenhurst and Brien, 2011).

Generally parliaments are key actors in what has been termed the ‘chain of accountability’. They are, along with the judiciary, the key institution of horizontal accountability, not only in their own right but also as the institution to which many autonomous accountability institutions report. They are the vehicle through which political accountability is exercised. Along with civil society organizations and the mass media, they are also important institutions in vertical accountability (Stapenhurst and Brien, 2011).



## **2.12. Correlation between Accountability and Job Satisfaction**

Research recently carried out by Ghasemzadeh and Derakhshani (2014) found in their research result correlation between accountability and job satisfaction was the moderate positive correlation. An effective and practical accountability system is one of the inevitable necessities in an efficient system and a justice-demanding society.

The prerequisite of a higher education system to have required utility and response to the common expectations of the public is emphasis on an organizational system of accountability and selecting teachers that are accountable in order to help in designing and developing programs and running the assigned tasks and to be a useful tools for reaching the higher education system goals and improve the spirit of accountability and institutionalizing it in the organization culture and ultimately providing more service for the society(Ghasemzadeh and Derakhshani, 2014).

Program for promoting the individual accountability of the faculty members is considered as a part of university programs and higher education centers and it has a special position and paying attention to that is considered as development of human capital. A deeper survey in the literature of accountability showed that these findings are not very surprising. Unlike the positive effects, accountability also has a dark side, which means decreased flexibility and decreased cooperation between the members (Ghasemzadeh and Derakhshani, 2014).

## **2.13. Transparencyrelationship with job satisfaction**

Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media (Uddin, 2011).

Transparency refers to the availability of information to the general public and clarity about government rules, regulations and decisions. Thus, it both complements and reinforces predictability. The difficulty with ensuring transparency is that only the generator of information may know about it, and may limit access to it (Park, 2011).

Hence, it may be useful to strengthen the citizens' right to information with a degree of legal enforceability. For similar reasons, broadly restrictive laws that permit public officials to deny information to citizens (e.g. an Official Secret Act) need to provide for independent review of claims that such denial is justified in the greater public interest(Uddin,2011).

Transparency is generally defined as the open flow of information Park & Blenkinsopp and the literature on transparency in the relationship between governments and citizens has strongly emphasized this concept of openness. Oliver argues that “transparency in an organization is not only about what’s communicated externally, but about what’s right on the inside, in the guts of its operations” (2004, p. 37). Generally as Park & Blenkinsopp (2011) found in their findings transparency had the largest positive relationship with job satisfaction( $r=0.663$ ).

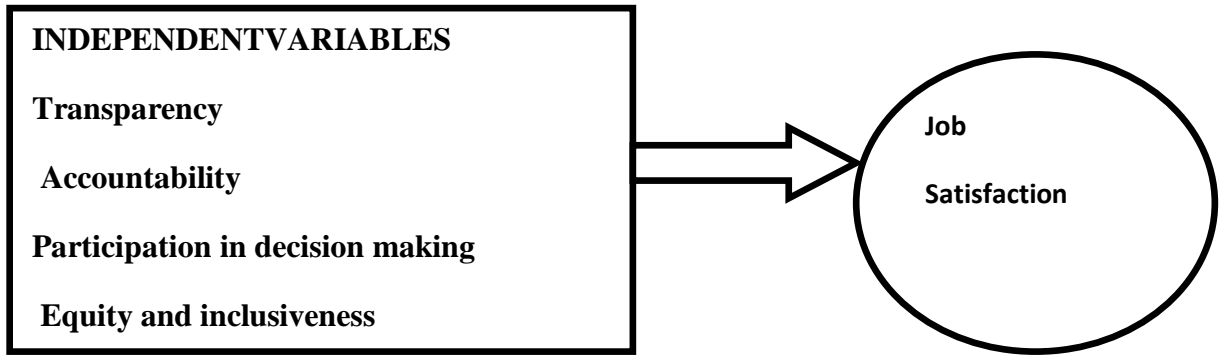
#### **2.14. Conceptual Framework Model**

As a general approach, this study first developed a conceptual framework that helps define the key observable dimensions of governance. Next, it further broke down each of these dimensions into their principal elements. The study has conducted on the relationship between components of good governance practices (Transparency, Accountability, Participation in decision making, Equity and inclusiveness are independent variable and job satisfaction are dependent variable.

These relations are will be based on review of the literature that tends to support this conceptual model. A satisfied employee is a valuable asset for any organization. Generally this frame work was summarized the following figure

below. The study was guided by Conceptual Framework developed by Mundi (2011) 17(Fig 1)

**Figure: 2.1 Conceptual Framework Model of relationship between good governance practices and job satisfaction**



Source: cited in Mundi, 2011, p.17 (Fig 1)

# CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

### 3.1. Introduction

Previous chapter had a discussion about on review of literatures and building a conceptual framework on relationship between good governance and job satisfaction. This chapter is discussing about the research methodology applied in the study for achievement of desired objectives.

In this chapter the details of the methodology which is carried out prior, during and after research work have been described. The chapter begins by discussing the approach of the study. Different tools and methods used for data collection are discussed in detail. Quantitative research study was carried out through questionnaire survey. This section provides an overview of the study's research approach which lays within quantitative method strategies.

This chapter also discussed procedures and activities under taken, focusing on namely the study's research design, questionnaire design, data collection, sampling method, data collection method and data analysis and instrument development. Besides, the section deals with a discussion on the ethical issues.

### 3.2. Research Design

Research design is the blueprint for fulfilling research objectives and answering research questions (Adimasu, 2007, pp.20-84 cited in John, A.H. et al., 2012). In other words, it is a master plan specifying the methods and procedures for collecting and analyzing the needed information.

A cross-sectional survey design using a quantitative method was conducted in six colleges and one JIT i.e. Business and Economics College, College social science, Educational management and behavioral science, colleges of health and Medicine

science, college's agriculture and Veterinary Medicine, and, colleges of natural science Jimma institute of Technology.

This study was non-experimental studies of correlation research design. This research design type was used where independent and dependent variables are measured simultaneously and the relationship between them is examined

This study was used quantitative approaches of doing research will employed because quantitative approaches uses for large datasets are more easily interpreted when they are represented in tables or graphs, or summarized through numeric measures such as the mean, standard deviation and variance( Siddika, 2012).

In its simplest terms, the more representative the sample is, the more likely it is that a quantitative analysis will accurately and precisely reflect a picture of the relationships between good governance practices and employees job satisfactions when generalized to the whole target population. Larger sample sizes tend to be used for collecting quantitative information, so as to gather as representative a picture as possible. This study was implementing using a cross-sectional questionnaire survey. Self-administering questionnaires were used to gather the ability perceptions of the relationship between good governance practices and employees' job satisfaction levels. Stratified random sampling was employing to collect data from all colleges of full time academic staff.

### **3.3. Research Methodology**

Research methodology we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others (Kothari, 2004).

This research study has been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected

and what particular method has been adopted, why particular technique of analysing data has been used briefly stated by this study.

### **3.4. Research Methods**

#### **3.4.1. Sampling Technique**

Stratified random sampling was used to get information from different sizes of the colleges of JU. This technique is preferred because it was used to assist in minimizing bias when dealing with the population. With this technique, the sampling frame can be organized into relatively homogeneous groups (strata) before selecting elements for the sample. If a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample.

Under stratified sampling the population is divided into several sub-populations that are individually more homogeneous than the total population (the different sub-populations are called 'strata') and then we select items from each stratum to constitute a sample.

According to Janet (2006, p.94), explained this step increases the probability that the final sample would be representative in terms of the stratified groups. The strata's were including all college JU and one institute of Technology in JU. These included :College of Business and Economics, College of Social Science & Humanities, College of Education and Behavioral Science, Colleges Of Health & Medicine science, College of Agriculture And Veterinary Medicine, Colleges Of Natural Science & Jimma Institute Of Technology consecutively and the total population was (1476).

Thus, using proportional allocation basis , the sample sizes for different strata were 18,43,12,94,36,38,and64 respectively which was in proportion to the sizes of the strata viz., 83,211,52,455,174,181and309. Proportional allocation is considered most efficient and an optimal design when the cost of selecting an item is equal for each

stratum, there is no difference in within-stratum variances, and the purpose of sampling happens to be to estimate the population value of some characteristic. But in case the purpose happens to be to compare the differences among the strata, then equal sample selection from each stratum would be more efficient even if the strata differ in sizes.

Stratification of this type is known as cross-stratification, and up to a point such stratification increases the reliability of estimates and is much used in opinion surveys. In respect of stratified sampling, we can say that the sample so constituted is the result of successive application of purposive (involved in stratification of items) and random sampling methods. As such it is an example of mixed sampling. The procedure wherein we first have stratification and then simple random sampling is known as stratified random sampling defined by Kothari (2004). This study was also used cross-stratification stratified random sampling

### 3.4.1.1. Sample size calculation

In this study sample size was selected, a list of the population formally registered full term academic staff until this data was proposed March 10, 2015(2, 2007 E.C). According to Adimasu (2009 cited in Catherine Dawson, 2012, p.54), the correct sample size in a study is dependent on the nature of the population and the purpose of the study. Although there are no general rules, the sample size usually depends on the population to be sampled.

The sample size of the study was determined by single population proportion formula assuming, 5% marginal error and confidence interval of 95%. Fifty percent proportion has been preferred due to lack of similar studies in Ethiopia and accordingly the sample size was calculated to be 1476. Accordingly, the sample size was calculated to be 1476. The final sample size was calculated by using finite population number correction formula and considering 20% non-response rate, the final sample size was approximately 305 or by using Morgan & Krejcie( 1970) formal size determination(
$$n = \frac{Z^2 \cdot p \cdot q}{A} \cdot N = \frac{Z^2 \cdot p \cdot q}{A} \cdot (N-1) + z \cdot p$$
)

Accordingly, 305 respondents are selected from the total of 1476 of all academic staff JU. These 305 divided by all colleges work on proportional basis. Therefore, Business and Economics College $[(83/1476) \times 305]=18$ ]social science & Humanities  $[(211/1476) \times 305]=43$  ]Educational management and behavioral science $[(52/1476) \times 305]=12$ ]colleges of health and medicine science $[(455/1476) \times 305]=94$ ] College agriculture and Veterinary Medicine  $[(174 /1476) \times 305]=36$ ]colleges of natural science $[(181/ 1476) \times 305) =38$ ] Jimma institute of Technology $[(309 /1476) \times 305]=64$ ] we can see more detail in appendix part B

### **3.4.2. Method of Data Collection**

#### **3.4.2.1. Primary Sources of data**

**This study employed on primary sources of data collection**

#### **3.4.3.2. Questionnaire Survey**

The use of a questionnaire or commonly referred to as paper-and-pencil good governance practices and job satisfaction measure also has some advantages and disadvantages. This method is quick, time efficient and it can survey a large population effectively. There may be ambiguous items that respondents find and respond to differently, hence affecting the validity of the response and results (Siddika, 1977 cited in Spector, 2012).

In addition, as the sample is highly educated, it is expected that questionnaire survey will be very useful to generate high quality data. A questionnaire is a very effective instrument that facilitates in collecting data from large diverges and widely scattered groups of people (Siddika, 1991, p.87 cited in Aminuzzaman 2012).

A structured questionnaire with close ended questions was used in this survey with a modified version was developed from National Council for Voluntary Organizations' of Good Governance code (NCVO, 2010) of standard questionnaire for independent



variables(good governance elements) and questionnaire of job satisfaction developed from (Muindi, 2011) in a 5-point Likert-type scale done by the researcher.

The respondent was asked to select his answer from among a list provided by the researcher and Closed ended questions are very popular in survey research since they provide a great uniformity response and because they were easy to responded by respondents.

Finally in order to realize the target, the study was used well-designed questionnaire as best instrument and Structured questionnaires were those questionnaires in which there were definite, concrete and pre-determined questions. The questions were presented with exactly the same wording and in the same order to all respondents and respondents did not include their names on the questionnaires for confidentiality purposes.

### **3.5. Data Analysis**

This is the further transformation of the processed data to look for patterns and relationship between and/or among data groups by using descriptive and inferential (statistical) analysis. The Statistical Package for Social Science (SPSS) version 16.0 was used to analyze the data obtained from primary sources. Specifically, descriptive statistics (mean' standard deviation) and inferential statistics (Correlation and Regression) were taken from this tool.

#### **3.5.1. QuantitativeAnalysis**

A quantitative method approaches help that large datasets are more easily analyzed and interpreted when they are represented in tables or graphs, or summarized through numeric measures such as the mean, standard deviation and variance( Abeyasekera, 2010).

In its simplest terms, the more representative the sample is, the more likely it is that a quantitative analysis will accurately and precisely reflect a picture of the

relationships between good governance practices and employees job satisfactions when generalized to the whole target population.

Quantitative analysis approaches are particularly helpful when the qualitative information has been collected in some structured way, even if the actual information has been elicited through participatory discussions and approaches. Quantitative analytical approaches also allow the reporting of summary results in numerical terms to be given with a specified degree of confidence (Abeyasekera, 2010).

### **3.5.2. Descriptive Analysis**

Descriptive analysis was used to reduce the data in to a summary format by tabulation (the data arranged in a table format) and measure of central tendency (mean and standard deviation) and measure of central tendency (Mean and Standard Deviation).

### **3.5.3. Inferential Analysis**

According to Sekaran (2000,p.401), inferential statistics allows to infer from the data through analysis the relationship between two or more variables and how several independent variables might explain the variance in a dependent variable. The following inferential statistical methods were used in this study. According to (Hewitt and Cramer, 2008), Correlation coefficient can range from -1 to +1. The value of -1 represents a perfect negative correlation while a value of +1 represents a perfect positive correlation. A value of 0 correlations represents no relationship. The results of correlation coefficient may be interpreted as follows.

#### **3.5.3.1. The Pearson Correlation Coefficient**

According to Phyllis (2007, pp.18-55), emphasized inferences have a very important in management research. This is so because conclusions are normally established on the bases of results. Such generalizations were therefore, be made for the population from the samples. They speculate that the Pearson Product

Moment Correlation Coefficient is a widely used statistical method for obtaining an index of the relationships between two variables when the relationships between the variables is linear and when the two variables correlation are continuous.

To ascertain whether a statistically significant relationship existed between components of good governance practices (Transparency, Accountability, Participation in decision making, Equity and inclusiveness) are independent variable and job satisfaction is dependent variable, the Correlation Coefficient was used. Also Phyllis (2007, pp.18-55) defined Correlation coefficient with their Interpretation these are: (1.00 to -0.8)= Strong Correlation, (-0.8 to -0.6) = Substantive Negative Correlation, (-0.6 to -0.4] Medium Negative Correlation, (-0.4 to -0.2] Low Negative Correlation, (-0.2 to -0.2) very Low Negative Correlation and (0.2 to 0.4) = Low Positive Correlation, (0.4 to 0.6)= Medium Positive Correlation, (0.6 to 0.8)=Substantial Positive Correlation, (0.8 to 1.00)= Strong Positive Correlation

### **3.5.3.2. Regression Analysis**

Linear regression is a method of estimating or predicting a value on some dependent variable given the values of one or more independent variables. Like correlations, statistical regression examines the association or relationship between variables. Unlike correlations, however, the primary purpose of regression is prediction (Geoffrey, M. et al., 2005, pp.224-225). In this study multiple regressions was employed. Multiple regression analysis takes into account the inter-correlations among all variables involved.

This method also takes into account the correlations among the predictor scores (John, et al., 2007, p.198). They added multiple regression analysis, which means more than one predictor is jointly regressed against the criterion variable. This method is used to determine if the independent variables will explain the variance in dependent variable.

### **3.5.3.3. Regression Functions**

The equation of regressions on this study is generally built around two sets of variables, namely dependent variable (job satisfaction) and independent variables (transparency, accountability, participation in decision making, equity and inclusiveness). The basic objective of using regression equation on this study is to make the study more effective at describing, understanding and predicting the stated variables.

## **3.6. Instrument of Validity and Reliability**

### **3.6.1. Instruments**

The information has been collected by administering the questionnaire to 305 employees in six colleges and one institute of JU who have been chosen by a stratified sampling and through a personal administrated survey between 1 March and 13 April, 2015. The questionnaire included demographic characteristics. It utilized a 53 items questionnaire using a 5- point Likert scale ranging from strongly disagree to strongly agree.

In addition the items are divided in two principal categories that focus on two aspects independent variables and dependent variables. The independent variables it includes (participation in decision making, equity and inclusiveness, transparency and accountability). This questionnaire was developed from National Council for Voluntary Organizations' of Good Governance code (NCVO, 2010) (standard questionnaire) and aspects of job satisfaction developed from (Muindi, 2011).

### **3.6.2. Procedures**

Data were collected in the following two stages: Pilot study and main study.

#### **3.6.2.1. Pilot study**

A pilot study has been carried out due to the validity of the questionnaire. Initially, a group of 30 employees among the mentioned two colleges of Jimma

University (college Business and Economics and Educational management and behavioral science) were chosen to respond to 53 questions in the questionnaire and this sample represents 10% proposed total sample of 305 respondents. The reliability test has been carried out in this study was 0.89 Cronbach's Alpha.

The others items were more than 0.75. Others suggest that it is acceptable if it is 0.67 or above (Cohen et al., 2007, P.506) and 0.89 taken as a good indicator of reliability. It is possible to collect necessary data from respondents and checked instruments are consistent with the objectives of the study.

To maintain the validity, the researcher tried to consult relevant literature so as to adapt the items for specific survey. More over to maintain the validity, a comment of experts at which the pilot study was carried out (expert review was incorporated during the modification of the instrument).

#### **3.6.2.2. Main study**

A final questionnaire distributed for respondents also has test of 0.95 the Cronbach's alpha reliability. Reliability coefficients for the subsection of the questionnaire are as follows: participation in decision making (0.72), equity and inclusiveness (0.75), transparency (0.82) and accountability (0.84). The alpha reliability this indicates that the scale showed very good reliability and an alpha of 0.70 or above is considered as satisfactory (Howitt and Cramer, 2008).

### **3.7. Ethical Considerations**

All the participants included in this study were appropriately informed about the purpose of the research and their willingness and consent is secured before the commencement of distributing questionnaire. Regarding the right to privacy of the respondents, the study maintains the confidentiality of the identity of each participant. In all cases, names are kept confidential thus collective names like 'respondents' are used. This research title is approved by post graduate coordinator and by advisors.

## CHAPTER FOUR

### RESULTS (FINDINGS) AND DISCUSSION

#### 4.1. Results

A total of 305 questionnaires were returned out of the 366 questionnaires distributed to the respondents which made the response rate 80%. Out of the 366 questionnaires administered 22,52,14,112,43, 6, 77, were distributed to college Business and Economics, College Social Science and Humanities ,College of Education And Behavioral Science, College Of Health Science, College of Agriculture And Veterinary Medicine, Colleges of Natural Science, Jimma Institute of Technology .

The numbers of questionnaires returned from College of Business And Economics, College Social Science Humanities ,College of Education And Behavioral Science, College of Health Science, College Agriculture And Veterinary Medicine, Colleges of Natural Science, and Jimma Institute of Technology are 18,43,12,94,36,38,64 respectively(305) and this represents a response rate of 5.9 % to College Business And Economic, 14.0%, College Social Science & Humanities, 3.9 % College Education and Behavioral Science, 30.8% Colleges of Health Science, 11.8%, College Agriculture and Veterinary Medicine, 12.4 %, Colleges Of Natural Science, 21% Jimma Institute of Technology and respectively.

Generally, this section is organized in the following manner: First, the general demographic information about employees of JU were presented and analyzed. Second, data collected through questionnaires was analyzed concurrently. Moreover, the results of Pearson's Product Moment Correlation Coefficient and regressions were analyzed.

**Table: 4.1 Socio- Demographic Characteristics of the Respondents**

<b>A. Sex</b>	<b>N</b>	<b>%</b>
Male	281	92.1 %
Female	24	7.9 %
Total	305	100%
<b>B. Age Category</b>	<b>N</b>	<b>%</b>
20-30 years	176	57.7 %
31-40 years	100	32.8%
41-50years	24	7.9%
Above 50 years	5	1.9 %
<b>Total</b>	<b>305</b>	100
<b>C. Experience</b>	<b>N</b>	<b>%</b>
0-5 years	173	56.7%
6-10 years	95	31.1%
11-15 years	24	7.9%
16-21 years	7	2.3%
Above 21 years	6	1.9%
Total	305	100%
<b>D. Level of education</b>	<b>N</b>	<b>%</b>
Bachelor Degree	76	24.9%
Master's Degree	198	64.9%
Doctoral degree(PhD)	16	5.2%
If any other, specify	15	4.0%
Total	305	100%

Based on the research and frequency statistics presented in table 4.1, 92.1% of employees who answered the questionnaire were male and the rest were female (7.9%). Age wise majority 57.7% of the respondents were between 20 and 30 years old, 32.8% were between 31 and 40 years old, and the rest were above 41 years old (9.8%). From the point of qualification, 64.9% of respondents had Master's Degree and 24.9% had Bachelor's Degree and only 5.2% respondents

had Doctoral degree (PhD) and the rest of respondents had Associate's Degree or less (4%).

**Table: 4. 2. Participation in Decision Making**

Serial .NO	Items	Strong disagree		Disagree		Neutral		Agree		Strong Agree		Mean
		n	%	n	%	n	%	n	%	n	%	
1	I am allowed to take part in departmental decisions in my faculty (N=305).	22	7.2	29	9.5	77	25.2	101	33.1	76	24.9	3.59
2	Administrative operation of my dept. can meet the needs of my work(N=305).	31	10.2	42	13.8	66	21.6	103	33.8	63	20.6	3.40
3	Only senior academic staffs are involved in the University decision making (N=305).	55	18	69	22.6	71	23.3	52	17.1	58	19	2.96
4	To make job decisions, my supervisor collects accurate and complete information (N=305).	58	19	56	18.4	71	23.3	86	28.2	34	11.1	2.94
5	The decisions in my department are made by those individuals in the department who are charged with the task (N=305).	31	10.1	78	25.6	63	20.7	77	25.2	56	18.4	3.16
6	Employees leaving the university are given an 'exit interview' to hear their views on the organization.	14	46.9	57	18.7	70	23	17	5.6	18	5.8	2.04
Overall Average												3.05



The findings presented in Table:4.2 on the frequency of occurrence for factors influencing participation in decision-making at the Jimma University. The factors were rated on a five-point Likert scale with the ratings applied as follows: 1=Strong disagree 2=Disagree 3=Neutral 4=Agree 5=Strong Agree .The distribution of responses for each item was tabulated as shown in Table 2. Besides, the average scores were calculated for each item. The findings are presented in the order of descending means.

Items with means above 3.0 were regarded to present aspects that agree and strong agree observed by the respondents. These include: allowed to take part in departmental decisions in department or faculty level (mean=3.59) helps confidentiality of the information and the participants easily implement their job; administrative operation of the department can meet the needs of the work (mean=3.40)that helps employees trusted the activities of their department and may increase the productivity of the university; decision-making in departments is made by those individuals in the department who are charged with the task(mean=3.16); staff are encouraged to learn skills outside their immediate area of responsibility; the seniors asks the juniors to do things, whilst giving them reasons why, and inviting their suggestions; giving employees an opportunity to solve problems connected with their work.

In addition, the findings indicate items with means below 3.0; indicating aspects that are strong disagree and disagree observed at the JU. These include: To make job decisions, the supervisor collects accurate and complete information (mean=2.94) that help make good decision making and protect from unsaved solution; only senior academic staffs are involved in the University decision making (mean=2.96). The fact that decision making. If applicable should be involving both senior and the juniors. If only the senior's staffs involved in decision making and ignore the juniors that affect the accessibility of the information.

Finally almost all the respondents agreed that it had never happened that staff leaving the company is given an 'exit interview' to hear their views on the organization. The findings showed that decision-making at the JU is somewhat fairly participatory across all levels. Overall mean was found to be 3.05

**Table: 4. 3. Implementing equity and inclusiveness of at JU.**

Serial .NO	Items	Strong disagree		Disagree		Neutral		Agree		Strong Agree		Mean
		n	%	n	%	n	%	n	%	n	%	
7	Everybody is treated fairly in this organization (N=305).	76	24.5	77	25.2	71	23.3	50	16.4	31	10.2	2.61
8	I think that my pay is fair and I consider my workload to be quite fair (N=305).	94	30.8	81	26.6	55	18	65	21.3	10	3.3	2.39
9	My organization promotes gender equity (N=305).	30	9.8	39	12.8	56	18.4	114	37.4	66	21.6	3.48
10	My organization rewarding employees based on their contribution (N=305).	72	23.6	85	27.9	71	23.3	66	21.6	11	3.6	2.53
11	The overtime earning supplied by my organization is reasonable (N=305).	95	31.1	85	27.9	72	23.6	40	13.1	13	4.3	2.31
	Overall Average											2.66

As it can be seen from the Table 4.3 above the frequency of occurrence for implementing equity and inclusiveness or fairness in the Jimma University of academic staff. The distribution of responses for each item was tabulated as shown in Table 3. And the average scores were calculated for each item.

The findings are presented in the order of descending means. Items with means above 3.0 were regarded to present aspects that agree and strong agree observed by the respondents. High rate score of implementing equity and inclusiveness or fairness is only the activities that the university promotes gender equity (mean=3.48). The majority of the respondents

agreed the activity of the university that promotes the equity of gender that is appreciated at the JU. Gender has been considered as a variable that affects several job attitudes such as job satisfaction, perception of equity and commitment (Lefkowitz, 1994)

In addition, the findings indicate items with means below 3.0; indicating aspects that are strong disagree and disagree observed at the JU. These include: Everybody is treated fairly in this organization (2.61), pay is fair and workload to be quite fair (2.39), rewarding employees based on their contributions (2.53), the overtime earning supplied by organization is reasonable (2.31).

The overall average of implementing equity and inclusiveness or fairness at JU was found to be 2.66. From this result we can be observed that the practices of implementing equity and inclusiveness or fairness at JU are very low.

**Table: 4.4 Implementing Transparency in your organization**

Serial .NO	Items	Strong disagree		Disagree		Neutral		Agree		Strong Agree		Mean
		n	%	n	%	n	%	n	%	n	%	
12	My organization is built on the free flow of information (N=305).	67	22	79	25.9	80	26.2	63	20.7	16	5.2	2.61
13	Information and knowledge are shared openly within my organization (N=305).	54	17.8	84	27.5	65	21.3	80	26.2	22	7.2	2.77
14	There is open and confidential accessibility to information in my organization. (N=305).	51	16.7	68	22.3	83	27.2	80	26.2	23	7.6	2.85
15	I accept constructive feedback and take the initiative to improve my weakness. (N=305).	30	9.8	52	17	55	18	99	32.5	69	22.7	3.40
	Overall Average											2.90

As it is indicated in table 4.4 above, the mean for Implementing Transparency in the (JU) were calculated. The findings are presented in the order of descending means. Items with means above 3.0 were regarded to present aspects that agree and strong agree observed by the respondents. This only include acceptance of constructive feedback and take the initiative to improve the weakness (3.40). From this result we observed that majority of the respondent accept constructive feedback and take the initiative to improve their weakness.

Items with means below 3.0 were regarded to present aspects that are and strongly disagree and disagree observed by the respondents. These include: organization is built on the free flow of information (2.61); information and knowledge are shared openly within the organization (2.77); Open and confidential accessibility to information of organization (JU) (2.85).

Generally as we have seen in table 4, majority of the respondents felt that staffs that are responsible for the implementation of Transparency functions in their offices (departments) were not adequately implemented. And 77% the respondents agreed and strongly agree with the problem related to: open and confidential accessibility to information, information and knowledge are shared openly within the organization and built the free flow of information around their working areas. However 23%the respondents agreed the free flow of information. Overall mean was found to be 2.90.

**Table: 4. 5. Implementing accountability in your organization**

Serial .NO	Items	Strong disagree		Disagree		Neutral		Agree		Strong Agree		Mean
		n	%	n	%	n	%	n	%	n	%	
16	Employees' are held accountable for achieving goals and meeting expectations (N=305).	26	8.5	77	25.2	67	22	97	31.8	38	12.5	3.14
17	My university supports the process of learning from mistakes and successes, ensuring external views are taken into account (N=305).	24	7.8	87	28.5	85	27.9	85	27.9	24	7.9	2.99
18	My university upholds and applies the principles of equality and diversity that ensures the fairness and open to all sections of the community(N=305).	49	16.1	53	17.4	79	25.9	90	29.5	34	11.1	3.02
19	My university recognizes the organization's responsibilities towards its wider communities, society and the environment (N=305).	25	8.2	57	18.7	89	29.2	102	33.4	32	10.5	3.19
20	Senior management is held accountable for achieving results (N=305).	58	19	57	18.7	85	27.9	80	26.2	25	8.2	2.85
	Overall Average											3.03

As it can be observed from table 4.5 above, the items with means above 3.0 were regarded to present aspects that are agree and strongly agree observed by the respondents. These include: Employees' are held accountable for achieving goals and meeting expectations (mean=3.14); the university upholds and applies the principles of equality

and diversity that ensures the fairness and open to all sections of the community(mean=3.02); a university recognizes the organization’s responsibilities towards its wider communities, society and the environment(mean=3.19) and a university upholds and applies the principles of equality and diversity that ensures the fairness and open to all sections of the community(mean=3.02).

Items with means below 3.0 were regarded to present aspects that are strongly disagree and disagree observed by the respondents. These include: a university supports the process of learning from mistakes and successes, ensuring external views are taken into account (mean=2.99) and senior management is held accountable for achieving results of jobs (mean=2.85).Overall mean was found to be 3.03.

#### 4.6. Level of employees’ job satisfaction of JU

Ser.No	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree		Mean
		1		2		3		4		5		
		n	%	n	%	n	%	n	%	n	%	
21	I am satisfied with the geographical location of my university (N=305).	60	19.7	45	14.8	41	13.4	95	31.1	64	21	3.19
22	I think my job is very challenging (N=305).	32	10.5	48	15.7	70	23	93	30.5	62	20.3	3.34
23	I have autonomy in my work and have Job Security (N=305).	29	9.5	52	17	75	24.6	110	36.1	39	12.8	3.25
24	The number of Hours worked each week (N=305).	30	9.8	63	20.7	68	22.3	114	37.4	30	9.8	3.16
25	I am satisfied with administrative system of my department/university/ (N=305).	56	18.4	80	26.2	58	19	80	26.2	31	10.2	2.83

26	My university provides the necessary resources and support for executing my work (N=305).	56	18.3	83	27.2	57	18.7	85	27.9	24	7.9	2.79
27	Flexibility in scheduling of work	40	14.0	60	19.7	70	25.6	100	30.2	35	10.5	3.03
28	I am satisfied with my monthly salary against my workload (N=305).	86	28.7	112	36.7	45	14.8	51	16.2	11	3.6	2.30
29	The organization's policies for promotion and advancement are always fair (N=305).	61	20	92	30.2	47	15.4	73	23.9	32	10.5	2.74
30	Favoritism is not an issue during promotions (N=305).	42	13.8	58	19	66	21.6	114	37.4	25	8.2	3.07
31	I have opportunities for advancement in my current organization.	33	10.8	68	21.3	66	21.6	106	34.8	32	10.5	3.18
32	Opportunities for promotion are based on rule and competency.	50	16.4	67	22	75	24.6	73	23.9	40	13.1	2.95
33	Benefits such as health insurance and etc. are satisfactory. (N=305).	131	43	70	23	49	16.1	45	14.8	10	3.1	2.12
34	Recognition for the work accomplished (N=305).	102	33.5	87	28.5	58	19	43	14.1	15	4.9	2.28
35	Unfair promotion practices (N=305).	49	16.1	78	25.2	73	23.9	65	21.7	40	13.1	2.89
36	Relationships with your coworkers (N=305).	21	6.9	33	10.8	41	13.4	150	49.2	60	19.7	3.63

37	I have a good relationship with my colleagues and sharing my experience (N=305).	14	4.6	32	10.5	40	13.1	161	52.8	58	19	3.71
38	Opportunity to utilize my skills and talents (N=305).	17	5.5	63	20.7	71	23.3	116	38	38	12.5	3.31
39	Opportunity to learn new skills (N=305).	22	7.1	74	24.3	54	17.7	124	40.7	31	10.2	3.22
40	Support for additional training and education	36	11.9	65	21.3	77	25.2	104	34.1	23	7.5	3.04
41	Variety of job responsibilities (N=305).	33	10.8	42	13.8	83	27.2	118	38.7	29	9.5	3.22
42	Degree of independence associated with your work roles (autonomy) (N=305).	19	6.3	48	15.7	87	28.5	115	37.7	36	11.8	3.33
43	Adequate opportunity for periodic changes in duties (N=305).	25	8.2	50	16.4	96	31.5	111	36.4	23	7.5	3.18
44	I have ability to identify where my job begins and ends (i.e. how well defined my tasks )	11	3.7	26	8.5	77	25.2	130	42.6	61	20	3.66
45	The challenging and interesting tasks that makeup my job	18	5.9	34	11.2	85	27.9	129	42.2	39	12.8	3.44
46	I can tell my immediate supervisor when things are going wrong (N=305).	41	13.4	59	19.4	54	17.7	103	33.8	48	15.7	3.19
47	I receive regular job performance feedback and take the initiative to improve my performance (N=305).	47	35.4	67	22	62	20.3	86	28.2	43	14.1	3.03



48	I ask my supervisor for feedback and guidance, especially when in counter challenges. (N=305).	37	12.1	73	23.9	59	19.3	102	33.4	34	11.3	3.07
49	My Supervisor communicate my weaknesses and help me in overcoming them	63	20.7	83	27.2	61	20	75	24.6	23	7.5	2.71
50	My supervisor gives me praise and recognition when I do a good job (N=305).	77	25.2	67	22	64	21	69	22.6	28	9.2	2.68
51	I am clearly informed about what exactly is expected of me regarding my work. (N=305).	45	14.8	60	19.7	68	22.3	98	32.1	34	11.1	3.05
52	I am provided adequate facilities to do my job and I feel totally secure in this job (N=305).	67	22	66	21.6	80	26.2	70	23	22	7.2	2.71
53	Generally I am satisfied with my job and activities of my organization (N=305).	57	18.7	83	27.2	81	26.6	65	21.3	19	6.2	2.69

As it can be seen in table 4.6 the respondents expressed low levels of satisfaction in regard to: the university provides the necessary resources and support employees executing for the work (mean=2.79); administrative system of university (mean=2.83). salary against my workload (mean=2.30); organization's policies for promotion and advancement (mean=2.74); opportunities for promotion are based on rule and competency (mean=2.95); benefits such as health and life insurance (mean=2.12) and recognition for work accomplished mean=2.28) provided adequate facilities to do the job (mean=2.71).

Generally satisfaction with job and activities of organization (JU) (mean=2.69). The findings revealed that that almost all of the respondents expressed low levels of satisfaction in regard to the generally about employees job satisfaction

**Table: 4.7. Summarized level of good governance practices and job satisfaction score**

Independent variables	Below average		Above average		Numbers of items	Mean
	N	%	N	%		
Participatory	111	47.4	123	52.6	6	3.01
Equity	146	72 %	57	28 %	5	2.66
Transparency	121	51.7	113	48.2	4	2.85
Accountability	102	43.6	121	51.7	5	3.03
Total	123	53.7	101	45.1	20	2.91
Job satisfaction	150	49.5	153	50.5%	33	3.02
Overall average	275	51.6	254	47.8%	53	2.96

As it can be seen from table 4.7 scores were determined by dividing in to two categories; a score more than mean indicating the practices of implementing good governance and job satisfaction leads to employees satisfied while below average showing problems of implementing good governance and showing dissatisfied of employees at JU. In addition it is emphasized by descriptive statistics of mean and Standard Deviation by the following table below.

**Table: 4.8. Cronbach's Alpha, Mean, and Standard Deviation of all variables**

Variables	Cronbach's Alpha	Mean	Standard Deviation
Participation in decision	0.72	18.11	3.61
Equity and inclusiveness	0.75	13.35	4.30
Transparency	0.82	11.66	3.93
Accountability	0.84	15.19	4.58
Job satisfaction	0.93	99.37	20.39
Overall average	0.95	2.96	18.40

As it can be observed from table 4.8 above the good governance practices for the participation in decision making, equity and inclusiveness, transparency and

accountability ranged from 18.11(3.01) to 13.35(2.67). Results of the descriptive statistics in terms of arithmetic mean and standard deviation show that the mean values for all the variables are low. Low mean values of independent variables revealed that employees of academic staffs JU are not satisfied by the practices (outcomes) of participation in decision making, equity and inclusiveness, transparency and accountability that has practiced in JU.

Compare to other independent variables, the mean value of equity and inclusiveness is the lowest and this revealed that employees are more dissatisfied by equity and inclusiveness activities that they get. Decision-making at the JU is also almost low participatory across all levels. Generally the results showed in this study that all practices of good governance practices implementing by these variables are low (mean=2.91).

Results showed regard to employees' job satisfaction shows almost low (mean=3.03) and good governance practices (mean=2.91) and also all over mean both parts (good governance practices and level of job satisfaction was be 2.96. This indicates low level good governance practices and employees' job satisfaction activities at JU. The result of the Cronbach's alpha of all items scale was 0.95 this shows high reliability of the items that to be done in this study so an alpha of 0.70 or above is considered as satisfactory (Howitt and Cramer, 2008).

To address also the objectives of the study the relationship between good governance and job satisfaction by using Pearson Correlation Coefficients table 4.4 below.

**Table: 4.9. Pearson Correlation Coefficients good governance practices and job satisfaction at JU**

	Job satisfaction	Participation in decision making	Equity and inclusiveness	Transparency	Accountability	good governance
Job	1					
Participation	0.538**	1				
Equity	0.695**	0.487**	1			
Transparency	0.704**	0.397**	0.725**	1		
Accountability	0.781**	0.544**	0.668**	0.704**	1	
Good governance	0.821**	0.704**	0.866**	0.849**	0.897**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed) or Indicates Correlation is significant at the 99% level of confidence (2-tailed).

As it can be seen from table 4.9 above Pearson correlation was performed to study the size and magnitude of the relationship between the variables. The relationships between good governance (participation in decision, equity and inclusiveness, transparency, accountability, are positively and significantly related with employees' job satisfaction (Table4. 4).

The correlation statistics were computed using SPSS 16.0 version. The findings indicate that a significantly strong positive correlation was found to exist between job satisfaction and good governance practices ( $\rho=0.821$ ). The findings also indicate a largest positively correlation between accountability and job satisfaction ( $p=0.781$ ), equity and inclusiveness and job satisfaction ( $p=0.695$ ), transparency and job satisfaction ( $p=0.704$ ), whereas Participation in decision making has a moderate positive correlation among all variables (0.538) but significant at 95.0%.

Finally this findings reveal that the level of job satisfaction for employees at the JU increases proportionately with an increase in their level of participation in

decision-making, equity and inclusiveness, transparency ,accountability and good governance practices(all over independent variables) respectively.

**Table: 4.10. Regress job satisfaction (as dependent variable) on the selected variables (as independent variables) using multiple regressions.**

<b>Model summary</b>	<b>R</b>	<b>R square</b>	<b>Adjusted R square</b>	<b>Std. Error of the Estimate</b>		<b>Sig</b>
	0.830	0.689	0.685	11.45		0.000
<b>Coefficients</b>	<b>Model</b>	<b>Unstandardized</b>		<b>Standardized Coefficients</b>		
	<i>Variables</i>	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>sig</b>
	Constant	32.978	3.427		9.624	0.000
	Participation in decision making	0.693	0.223	0.123	3.126	0.002
	Equity and inclusiveness	0.907	0.240	0.191	3.787	0.000
	transparency	1.063	0.265	0.205	3.949	0.000
	accountability	1.971	0.227	0.442	8.683	0.000

Predictor: (constant) participation in decision making, equity and inclusiveness, transparency and accountability.

According to Table 4.10 above, when we compared **t** value each other related to mean accountability is 8.68 and more than **t** related to others variables mean which means it has more impact on job satisfaction than participation; equity or fair and transparency among employees of at Jimma University. It displays the estimates of the multiple regression of job satisfaction against its variables for the sample of 305 employees.

It was discovered that the good governance practices do play a significant role in determining the employees' of JU. In addition the table4.5 revealed that, the correlation between the observed value of job satisfaction and the optimal linear combination of the independent variables (accountability, participation equity or

fairness, transparency is 0.830, as indicated by multiple R. Besides, given adjusted R square value of 0.685, it may be realized that 68.5% of the variation in job satisfaction can be explained by the independent variables.

The remaining 31.5 % of the variance is explained by other variables not included in this study. The standardized coefficients  $\beta$  column, gives us the coefficients of the independent variables in the regression equation including all the predictor variables as indicated above. Table 4.5 further shows that, all the explanatory variables included in this study can significantly explain at 99% confidence level to the variation on the dependent variable.

The standardized beta( $\beta$ ) coefficient column also showed that the contribution that an individual variable makes to the model. The beta weight is the average amount the dependent variable (job satisfaction) increases when the independent variables good governance elements increases by one standard deviation (all other independent variables are held constant). As these are standardized we can compare them.

Finally thus, the largest influence on the job satisfaction of academic staff of JU is from the accountability factor (0.44) and the next is transparency factor (0.20). On the other hand equity with the beta value 0.12 is the poorest predictor of job satisfaction when it is compared with the other explanatory variables under this study.

**Table: 4.11. Step wise regression Analysis multi co linearity Good governance practices Variables with Satisfaction**

**A: Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>F</b>	<b>Sig.</b>
1	0.781 <sup>a</sup>	0.610	0.609	12.753	474.331	0.000
2	0.815 <sup>b</sup>	0.665	0.662	11.850	48.921	0.000
3	0.824 <sup>c</sup>	0.679	0.676	11.616	13.296	0.000
4	0.830 <sup>d</sup>	0.689	0.685	11.450	9.769	0.002

Table 4.11 above presents the stepwise regression analysis result between good governance practices variables and job satisfaction. The result shows that accountability, equity, transparency, and Participation were significantly related with the satisfaction. Adjusted R<sup>2</sup> for Model 1, Model 2, Model 3 and Model 4 are 0.610, 0.662, 0.676 and 0.685 respectively. The models are significant at 0.01 levels.



**B: Coefficients**

Model summary	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Co-linearity Statistics	
	B	Std. Error	Beta( $\beta$ )			Tolerance	VIF
(Constant)	32.978	3.427		9.624	0.000		
Accountability	1.971	0.227	0.442	8.683	0.000	0.400	2.499
Equity	0.907	0.240	0.191	3.787	0.000	0.406	2.463
Transparency	1.063	0.269	0.205	3.949	0.000	0.384	2.601
Participation	0.693	0.222	0.123	3.126	0.002	0.671	1.489

As shown in Table 4.11 B, the variance Inflation Factor (VIF) values for all variables are less than 0.1 or 10 thus the result from this study denotes low co linearity between the independent variables. Tolerance is a measure of co linearity between two independent variables or multicollinearity among three or more independent variables (Sudin, 2009 as cited in Hair et al., 2011).

It is the proportion of variance in one independent variable that is not explained by the remaining independent variables. Multicollinearity is a data problem that can adversely impact regression interpretation by limiting the size of the R-squared and confounding the contribution of independent variables (Sudin, 2009 as cited in Hair et al., 2011).

For this reason, two measures, tolerance and VIF, are used to assess the degree of co linearity among independent variables. A tolerance of less than 0.5 or a large VIF values (a usual threshold is 10.0, which corresponds to a tolerance of 0.1) indicate a high degree of co linearity or multicollinearity problem (Sudin, 2009 as cited in Hair et al., 2011). Then these findings showed all variables no multicollinearity problem because the VIF showed low multicollinearity.

## 4.2. DISCUSSION

The findings of this study showed that there is somewhat a participatory in decision making among respondents on aspects relating to participation in decision-making, at the JU. The study showed that employees are given freedom to work with minimal interference from the top management of the JU. Employees also receive optimal support from management on all matters touching on their daily routines.

To the contrary, the findings showed that a number of aspects touching on participatory decision making are not accorded adequate attention at the JU. These include: keeping employees updated with what is happening in the organization; giving them credit and praise when they do good work or put in extra effort; those in authority making decisions that affect the department all by themselves; award of extra responsibility by the seniors; support for extra training; regular meetings to discuss personal staff development; regular updates on JU performance; and giving incentives to work hard and well.

In addition, low exit interviews are conducted for staff leaving the organization. The prevalence of these would be attributed to the less attention in as well as lack of adequate managerial and financial resources to run staff reward and motivational schemes.

The findings revealed that decision-making are almost low participatory for all in at JU (mean=3.05). This finding is concurred with previous study in this area is the findings of Muindi (2011) with a research done in Kenya University of Nairobi. The findings of his study showed that there is a low level of satisfaction (mean=2.96) among respondents on aspects relating to participation in decision-making and a strong positive correlation between the level of participation in decision-making and the level of job satisfaction.

The findings of the study also revealed that the implementing of equity and inclusiveness with regard to promotion for gender equity is high at JU. Although dissatisfaction was evidenced in a number of factors these include: everybody is low treated fairly in this organization, pay is low quite fair against workload, rewarding employees not based on their contributions and competency, and the overtime earning supplied by organization is low reasonable.

This finding is concurred with previous study in this area is the findings of (Truong and Khalifa, 2010). Moreover, a study by Truong et al (2010) also revealed that there exists a positive relationship between fairness and job satisfaction.

The findings showed that a number of aspects touching on transparency are on strong side high to accept constructive feedback and take the initiative to improve their weakness and the respondents agreed the free flow of information. However majority of the respondents felt that staffs that are responsible for the implementation of transparency functions at JU were not adequately implemented or the problem related to: open and confidential accessibility to information, knowledge are shared openly within the organization and built the free flow of information around their working areas.

This study also revealed that low level of practices of transparency at JU also level of information is freely available and directly accessible to those who will be affected by such decisions and their enforcements. But the study showed that there is a strong positive correlation between transparency and job satisfaction ( $r=0.704$ ,  $p < 0.001$ ). This variable concurred with previous study in this area is by (Park, 2011). The result of the study also found a moderate positive relationship of job Satisfaction with transparency ( $r=0.663$ ,  $p < 0.001$ ). This finding supports the finding of the previous similar studies.

The findings also revealed that implementing accountability is good regard to : Employees' are held accountable for achieving goals and meeting expectations

,the university upholds and applies the principles of equality and diversity that ensures the fairness and open to sections of the community; However, as weakness side include or low level of implementing accountability include : a university supports the process of learning from mistakes and successes, ensuring external views are taken into account and senior management is held accountable for achieving results of their jobs .

Finally these indicates almost low level the practices accountability at JU level and results showed in this findings that a significantly large positive correlation was found to exist between job satisfaction and accountability practices ( $r=0.781$ ) at JU. This finding is consistent (concurred) with previous studies in this area such as the findings of Hall et al (2009) and Breaux et al (2008).

According to (Derakhshani and Ghasemzadeh, 2014) found in their research results showed that there is a positive significant correlation between two variables accountability and job satisfaction. Also in a research named “correlation between job satisfaction and accountability”, Sorenson et al (2009) on 337 nurses achieved a positive and significant correlation between these two variables ( $r= 0.319$ ).

Other research result showed there is a positive and significant correlation( $r= 0.34$ ) between two variables of job satisfaction and accountability (Ghasemzadeh, 2014), in other words the increased accountability of faculty members is accompanied by increased job satisfaction.

Generally from these findings revealed that exits of significantly a positive correlation between good governance practices (transparency, accountability, equity, participation in decision-making) and the level of job satisfaction of employees at the JU. The result also revealed that as increase proportionately with an increase in their level of participation in decision-making, transparency, accountability, and equity and inclusiveness and the level of employees job satisfaction increase at JU.

# CHAPTER FIVE

## CONCLUSIONS AND RECOMMENDATIONS

### 5.1. Conclusions

The study has highlighted the relationship between good governance practices of at Jimma University. The four independent variables are: participation in decision-making, equity and inclusiveness or fairness, transparency and accountability. The result of this study indicates that the low level score of good governance practices and employees' job satisfaction at JU. These who for all concerned body (academic management, administrative management and top officials and others) give more attention to implementation of good governance practices and employees' job satisfaction aspects of the Jimma University.

The study found out that most of the employees' were satisfied with their jobs as their level of participation in decision-making increases also job satisfaction increase.

Job satisfaction was related to the factors of rewards, work environment, leadership, administrative supervision, and aspects of the job itself and etc. Level of satisfaction with job characteristics was found to be largely influenced by the level of employees' participation in decision-making, equity and inclusiveness or fairness, transparency and accountability.

These included pay, hours of work, future prospects, difficulty experienced in performing the job, job content and interpersonal relationships. The study showed that monetary rewards were not as important as job autonomy found by Mundi (2011). This provides the basis for further improvement in employees' participation in managerial so as to enhance their levels of job satisfaction. The hypothetical basis of the study was ascertained by confirming that employee participation in decision making increases intrinsic and extrinsic job satisfaction also increase.

Regarding equity and inclusiveness the findings revealed that promotion for gender equity is fair practices at JU. Although dissatisfaction was evidenced in a number of factors include that: everybody is low treated fairly in this organization, pay is low quite fair against workload, rewarding employees not based on their contributions and competency, and the overtime earning supplied by organization is reasonably low.

Transparency comprises not only the disclosure of government information, but also the access, comprehension, and use of this information by the public. Transparency, as such, requires a public that can acquire, understand, and use the information that it receives from the government (Ginsberg & Carey, 2012). Transparency is the publicizing of incumbent policy choices, and the availability and increased flow to the public of timely, comprehensive, relevant, high-quality and reliable information concerning government activities(Ginsberg & Carey,2012).

The findings also showed that low level of implementation transparency at JU and low level of information is freely available and directly accessible to those who will be affected by such decisions and their enforcements, built on the free flow of information and knowledge are shared openly within the organization open and confidential accessibility to information of organization (JU) transparency implies the provision of relevant and reliable information to all.

Generally as we have seen in this findings majority of the respondents felt that staffs that are responsible for the implementation of transparency functions in their offices (departments) were not adequately give attention of transparency. But the result showed by this finding is a positively largest correlation between transparency and job satisfaction. As transparency increase proportionately level of employees satisfaction also increases.

Accountability is one of the cornerstones of good governance and accountability is evaluating the ongoing effectiveness of public officials or public bodies ensure that they are performing to their full potential, providing value for money in the provision of public

services, instilling confidence in the government and being responsive to the community they are meant to be serving (Stapenhurst and Brien, 2011).

The finding showed in this study practices of accountability in Jimma University as strong side include: Employees' were held accountable for achieving goals and meeting expectations, the university upholds and applies the principles of equality and diversity that ensures the fairness and open to all sections of the community, a university recognizes the organization's responsibilities towards its wider communities, and a university upholds and applies the principles of equality and diversity that ensures the fairness and open to sections of the community.

However, as weakness side include or low level of implementing accountability were : a university supports the process of learning from mistakes and successes, ensuring external views are taken into account and senior management is held accountable for achieving results of their jobs . This finding also revealed that almost low level of practices that implementing accountability in the Jimma University level.

Therefore all concerned bodies (academic management, administrative management and top officials) more pay attention for this variable to enhance or ensure that they are performing to their full potential, providing value for money in the provision of public services, instilling confidence in the government and being responsive to the community they are meant to be serving

Finally this study addressed its objectives by raising the exits of significantly a positive correlation between good governance practices (transparency, accountability, equity, participation in decision-making) and the level of job satisfaction of employees' at the JU.

The regression result also revealed that all in independent variables are good predictors of on employees' job satisfaction and these findings consistent with a research done by many researchers discussed above.

In addition as have been discussed in the study, so far generally employees dissatisfied the practices of good governance and almost low level of satisfaction in

the practices of job satisfaction. Finally the result revealed that as increase proportionately with an increase in their level of participation in decision-making, transparency, accountability, and equity and inclusiveness and the level of employees job satisfaction increase at JU



## 5.2. Recommendations

The study identified a number of aspects relating to good governance elements that influence employees' level of satisfaction. However, some aspects require improvement going by the low mean rating obtained from their scores. These include:

- Keeping employees updated with what is happening in the organization; giving credits to employees who accomplished work well and praise when they do good work or put in extra effort.
- Make academic staff of JU more competitive and profitable, increasing the capacity and skill of the employees through continuous extra trainings, and experience sharing both in and out of the country.
- Facilitate regular meetings to discuss personal staff development. This should not be limited to seniors academic staffs are involved in the University decision making and. Juniors academic staffs should also be involved in the University decision making process of the University .
- Regular updates on employees' performance and giving incentives to work hard and give recognition for the work they accomplished.
- So far as the result showed there is almost no exit interview to those staff leaving from JU. There for there is need to facilitate excite interviews those staff leaving the university.
- A university more supports the process of learning from mistakes and successes, ensuring external views are taken into account to achieve more results and provides the necessary resources and support for executing to their work
- Departments/top officials/ should collects accurate and complete information to make good and safe solutions.
- The organization's policies for promotion and advancement should always fair and facilitate benefits such as health insurance by consulting with the concerning body.

- Facilitate more adequate managerial and financial resources to run staff reward and motivational schemes. This increases and executes both intrinsic and extrinsic job satisfaction of the employees' of JU.

### **5.2.1. Recommendations for Further Studies**

The topic is a good one but because of its limitations and/or outcome, there is a need for further research. Because the study did not consider employees who support the academic staffs; further research could be to study relationship between good governance practices and employees' at JU and other organizations. There could be different perceptions about job satisfaction and good governance practices among other employee's on administrative management staff with case study in the Jimma University and other universities as well. This is the area which needs to be studied.

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**APPENDIXES**

**APPENDIX A**

**QUESTIONNAIRE FOR RESPONDENTS**

**JIMMA UNIVERSITY**

**COLLEGE OF BUSINESS AND ECONOMICS**

**DEPARTMENT OF MANAGEMENT**

**Introduction**

Dear respondent, I am a post graduate student in the department of management, Jimma University. Currently, I am undertaking a research entitled “Relationship between Good Governance Practice and Employees Job Satisfaction in Jimma University.” You are one of the respondents selected to participate on this study. I confirm you that the information you provided will be kept confidential and only used for the academic purpose. Thank you in advance!

**Instructions**

- No need of writing your name.
- For the close-ended questions indicate your answers by circling or ticking (√) the alternative that best indicates the current reality of your organization.

**I. Demographic Characteristics**

**1. Name of Faculty/college** \_\_\_\_\_

**2. Staff type:** academic staff  Administrative Staff

**3. Sex:** Male  Female

**4. Age:** 20-30 years  31-40 years  41-50years  above 50 years

**5. Employment Status:** Full Time  Part Time

**6. Experience:** 0-5 years  6-10 years  11-15 years  16-21 years   
 Above 21years

**7. Level of education:**

Bachelor Degree  Master's Degree  PhD  if any other, specify\_\_\_\_\_

Complete the form indicating your individual opinions regarding each statement and use five point Likert scale. Use tick circle.

No	Statements	Rating				
		1	2	3	4	5
<b>I</b>	<b>Good governance practices (1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree)</b>					
<b>A</b>	<b>Variables assessing Employees participation in decision-making</b>					
1	I am allowed to take part in departmental decisions in my faculty.	1	2	3	4	5
2	Administrative operation of my dept. can meet the needs of my work.	1	2	3	4	5
3	Only senior academic staffs are involved in the University decision	1	2	3	4	5
4	To make job decisions, my supervisor collects accurate and complete	1	2	3	4	5
5	The decisions in my department are made by those individuals in the department who are charged with the task.	1	2	3	4	5
6	Employees leaving the university are given an 'exit interview' to hear their views on the organization.	1	2	3	4	5
<b>B</b>	<b>Implementing equity and inclusiveness or fairness in your organization</b>					
7	Everybody is treated fairly in this organization.	1	2	3	4	5
8	I think that my pay is fair and I consider my workload to be quite fair.	1	2	3	4	5
9	My organization promotes gender equity.	1	2	3	4	5
10	My organization rewarding employees based on their contributions.	1	2	3	4	5
11	The overtime earning supplied by my organizations is reasonable.	1	2	3	4	5
<b>C</b>	<b>Implementing Transparency in your organization</b>					
12	My organization is built on the free flow of information.	1	2	3	4	5
13	Information and knowledge are shared openly within my organization.	1	2	3	4	5

14	There is open and confidential accessibility to information in my organization.	1	2	3	4	5
15	I accept constructive feedback and I improve my weakness	1	2	3	4	5
<b>D Implementing accountability in your organization</b>						
16	Employees' are held accountable for achieving goals and meeting	1	2	3	4	5
17	My department \university supports the process of learning from mistakes and successes, ensuring external views are taken into account.	1	2	3	4	5
18	My department \university \upholds and applies the principles of equality and diversity and ensures that we are fair and open to all sections of the community.	1	2	3	4	5
19	My department\university\recognizes the organization's responsibilities towards its wider communities, society and the environment.	1	2	3	4	5
20	Senior management is held accountable for achieving results.	1	2	3	4	5
<b>II Assessing Level of Job Satisfaction</b>						
21	I am satisfied with the geographical location of my university.	1	2	3	4	5
22	I think my job is very challenging job.	1	2	3	4	5
23	I have autonomy in my work and have Job Security.	1	2	3	4	5
24	Hours worked each week	1	2	3	4	5
25	I am satisfied with administrative system of my department/university/.	1	2	3	4	5
26	My university provides the necessary resources and support for	1	2	3	4	5
27	Flexibility in scheduling of work	1	2	3	4	5
28	I am satisfied with my monthly salary against my workload	1	2	3	4	5
29	The organization's policies for promotion and advancement are always fair.	1	2	3	4	5
30	Favoritism is not an issue during promotions.	1	2	3	4	5
31	I have opportunities for advancement in my current organization.	1	2	3	4	5
32	Opportunities for promotion are based on rule and competency.	1	2	3	4	5
33	Benefits such as health insurance and etc. are satisfactory.	1	2	3	4	5
34	Recognition for the work accomplished.	1	2	3	4	5
35	Unfair promotion practices	1	2	3	4	5
36	Relationships with your coworkers	1	2	3	4	5
37	I have a good relationship with my colleagues and share my experience.	1	2	3	4	5
38	Opportunity to utilize my skills and talents	1	2	3	4	5
39	Opportunity to learn new skills	1	2	3	4	5
40	Support for additional training and education	1	2	3	4	5

41	Variety of job responsibilities	1	2	3	4	5
42	Degree of independence associated with your work roles (autonomy)	1	2	3	4	5
43	Adequate opportunity for periodic changes in duties	1	2	3	4	5
44	I have ability to identify where my job begins and ends (i.e. how well defined my tasks )	1	2	3	4	5
45	The challenging and interesting tasks that make up my job	1	2	3	4	5
46	I can tell my immediate supervisor when things are going wrong	1	2	3	4	5
47	I receive regular job performance feedback and take the initiative to improve my performance.	1	2	3	4	5
48	I ask my supervisor for feedback and guidance, especially when I encounter challenges.	1	2	3	4	5
49	My Supervisor communicate my weaknesses and help me in overcoming them	1	2	3	4	5
50	My supervisor gives me praise and recognition when I do a good job	1	2	3	4	5
51	I am clearly informed about what exactly is expected of me regarding my work.	1	2	3	4	5
52	I am provided adequate facilities to do my job and I feel totally secure in this job.	1	2	3	4	5
53	Generally I am satisfied with my job and activities of my organization.	1	2	3	4	5

## APPENDIX B

### Sample size calculation

Here if the total number of your customers or employees are just 50 (fifty) or less use census that is consider all of them or otherwise. If the total number of your customers or employees is more than 50 (fifty) used sample size determination formula (Morgan & Krejcie, 1970). Write here sample size of your employees or customer and use the following formula if the total Number of the employees or customer is greater than 50 (fifty) .And also(Morgan &Krejcie, 1970) defined the sample size determination as follow:

$$n = \frac{Z^2 (p) N}{(A)^2 (N-1) + Z^2 \cdot p}$$

When we adopted the above formula we got our sample size required as follow:

$$(1.96)(1.96)(0.5)(0.5) \times 1476 \approx 1418$$

$$(0.05)(0.05)(1476-1) + (1.96) (1.96) \times (0.5) (0.5) \approx 4.65$$

$$n = \frac{(1.96)(1.96)(0.5)(0.5) \times 1476}{(0.05)(0.05)(1476 - 1) + (1.96)(1.96) \times (0.5)(0.5)} \approx 305$$

n = sample size required 305

N = number of population 1476

P = estimated variance in the population = 50%

A = margin of error = 5%

Z = confidence level = 1.96 for 95% confidence

R = estimated response rate = 96%

Accordingly, 305 respondents are selected from the total of 1476 of all academic staff JU. These 305 respondents are listed in table below.

## APPENDIX C

### Sample size calculation

**Stratified random sample of respondent by proportional basis of colleges of JU**

No	Name of college	Total population	Size sample calculation	Size Sample
1.	Business and Economics	83	$[(83/1476) \times 305]$	18
2.	College of social science & Humanities	211	$[(211/1476) \times 305]$	43
3.	College of Education and Behavioral science	52	$[(52/1476) \times 305]$	12
4.	colleges of Health& Medicine science	455	$[(455/1476) \times 305]$	94
5.	College Agriculture and Veterinary Medicine	174	$[(174 /1476) \times 305]$	36
6.	colleges of natural science	181	$[(181/ 1476) \times 305]$	38
7.	Jimma Institute of Technology	309	$[(309 /1476) \times 305]$	64
<b>Total</b>		1476		305

## APPENDIX D

### Eight Majors of good governance characteristics



Source: cited in Anwar and Hossen (2011), p.17