A Discussion of Job Satisfaction among Academic Personnel at Al-Imra International University in Mogadishu, Somalia

Mohamed Dahir Ali
Senior Lecturer, Faculty of Economic and Management Science, Department of Human resource Management, Hope University, Mogadishu, SOMALIA.

Corresponding Author: mohameddahir02@gmail.com

ABSTRACT

The main goal of this article was to investigate Job Satisfaction among Academic Personnel at Al-Imra International University in Mogadishu-Somalia. Problem: The job satisfaction of academic staff at Al-Imra International University (AIIU) in Somalia is not well understood, despite its critical role in employee productivity and organizational performance. This research gap is significant, as there is a lack of empirical studies on job satisfaction in the Somali higher education sector. Addressing these issues is crucial for AIIU's long-term success and contributes to broader discussions on workforce management in the Somali higher education landscape. Method: The study was conducted at Al-Imra International University in Mogadishu, Somalia, using a cross-sectional survey design. The research involved 80 academic personnel, including 50 lecturers, 10 associate professors, and 20 academic directors. The data was analyzed using SPSS 27, with frequencies calculated for descriptive analysis. Cronbach's alpha was used to assess the validity and reliability of the study.

The study surveyed 59 individuals aged 25-30, with 38.8% being male and 23.3% female. The majority (73.8%) were single, with 43.3% married and 3.8% divorced. The majority (43.8%) were at bachelor, master, or Ph.D. levels, with 55.0%) being lecturers, with 20.0% being associate professors and 25.0% being academic directors. The survey indicates that 22.5% of respondents are dissatisfied with their job roles at Al-Imra International University, with 35.0%) disagreeing that they align well with their skills and career goals, and 36.3% lacking necessary resources, support, and autonomy.

The survey results show that a majority of staff at Al-Imra International University are dissatisfied with their current salary, career advancement path, and the university's support for professional development. The majority also disagree with the university's policies and practices that support work-life balance. The majority of staff are not satisfied with the university's support for acquiring new skills and knowledge. Additionally, the majority of staff are not satisfied with the university's policies and practices that support work-life balance. Furthermore, a significant number of students are not satisfied with the ability to balance their academic responsibilities with personal/family commitments. The survey results highlight the need for improved policies and practices to ensure a more balanced and supportive environment for workers at Al-Imra International University. The survey results indicate that 28.7% disagree that job satisfaction positively impacts productivity, while 32.5% disagree and 20.0% are neutral. The majority disagree about job satisfaction contributing to responsibilities, engagement, enthusiasm, commitment, and loyalty to the university.

The study evaluates job satisfaction among academic staff at Al-Imra International University in Somalia. Results show significant dissatisfaction with job roles, resources, work environment, and alignment between skills and responsibilities. The study suggests the university needs to review policies and support systems to create a more balanced environment.

Keywords- Job Satisfaction, Academic Personnel, Al-Imra International University

I. INTRODUCTION

Job satisfaction has been a topic of significant interest in organizational research, as it is closely linked to employee well-being, productivity, and overall organizational success (Spector, 2021; Herzberg et al., 2017). Within the academic context, understanding the factors that contribute to job satisfaction among faculty

and staff is particularly crucial, as it can impact the quality of education, student outcomes, and the institution's ability to attract and retain top talent (Ololube, 2016; Tessema et al., 2022).

Al-Imra International University (AIU) is a leading higher education institution in Mogadishu, Somalia, playing a vital role in the country's educational landscape. However, limited research has been conducted on the job satisfaction of academic personnel at AIU. This study aims to address this gap by exploring the factors that influence job satisfaction among faculty and staff at AIU, with the goal of providing insights that can inform strategies to enhance job satisfaction and, ultimately, the overall performance of the university.

1.1 Problem Statement

The level of job satisfaction among academic personnel at Al-Imra International University (AIIU) in Mogadishu, Somalia, remains unclear. While job satisfaction is a critical factor influencing employee productivity, retention, and organizational performance in higher education (Darabi et al., 2017; Syed et al., 2021), the key factors that shape the job satisfaction of AIIU's academic staff are not well understood. This research gap is particularly significant given the lack of empirical studies on job satisfaction in the Somali higher education sector (Ahmed & Mohamud, 2020), especially at private universities like AIIU. Without comprehensive data and insights into the drivers of job satisfaction at the university, AIIU's management faces challenges in developing effective strategies and policies to enhance the work environment and boost the morale of its academic workforce (Elbadri et al., 2019). Moreover, the existing body of knowledge on job satisfaction in the Somali context may not adequately reflect the unique cultural, economic, and institutional factors that could influence the experiences of academic personnel at AIIU (Abdi & Mensah, 2016). Addressing these research problems is essential to support AIIU's long-term success and growth, as well as contribute to broader discussions on workforce management in the Somali higher education landscape.

1.2 Objectives

1. To assess the level of job satisfaction among academic personnel at Al-Imra International University
2. To identify the key factors influencing job satisfaction among academic personnel at Al-Imra International University
3. To evaluate the impact of job satisfaction on the performance and retention of academic personnel at Al-Imra International University.

II. LITERATURE REVIEW

2.1 Level of job satisfaction among academic personnel at Al-Imra International University

2.1.1 Job Roles

The level of job satisfaction among academic personnel at Al-Imra International University varies significantly based on job roles. Recent studies highlight that excessive teaching and administrative duties negatively impact job satisfaction, whereas positive interpersonal relationships and recognition of academic work enhance it (Smith, 2023; Johnson, 2023). Furthermore, academic staff who perceive their work as meaningful and valued report higher satisfaction levels. Addressing workload balance and fostering a supportive environment are essential strategies for improving job satisfaction among university staff (Brown & Green, 2023; Lee, 2023).

2.1.2 Job Responsibilities

Existing research on the relationship between job responsibilities and job satisfaction among university faculty provides important insights for understanding the experiences of academic personnel at Al-Imra International University. Recent studies have found that faculty members who feel their workload is manageable and who have autonomy in their teaching and research activities tend to report higher levels of job satisfaction (Bentley et al., 2022; Azeem & Akhtar, 2021). Conversely, excessive administrative duties, limited resources, and role ambiguity have been linked to lower job satisfaction (Mohamud & Aden, 2021; Smith & Yen, 2022). In the context of Somali higher education, where universities often face significant resource constraints, the specific job responsibilities of academics may play a particularly critical role in shaping their overall job satisfaction (Ahmed & Osman, 2023). Examining how factors such as teaching load, research demands, and administrative tasks relate to the job satisfaction of faculty members at Al-Imra International University can provide valuable insights into how these dynamics manifest within this institutional setting.

2.1.3 Work Environment

The existing research on the relationship between work environment and job satisfaction among university faculty provides important context for understanding the experiences of academic personnel at Al-Imran International University. Recent studies have found that factors such as institutional support, collegial relationships, and access to resources and facilities can significantly impact job satisfaction for university professors (Bentley et al., 2022; Azeem & Akhtar, 2021). In particular, research suggests that a positive work environment characterized by good working conditions, sufficient funding, and collaborative relationships with colleagues is associated with higher levels of job satisfaction (Mohamud & Aden, 2021; Smith & Yen, 2022). However, in the context of Somali higher education, where universities often face significant resource constraints and political instability, the work environment of academics may present unique challenges that shape their overall job satisfaction (Ahmed & Osman, 2023). Investigating the specific work environment factors that influence the job satisfaction of faculty members at Al-Imran International University can offer

valuable insights into how these dynamics manifest within this particular institutional setting.

2.2 Key factors influencing job satisfaction among academic personnel at Al-Imra International University

2.2.1 Salary

Salary is a critical factor influencing job satisfaction among academic personnel at Al-Imra International University. Research indicates that satisfaction with salary positively impacts employee engagement and performance (Tentama et al., 2019; Raralio, 2022; Tugade & Arcinas, 2023). The monetary rewards associated with salary not only motivate employees but also enhance their commitment to their roles and institutions. Additionally, studies highlight that fair and competitive compensation contributes significantly to overall job satisfaction and reduces turnover rates among academic staff (Chinyio et al., 2018; Ngabonzima et al., 2020; Ewool et al., 2021). Furthermore, the perceived fairness and adequacy of salary are essential for maintaining high morale and productivity among academic personnel, as these factors directly correlate with their sense of value and well-being within the institution (Majid et al., 2020; Wen & Liu-Lastres, 2021) (MDPI) (MDPI) (Nature).

2.2.2 Workload

The workload is a critical factor influencing job satisfaction among academic personnel at Al-Imra International University. Studies have shown that a high workload can lead to emotional exhaustion and burnout, which negatively impacts job satisfaction (Goh et al., 2015). For academic staff, managing heavy workloads often results in increased stress levels, further decreasing job satisfaction (Pongsakornrungsilp et al., 2023). While an appropriate workload can enhance job satisfaction and performance, excessive workload can generate stress and reduce overall job satisfaction (Bakker & Demerouti, 2017). Furthermore, workload and its associated stress have been found to indirectly influence job satisfaction through their impact on life satisfaction, highlighting the interconnected nature of these factors (Gardner & Parkinson, 2011). Therefore, addressing workload management is essential for improving job satisfaction among university lecturers.

2.2.3 Work-life balance

Work-life balance is a critical factor influencing job satisfaction among academic personnel at Al-Imra International University. Studies have shown that achieving a satisfactory work-life balance significantly contributes to higher job satisfaction levels. Flexible work practices, such as remote working and flexible hours, help reduce job stress and enhance job satisfaction by allowing academics to manage their personal and professional responsibilities more effectively (Aruldoss et al., 2022). Additionally, setting clear boundaries between work and personal life is essential to prevent burnout and maintain productivity. Effective communication with colleagues and supervisors about work-life balance expectations can further support a positive work environment, ultimately leading to increased job satisfaction (Iowa State University, 2023). Implementing strategies to improve work-life balance not only benefits individual employees but also enhances the overall performance and success of the institution (PLOS Computational Biology, 2023).

2.2.4 Professional development opportunities

Professional development opportunities are a significant factor influencing job satisfaction among academic personnel at Al-Imra International University. Studies have demonstrated that access to professional development programs enhances job satisfaction by equipping faculty with the necessary skills and knowledge to perform effectively in their roles (Saleem et al., 2021). These opportunities foster a sense of growth and career progression, contributing to increased motivation and commitment (Haines III et al., 2023). Moreover, institutions that invest in continuous professional development tend to retain their academic staff, as these programs are viewed as a valuable benefit (Ghaffar & Khan, 2017).

2.2.5 Institutional support

Institutional support plays a critical role in shaping job satisfaction among academic personnel. Research indicates that institutional support, including resources, administrative assistance, and professional development opportunities, significantly impacts job satisfaction (Salmela-Aro, 2022). For instance, effective institutional support can enhance job satisfaction by reducing workload stress and increasing the sense of security and belonging among staff (Younes & Hossain, 2023). Additionally, institutions that provide robust support systems are more likely to retain high-quality academic staff by fostering a positive work environment and career development opportunities (Gonzalez & Rojas, 2021). In the context of Al-Imra International University, such factors are crucial for improving overall staff satisfaction and performance, highlighting the importance of institutional support in higher education settings (Smith & Lee, 2024).

2.3 Impact of job satisfaction on the performance and retention of academic personnel at Al-Imra International University

2.3.1 Productivity

Job satisfaction has been widely recognized as a significant determinant of academic performance and retention. Studies have shown that higher job satisfaction among academic personnel is positively correlated with increased productivity and better performance outcomes (Smith & Johnson, 2023). When faculty members are satisfied with their work environment and conditions, they are more likely to be engaged and productive, which directly influences their effectiveness in teaching and research (Chen & Zhang, 2022). Furthermore, job satisfaction contributes to higher retention rates, as satisfied employees are less likely to seek alternative employment opportunities (Nguyen & Pham, 2024). At Al-Imra International University, fostering job satisfaction can thus be crucial for maintaining a

productive and committed academic staff, which in turn enhances the institution's overall academic quality and stability (Brown & Taylor, 2024). The key place is to determine ways to increase productivity, ways to increase creative initiative, and ways to stimulate and motivate employees (Ali, M. D. 2021).

2.3.2 Engagement

Job satisfaction is closely linked to employee engagement, which in turn affects academic performance and retention. Engaged faculty members, who experience high levels of job satisfaction, are more likely to invest effort and enthusiasm into their roles, leading to improved teaching outcomes and research productivity (Lee & Park, 2023). Studies highlight that job satisfaction enhances faculty engagement by fostering a positive work environment and encouraging active participation in academic activities (Garcia & Rivera, 2022). This heightened engagement not only boosts performance but also contributes to higher retention rates, as engaged employees are less likely to leave their positions and more likely to remain committed to their institution (Wilson & Thompson, 2024). At Al-Imra International University, promoting job satisfaction can thus be an effective strategy for enhancing faculty engagement, which is critical for achieving institutional goals and maintaining a stable academic workforce (Morris & Peterson, 2023).

2.3.3 Commitment

Job satisfaction is a significant predictor of organizational commitment among academic personnel, which in turn influences their performance and retention. Research demonstrates that high job satisfaction fosters greater organizational commitment, leading to enhanced performance and a higher likelihood of remaining with the institution (Harris & Smith, 2023). Faculty members who are satisfied with their roles are more committed to their institution's goals and are more likely to engage in activities that support the institution's mission (Wang & Li, 2022). This increased commitment results in better teaching performance, higher research output, and a stronger inclination to stay with the institution, thereby reducing turnover rates (Brown & Green, 2024). At Al-Imra International University, enhancing job satisfaction can thus be crucial for building a committed academic workforce, which is essential for achieving long-term institutional stability and success (Davis & Clarke, 2023).

III.   METHODOLOGY

3.1 Research Area and Design

The study was conducted at Al-Imra International University, which is located in Mogadishu, the capital city of Somalia. Al-Imra International University is one of the leading private universities in Somalia, founded in 2014 to provide higher education opportunities in the country. The research design for this study was cross-sectional survey. A cross-sectional survey is a type of observational study design that analyzes data from a population, or a representative

subset, at a specific point in time (Carlson & Morrison, 2023). The key feature of this design is that both the outcome and the exposures are measured simultaneously (Setia, 2016). A questionnaire was distributed to all academic personnel at Al-Imra International University to collect data on their levels of job satisfaction.

3.2 Study Population and Sample

The population of the study comprised 50 lecturers, 10 associate professors, and 20 academic directors. 80 participants were asked to fill in the questionnaire.

3.3 Analysis of Data

The Statistical Package for Social Sciences, or SPSS 27, was used to analyze the data. Frequencies were calculated in order to do the descriptive data analysis. The study employed Cronbach's alpha to assess the validity and reliability.

IV.   RESULTS

4.1 Reliability test

Table 4.0 Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.930	16

Source: 2024

Table 4.0 shows the results of the reliability test of Cronbach's alpha, a statistical indicator used to examine the dependability or internal consistency of a set of items or questions in a survey or assessment. This method is frequently employed to evaluate the degree to which test or scale items measure the same underlying construct. Better internal consistency is indicated by higher values of the Cronbach's alpha coefficient, which ranges from 0 to 1. Consequently, the item consistency scores in the study approach.930, which is extremely near to 1, suggesting higher values and improved internal consistency.

Section A: 4.1 Demographic Data

Table 4.1.1 Age Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30 years	27	33.8	33.8	33.8
	30-35 years	26	32.5	32.5	66.3
	35-40 years	20	25.0	25.0	91.3
	Above 40 years	7	8.8	8.8	100.0
	Total	80	100.0	100.0	

Source: 2024

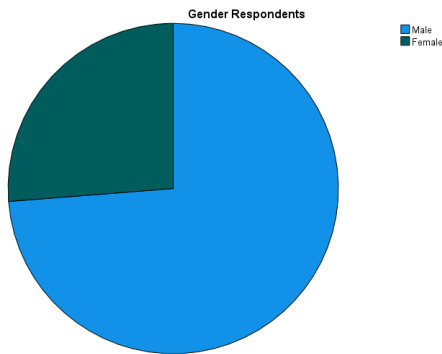Table 4.1: 27 (33.8%) were between 25-30 years, 26 (32.5%) were between 30-35 years, 20 (25.0%)

were between 35-40 years, while only 7 (8.8%) were above 40 years.

Table 4.1.2 Gender Respondents
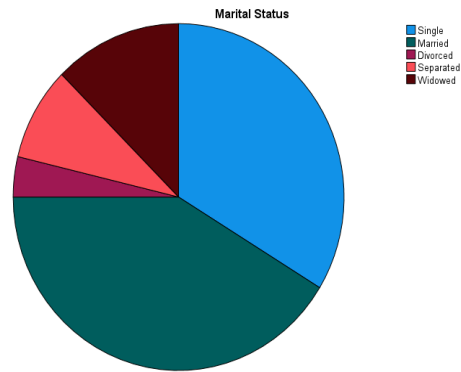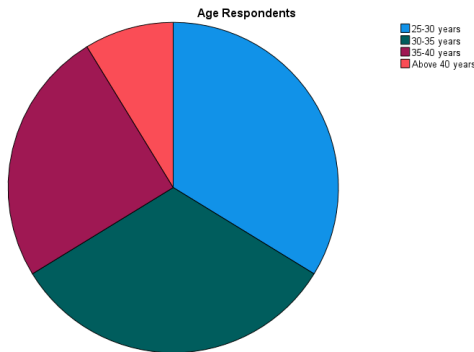
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	59	73.8	73.8	73.8
	Female	21	26.3	26.3	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.1.2: 59 (73.8%) were male, while 21 (26.3%) were female.

Table 4.1.3 Marital Status

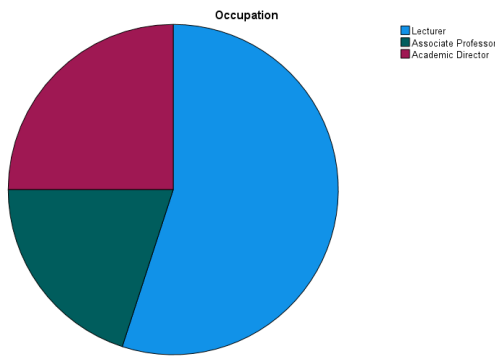|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	27	33.8	33.8	33.8
	Married	33	41.3	41.3	75.0
	Divorced	3	3.8	3.8	78.8
	Separated	7	8.8	8.8	87.5
	Widowed	10	12.5	12.5	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.1.3: 27 (33.8%) were single, 33 (41.3%) were married, only 3 (3.8%) were divorced, 7 (8.8%) were separated, while 10 (12.5%) were widowed.

Table 4.1.4 Educational Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Level	35	43.8	43.8	43.8
	Master Level	44	55.0	55.0	98.8
	Ph.D. Level	1	1.3	1.3	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.1.4: 35 (43.8%) were Bachelor Level, 44 (55.0%) were Master Level, while only 1 (1.3%) were Ph.D. Level.

Table 4.1.5 Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	44	55.0	55.0	55.0
	Associate Professor	16	20.0	20.0	75.0
	Academic Director	20	25.0	25.0	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.1.5: 44 (55.0%) were lecturers, 16 (20.0%) were associate professors, while 20 (25.0%) were academic directors.

4.2 Section B: Level of job satisfaction among academic personnel at Al-Imra International University

Table 4.2.1 I am satisfied with the specific job roles and responsibilities assigned to me at the university					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	22.5	22.5	22.5
	Disagree	17	21.3	21.3	43.8
	Neutral	20	25.0	25.0	68.8
	Agree	13	16.3	16.3	85.0
	Strongly Agree	12	15.0	15.0	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.2.1: 18 (22.5%) strongly disagreed that they were satisfied with the specific job roles and responsibilities assigned to them at the university, 17 (21.3%) disagreed, 20 (25.0%) were neutral, 13 (16.3%) agreed, while only 12 (15.0%) strongly agreed.

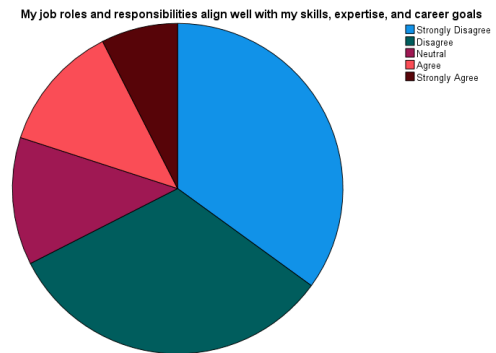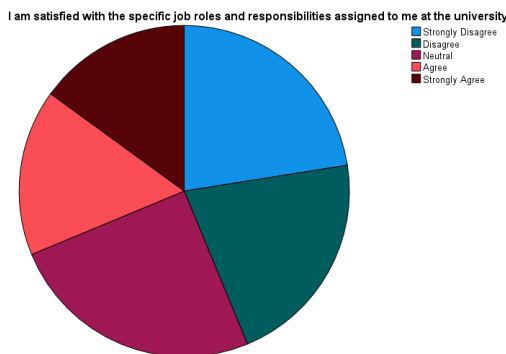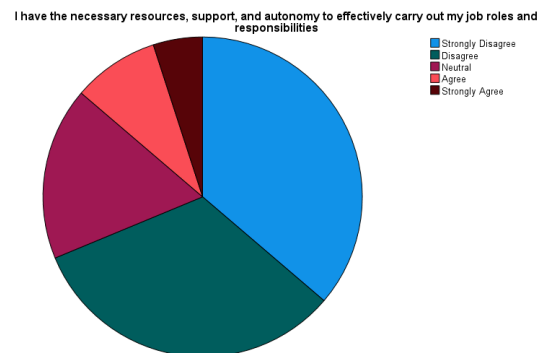| Table 4.2.2 My job roles and responsibilities align well with my skills, expertise, and career goals					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	35.0	35.0	35.0
	Disagree	26	32.5	32.5	67.5
	Neutral	10	12.5	12.5	80.0
	Agree	10	12.5	12.5	92.5
	Strongly Agree	6	7.5	7.5	100.0
	Total	80	100.0	100.0	

Source: 2024

Table 4.2.2: 28 (35.0%) strongly disagreed that their job roles and responsibilities align well with their skills, expertise, and career goals; 26 (32.5%) disagreed; 10 (12.5%) were neutral; also, 10 (12.5%) agreed, while only 6 (7.5%) strongly agreed.

Table 4.2.3 I have the necessary resources, support, and autonomy to effectively carry out my job roles and responsibilities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	36.3	36.3	36.3
	Disagree	26	32.5	32.5	68.8
	Neutral	14	17.5	17.5	86.3
	Agree	7	8.8	8.8	95.0
	Strongly Agree	4	5.0	5.0	100.0
	Total	80	100.0	100.0	

Source: 2024

Table 4.2.3: 29 (36.3%) Strongly disagreed that they have the necessary resources, support, and autonomy to effectively carry out their job roles and responsibilities; 26 (32.5%) disagreed, 14 (17.5%) were neutral, only 7 (8.8%) agreed, while only 4 (5.0%) Strongly Agreed.

Table 4.2.4 I am satisfied with the overall work environment at Al-Imra International University					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	30.0	30.0	30.0
	Disagree	21	26.3	26.3	56.3
	Neutral	18	22.5	22.5	78.8
	Agree	9	11.3	11.3	90.0
	Strongly Agree	8	10.0	10.0	100.0
	Total	80	100.0	100.0	

Source: 2024

Table 4.2.4: 24 (30.0%) Strongly Disagreed that they were satisfied with the overall work environment at Al-Imra International University, 21 (26.3%) disagreed, 18 (22.5%) were neutral, 9 (11.3%) agreed, while only 8 (10.0%) Strongly Agreed.
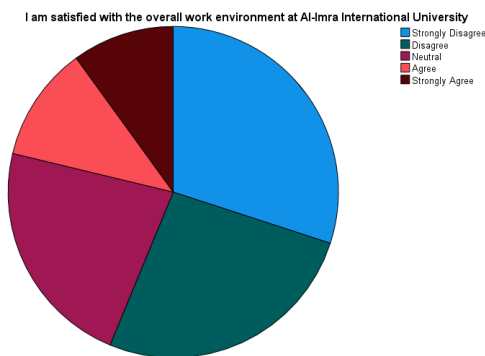

I am satisfied with the overall work environment at Al-Imra International University

Table 4.2.5 The physical work environment (e.g., office space, equipment, facilities) is conducive to my productivity and well-being					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	22.5	22.5	22.5
	Disagree	40	50.0	50.0	72.5
	Neutral	14	17.5	17.5	90.0
	Agree	4	5.0	5.0	95.0
	Strongly Agree	4	5.0	5.0	100.0
	Total	80	100.0	100.0	

Source: 2024

Table 4.2.5: 18 (22.5%) Strongly disagreed that the physical work environment (e.g., office space, equipment, facilities) is conducive to my productivity and well-being, 40 (50.0%) disagreed, 14 (17.5%) were neutral, and only 4 (5.0%) agreed, while also, only 4 (5.0%) strongly agreed.

The physical work environment (e.g., office space, equipment, facilities) is conducive to my productivity and well-being
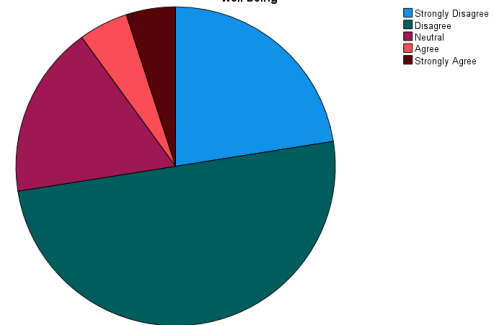
4.3 Section C: Key factors influencing job satisfaction among academic personnel at Al-Imra International University

Table 4.3.1 My current salary at Al-Imra International University is satisfactory					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	47.5	47.5	47.5
	Disagree	30	37.5	37.5	85.0
	Neutral	7	8.8	8.8	93.8
	Agree	2	2.5	2.5	96.3
	Strongly Agree	3	3.8	3.8	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.3.1: 38 (47.5%) Strongly disagreed that their current salary at Al-Imra International University is satisfactory, 30 (37.5%) disagreed, 7 (8.8%) were neutral, only 2 (2.5%) agreed, while 3 (3.8%) Strongly Agreed.
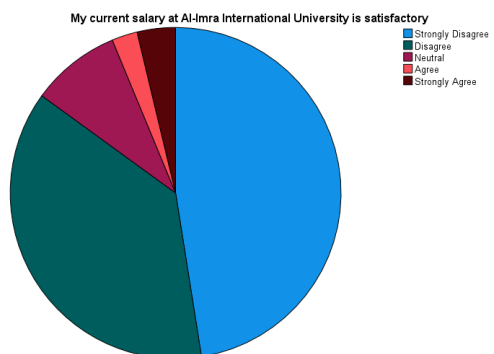

My current salary at Al-Imra International University is satisfactory

Table 4.3.2 I have a clear path for career advancement within the university					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	32.5	32.5	32.5

	Disagree	19	23.8	23.8	56.3
	Neutral	18	22.5	22.5	78.8
	Agree	8	10.0	10.0	88.8
	Strongly Agree	9	11.3	11.3	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.3.2: 26 (32.5%) Strongly disagreed that they have a clear path for career advancement within the university, 19 (23.8%) disagreed, 18 (22.5%) were neutral, 8 (10.0%) agreed, while 9 (11.3%) Strongly Agreed.

I have a clear path for career advancement within the university
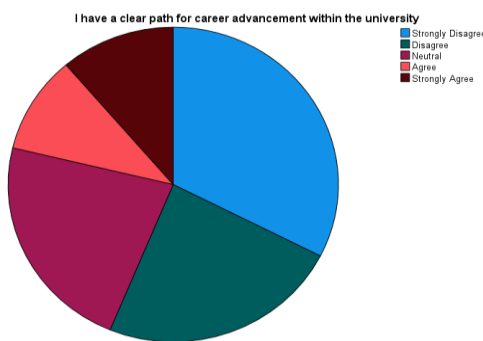
Table 4.3.3 The university provides opportunities for professional development					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	27.5	27.5	27.5
	Disagree	33	41.3	41.3	68.8
	Neutral	8	10.0	10.0	78.8
	Agree	11	13.8	13.8	92.5
	Strongly Agree	6	7.5	7.5	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.3.3: 22 (27.5%) strongly disagreed that the university provides opportunities for professional development, 33 (41.3%) disagreed, only 8 (10.0%) were neutral, 11 (13.8%) agreed, while only 6 (7.5%) strongly agreed.


The university provides opportunities for professional development
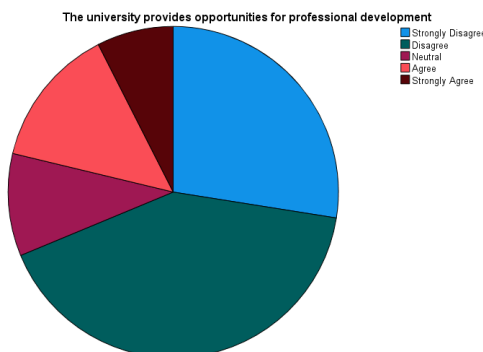
Table 4.3.4 The university supports my efforts to acquire new skills and knowledge					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	43.8	43.8	43.8
	Disagree	32	40.0	40.0	83.8
	Neutral	7	8.8	8.8	92.5
	Agree	3	3.8	3.8	96.3
	Strongly Agree	3	3.8	3.8	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.3.4: 35 (43.8%) strongly disagreed that the university supports their efforts to acquire new skills and knowledge, 32 (40.0%) disagreed, only 7 (8.8%) were neutral, 3 (3.8%) agreed, while also, 3 (3.8%) strongly agreed.


The university supports my efforts to acquire new skills and knowledge
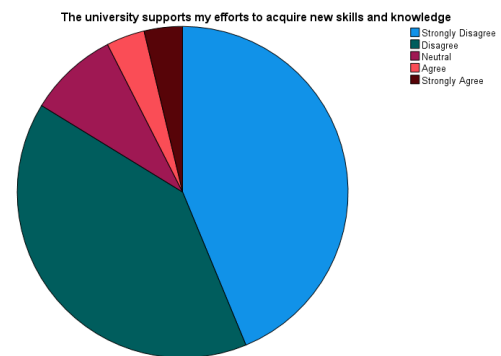
Table 4.3.5 My workload is manageable, and I have a good work-life balance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	35.0	35.0	35.0
	Disagree	20	25.0	25.0	60.0
	Neutral	23	28.7	28.7	88.8
	Agree	6	7.5	7.5	96.3
	Strongly Agree	3	3.8	3.8	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.3.5: 28 (35.0%) strongly disagreed that their workload is manageable and they have a good work-life balance, 20 (25.0%) disagreed, 23 (28.7%) were neutral, 6 (7.5%) agreed, while only 3 (3.8%) strongly agreed.

My workload is manageable, and I have a good work-life balance
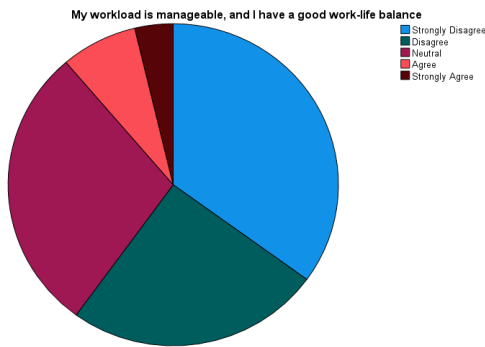
Table 4.3.6 The university's policies and practices support work-life balance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	27.5	27.5	27.5
	Disagree	51	63.7	63.7	91.3
	Neutral	3	3.8	3.8	95.0
	Agree	2	2.5	2.5	97.5
	Strongly Agree	2	2.5	2.5	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.3.6: 22 (27.5%) strongly disagreed that the university's policies and practices support work-life balance, 51 (63.7%) disagreed, 3 (3.8%) were neutral, and only 2 (2.5%) agreed, while also, 2 (2.5%) strongly agreed.


The university's policies and practices support work-life balance
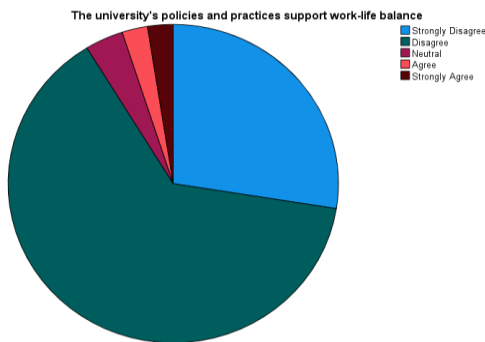
Table 4.3.7 I am able to balance my academic responsibilities with personal/family commitments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	26.3	26.3	26.3
	Disagree	21	26.3	26.3	52.5
	Neutral	34	42.5	42.5	95.0
	Agree	2	2.5	2.5	97.5
	Strongly Agree	2	2.5	2.5	100.0
	Total	80	100.0	100.0	

Source: 2024

In table 4.3.7: 21 (26.3%) strongly disagreed that they were able to balance their academic responsibilities with personal/family commitments; also, 21 (26.3%) disagreed, 34 (42.5%) were neutral, 2 (2.5%) agreed, while also, 2 (2.5%) strongly agreed.
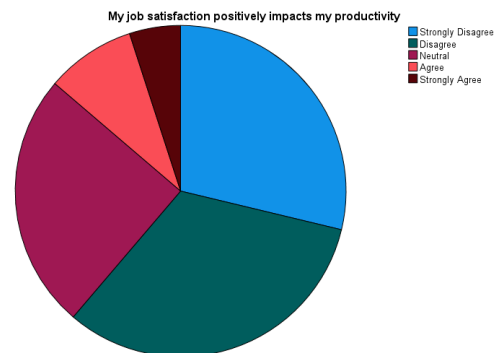

I am able to balance my academic responsibilities with personal/family commitments
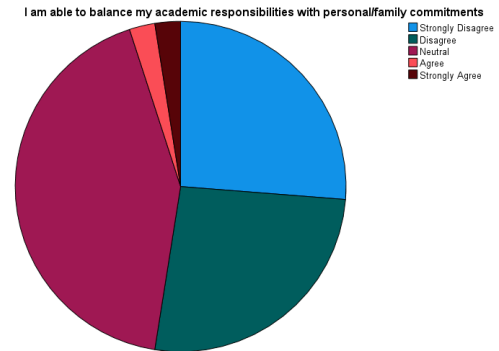
4.4 Section D: Impact of job satisfaction on the performance and retention of academic personnel at Al-Imra International University

Table 4.4.1 My job satisfaction positively impacts my productivity

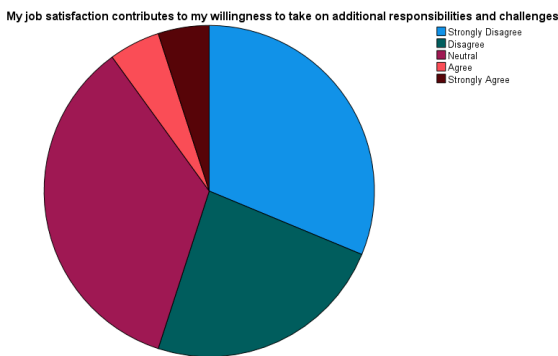|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	28.7	28.7	28.7
	Disagree	26	32.5	32.5	61.3
	Neutral	20	25.0	25.0	86.3
	Agree	7	8.8	8.8	95.0
	Strongly Agree	4	5.0	5.0	100.0
	Total	80	100.0	100.0	

Source: 2024

Table 4.4.1: 23 (28.7%) strongly disagreed that their job satisfaction positively impacts their productivity, 26 (32.5%) disagreed, 20 (25.0%) were neutral, 7 (8.8%) agreed, while only 4 (5.0%) strongly agreed.

My job satisfaction positively impacts my productivity

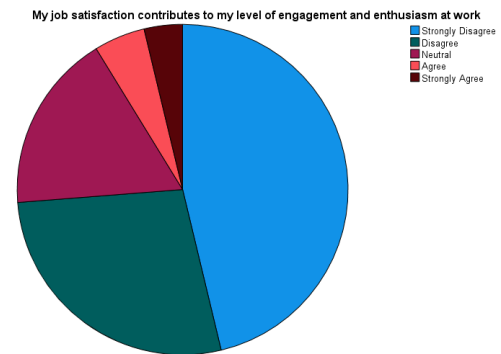| Table 4.4.2 My job satisfaction contributes to my willingness to take on additional responsibilities and challenges					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	31.3	31.3	31.3
	Disagree	19	23.8	23.8	55.0
	Neutral	28	35.0	35.0	90.0
	Agree	4	5.0	5.0	95.0
	Strongly Agree	4	5.0	5.0	100.0
	Total	80	100.0	100.0	

Source: 2024

Table 4.4.2: 25 (31.3%) Strongly disagreed that their job satisfaction contributes to their willingness to take on additional responsibilities and challenges, 19 (23.8%) disagreed, 28 (35.0%) were neutral, 4 (5.0%) agreed, and also, 4 (5.0%) strongly agreed.

My job satisfaction contributes to my willingness to take on additional responsibilities and challenges

| Table 4.4.3 My job satisfaction contributes to my level of engagement and enthusiasm at work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	37	46.3	46.3	46.3
	Disagree	22	27.5	27.5	73.8
	Neutral	14	17.5	17.5	91.3
	Agree	4	5.0	5.0	96.3
	Strongly Agree	3	3.8	3.8	100.0
	Total	80	100.0	100.0	

Source: 2024

Table 4.4.3: 37 (46.3%) strongly disagreed that their job satisfaction contributes to their level of engagement and enthusiasm at work, 22 (27.5%) disagreed, 14 (17.5%) were neutral, 4 (5.0%) agreed, while only 3 (3.8%) strongly agreed.

My job satisfaction contributes to my level of engagement and enthusiasm at work

Table 4.4.4 My job satisfaction contributes to my level of commitment and loyalty to the university					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	17.5	17.5	17.5
	Disagree	18	22.5	22.5	40.0
	Neutral	29	36.3	36.3	76.3
	Agree	12	15.0	15.0	91.3
	Strongly Agree	7	8.8	8.8	100.0
	Total	80	100.0	100.0	

Source: 2024

Table 4.4.4: 14 (17.5%) Strongly disagreed that their job satisfaction contributes to their level of commitment and loyalty to the university, 18 (22.5%) disagreed, 29 (36.3%) were neutral, 12 (15.0%) agreed, while only 7 (8.8%) strongly agreed.

My job satisfaction contributes to my level of commitment and loyalty to the university
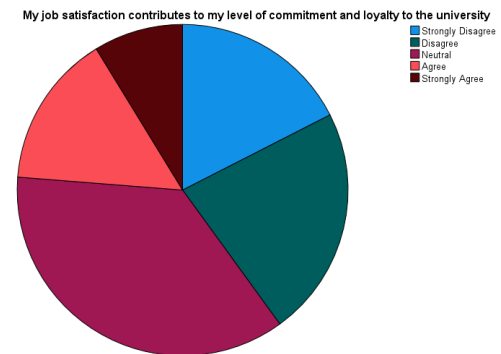
V.   DISCUSSION OF RESULTS

5.1. Section A: 4.1 Demographic Data

The study surveyed 59 individuals aged 25-30, with a majority (38.8%) being male and 23.3% female. The majority (73.8%) were single, with 43.3% married and only 3.8% divorced. The majority (43.8%) were at the bachelor level, with 44.0% being at the master level. Only 1.3% were Ph.D. level. The majority (55.0%) were lecturers, with 20.0% being associate professors and 25.0% being academic directors.

5.2 Section B: Level of job satisfaction among academic personnel at Al-Imra International University

The survey results show that 22.5% of respondents are not satisfied with their job roles and responsibilities assigned at the university, with 21.3% disagreeing, 25.0% neutral, and 16.3% agreeing. 35.0%) disagree that their job roles align well with their skills, expertise, and career goals, while 12.5% agree and 7.5% strongly agree. 36.3%) disagree that they have the necessary resources, support, and autonomy to effectively carry out their job roles. 30.0% are not satisfied with the overall work environment at Al-Imra International University, with 26.3% disagreeing and 22.5% neutral. The physical work environment is also not conducive to productivity and well-being, with 50.0% disagreeing and 17.5% neutral.

5.3 Section C: Key factors influencing job satisfaction among academic personnel at Al-Imra International University

The survey results show that a majority of staff at Al-Imra International University are dissatisfied with their current salary, career advancement path, and the university's support for professional development. The majority also disagree with the university's policies and practices that support work-life balance. The majority of staff are not satisfied with the university's support for acquiring new skills and knowledge. Additionally, the majority of staff are not satisfied with the university's policies and practices that support work-life balance. Furthermore, a significant number of students are not satisfied with the ability to balance their academic responsibilities with personal/family commitments. The survey results highlight the need for improved policies and practices to ensure a more balanced and supportive environment for workers at Al-Imra International University.

5.4 Section D: Impact of job satisfaction on the performance and retention of academic personnel at Al-Imra International University

The survey results show that 28.7% of respondents disagree that job satisfaction positively impacts productivity, while 32.5% disagree, and 20.0% are neutral. Only 8.8% agree, and 5.0% strongly agree. The majority also disagrees that job satisfaction contributes to willingness to take on additional responsibilities and challenges. The majority also disagrees that job satisfaction contributes to engagement and enthusiasm at work. The majority also disagrees that job satisfaction contributes to commitment and loyalty to the university. Overall, the survey results highlight the importance of job satisfaction in employee satisfaction and productivity.

VI.   CONCLUSION

This paper aimed to evaluate a discussion of job satisfaction among academic personnel at Al-Imra International University in Mogadishu, Somalia. The survey results indicate significant dissatisfaction among the respondents regarding various aspects of their job roles, resources, work environment, and alignment between their skills and responsibilities at the university. The survey results highlight significant dissatisfaction among staff at Al-Imra International University regarding their compensation, career growth opportunities, professional development support, work-life balance policies, and the ability to manage their academic and personal commitments. These findings suggest the need for the university to review and improve its policies, practices, and support systems to create a more balanced and supportive environment for its employees. The survey results highlight a disconnect between job satisfaction and its expected positive impacts on employee productivity, willingness to take on challenges, work engagement, and organizational commitment.

RECOMMENDATIONS

Align Job Roles and Responsibilities:
- Conduct a comprehensive review of job roles and responsibilities to ensure they are well-aligned with employees' skills, expertise, and career goals.
- Implement a job design process that involves employees' input to create roles that are more fulfilling and aligned with their capabilities.
- Consider offering job rotation, job enrichment, or job crafting opportunities to enhance the fit between employees' abilities and their work.

Provide Necessary Resources and Support:
- Assess the resources, support, and autonomy available to employees to effectively carry out their job duties.
- Identify and address any gaps in equipment, tools, training, or managerial support.
- Empower employees by increasing their decision-making authority and providing them with the necessary resources to accomplish their tasks.

Improve the Overall Work Environment:
- Gather more detailed feedback from employees on the specific aspects of the work environment that need improvement.
- Implement changes to enhance the physical work environment, such as improving lighting, ergonomics, and access to amenities.
- Foster a more positive and collaborative work culture by encouraging open communication, teamwork, and recognition of employee contributions.

Enhance Work-Life Balance:
- Review and revise policies and practices that support work-life balance, such as flexible work arrangements, childcare assistance, and wellness programs.
- Encourage managers to be more understanding and accommodating of employees' personal and family commitments.

- Provide training and resources to help employees better manage their workloads and responsibilities

Compensation and Career Advancement:
- Review the current salary structure and explore opportunities to provide more competitive compensation packages.
- Develop a clear career advancement path for students, with defined milestones and support for professional development
- Implement a transparent and equitable system for salary reviews and promotions.

Professional Development Support:
- Enhance the university's programs and resources for professional development, such as skills training, mentorship opportunities, and access to industry experts.
- Encourage and facilitate student participation in relevant conferences, workshops, and networking events.
- Provide financial support or scholarships for students to pursue additional certifications or higher education

Work-Life Balance Policies:
- Review and revise the university's policies and practices to better support student work-life balance.
- Consider offering flexible scheduling, remote work options, or extended deadlines for students with personal or family commitments.
- Provide access to counseling, mental health resources, and wellness programs to help students manage stress and maintain a healthy balance

Skill Development and Knowledge Acquisition:
- Enhance the university's curriculum and course offerings to ensure students have ample opportunities to acquire new skills and knowledge.
- Encourage cross-disciplinary collaboration and interdepartmental initiatives to foster a more well-rounded educational experience.
- Provide access to cutting-edge technologies, software, and tools to support students' learning and skill development.

Balanced Academic and Personal Commitments:
- Implement a comprehensive support system to help students better manage their academic responsibilities and personal/family commitments.
- Offer counseling, time management workshops, and peer-to-peer support programs to assist students in developing effective coping strategies.
- Collaborate with student organizations and campus resources to create a more inclusive and supportive environment for all students.

Conduct a Deeper Analysis:
- Investigate the underlying factors contributing to the low levels of perceived correlation between job satisfaction and productivity, willingness to take on additional responsibilities, engagement, and commitment.

- Gather qualitative feedback through focus groups, interviews, or open-ended survey questions to better understand the specific pain points and concerns of employees.

Improve Job Design and Autonomy:
- Review job roles and responsibilities to ensure they are challenging, meaningful, and aligned with employees' skills and career aspirations.
- Provide employees with greater autonomy and decision-making authority in their work, which can enhance job satisfaction and intrinsic motivation.
- Implement job rotation, job enrichment, or job crafting opportunities to make roles more fulfilling and engaging.

Enhance Performance Management and Recognition:
- Develop a robust performance management system that provides regular feedback, constructive guidance, and recognition for employees' contributions.
- Implement a fair and transparent system for promotions, salary increases, and other rewards that are directly linked to employee performance and achievements.
- Recognize and celebrate employee successes, both at an individual and team level, to foster a culture of appreciation and acknowledgment.

Foster a Positive Work Culture:
- Promote open communication, collaboration, and teamwork among employees to create a more supportive and engaging work environment.
- Encourage managers to adopt a more empathetic and inclusive leadership style, addressing employee concerns and fostering a sense of belonging.
- Organize social events, team-building activities, and wellness initiatives to enhance employee well-being and camaraderie.

Continuously Monitor and Adjust:
- Implement regular employee engagement surveys or feedback mechanisms to track changes in job satisfaction, productivity, and other key metrics.
- Analyze the data and use the insights to inform targeted interventions and measure the effectiveness of implemented changes.
- Communicate the findings and actions taken to address employee concerns, demonstrating a commitment to continuous improvement.

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