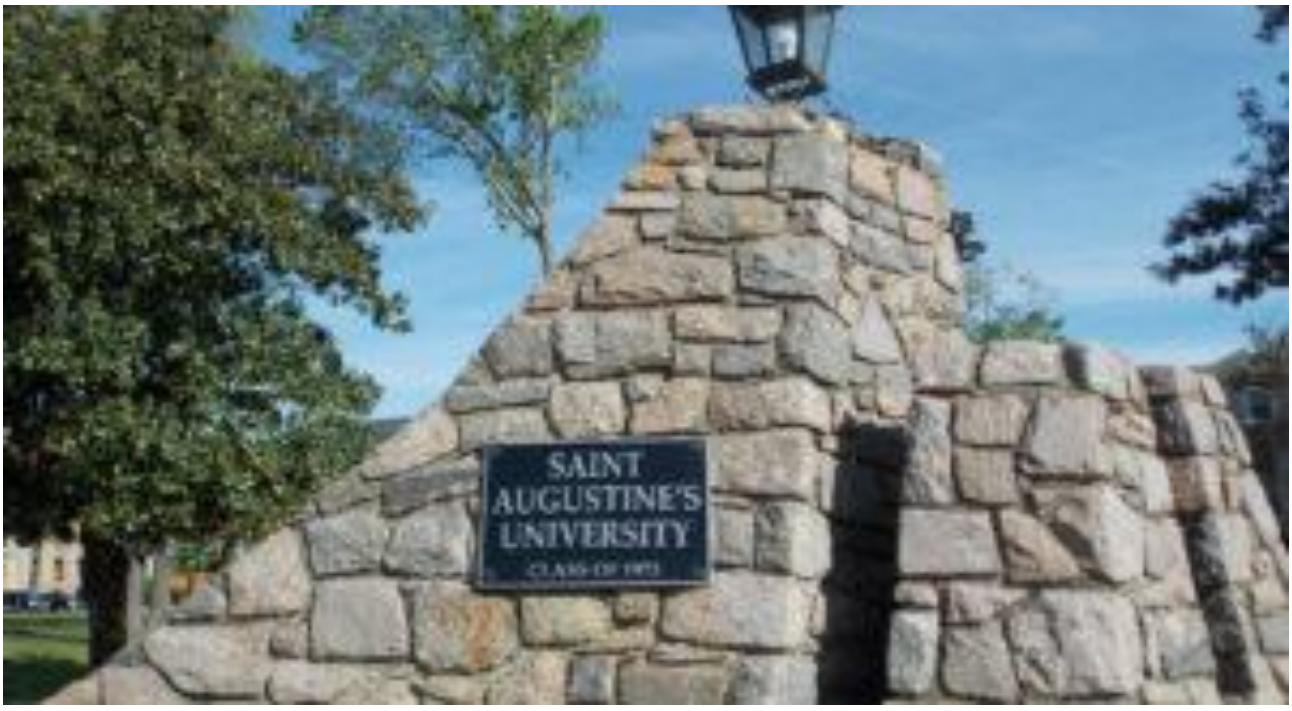
2023 Employee Satisfaction Survey

Saint Augustine's University

Summary Report



Prepared by

Indrani Singh, Ph.D.
Director, Institutional Research & Data Analytics

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Introduction

The history of employee satisfaction testing in American industry can be traced back to 1920 when employee attitude surveys were developed and frequently utilized by the management to solve industrial relations difficulties. The surveys were based on behavioral sciences. The findings of the surveys were further utilized to improve employee relations and employee loyalty in the late 1930s and the following World War II. Surveying problems, such as survey respondents' experience and naiveté, prompted industry to build tight links with employees to improve participation. In keeping with the trend initiated by American industries to investigate employee satisfaction, Institutional Research and Data Analytics designed a survey to capture employees' perspectives on various services, practices, and policies the institution adheres to , which align with the university's mission and values.

Purpose

One of the recommendations of the institutions' 2023 strategic planning was to administer an employee satisfaction survey. Some of the beneficial reasons why institutions track employee satisfaction using surveys and why it was recommended in Saint Augustine's University strategic planning are as follows:

1. To collect insights on different work-related issues like compensation, benefits, appraisals, policies, retention, politics, and many other factors.
2. To get Insights into employee sentiments.
3. To determine roadblocks in the workplace.
4. To predict employee behavior.
5. Reducing employee turnover.
6. To determine the reason behind employee turnover and help the university become proactive in reducing employee turnover.
7. To uncover the employees' weaknesses or knowledge gaps and devise practical training and professional development programs for the employees.
8. To focus on overall organizational growth.

Survey Methodology

Saint Augustine's University administered an online 2023 Employee Satisfaction Survey to all the staff & faculty. Survey Research, a quantitative research method was employed for collecting data from the respondents. The invitation to participate in an online survey was sent

to all academic personnel and staff via email with an individual access link by the divisional heads of the university. The survey was open from October 19 to November 17, 2023, which means the respondents were given twenty-eight days to complete the online survey. The survey was designed in a university subscribed cloud-based survey tool. The survey had nine questions. A total of one hundred and twenty- six responded. A complete breakdown of the number of individuals who responded from each division is presented in the summary report. Individual responses are confidential and stored in university secured laptops. On a five-point scale, respondents could choose one of five Likert scale alternatives. Respondents were asked to rate the organization's performance using statements ranging from 'very satisfied' (Likert scale 5) to 'very dissatisfied' (Likert scale 1). Two questions were classified as 'yes', 'no' or 'maybe'/ 'seldom'.

An additional analysis of the survey was done to identify areas with 'high', medium' and 'low' levels of satisfaction. The weighted average for each statement was calculated by adding and averaging the ratings. The obtained effectiveness score ranged from 2.7 indicating units of the least level of satisfaction to 3.5 the highest among all statements but indicating the maximum possible score for this analysis. The total and the best effectiveness score would have been 5.0. Statements with a score of less than 2.9 indicate a low level of satisfaction, hence are areas that could be improved. In this scoresheet, three colors have been used to highlight the areas of three levels of satisfaction, green, yellow, and peach. Statements in peach are 'low' level of satisfaction; green are 'medium' level of satisfaction and yellow are relatively 'high' level of satisfaction. Only red indicates the lowest level of satisfaction in this survey.

The Employee Satisfaction Survey is divided into five sections:

Section 1: Demographics
Section 2: Campus Culture and Policies
Section 3: Professional Growth
Section 4: Work Environment
Section 5: Overall Satisfaction

Analysis and Reporting

If you have any questions or would like additional information, please contact Institutional Research at https://www.st-aug.edu/institutional-research/

SECTION 1 – DEMOGRAPHICS

Table 1.1. Employment Status

Division	Faculty	Staff	Total
Student Experience	0	35	35
Research ,Assessment & Grants	1	4	5
Business & Administration	0	21	21
Academic Affairs	34	10	44
Athletics	0	9	9
Institutional Advancement	0	2	2
Office of the President	1	9	10
Grand Total	**36**	**90**	**126**

Fig. 1.a

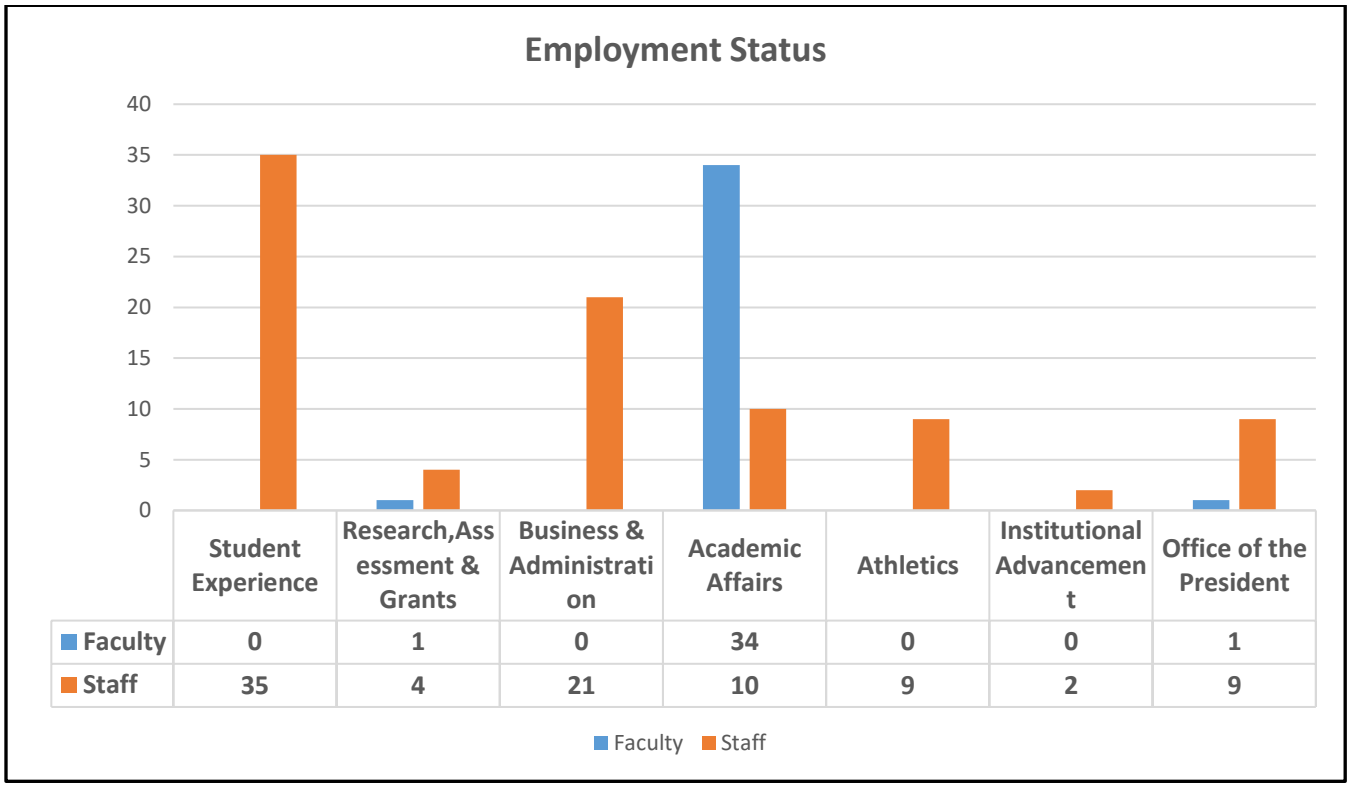


Fig.1.b

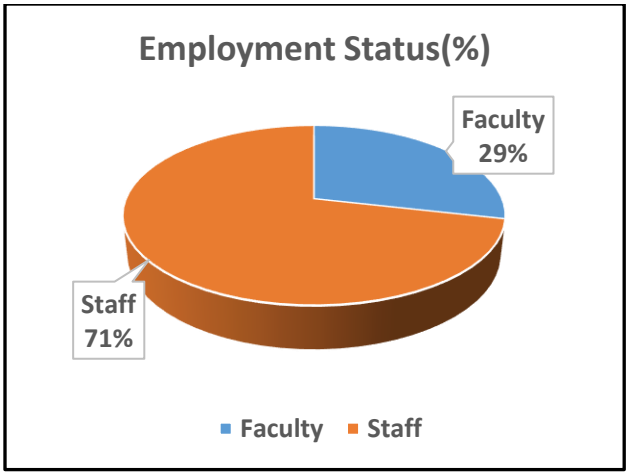


Fig. 1.c

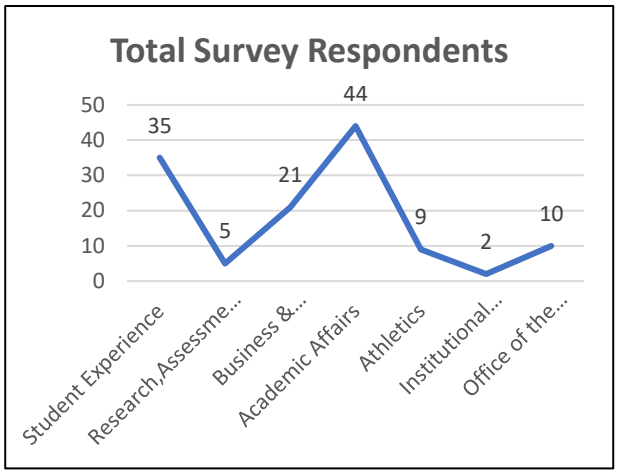


Table 1.2. Years of Service at SAU by Division

Division	Less than a year	1 to 5 years	6 to 10 years	11 to 12 years	Over 20 years
Student Experience	12	14	1	3	5
Research, Assessment & Grants	1	2	1	0	1
Business & Administration	3	14	3	1	0
Academic Affairs	4	16	15	4	5
Athletics	2	4	0	0	3
Institutional Advancement	0	2	0	0	0
Office of the President	2	5	1	2	0
Grand total	**24**	**57**	**21**	**10**	**14**

Table 1.3 . Total Count of Service at SAU by Timeframe

Years of Service at SAU	Count of Years
Less than a year	24
1 to 5 years	57
6 to 10 years	21
11 to 12 years	10
Over 20 years	14

Fig. 1.d

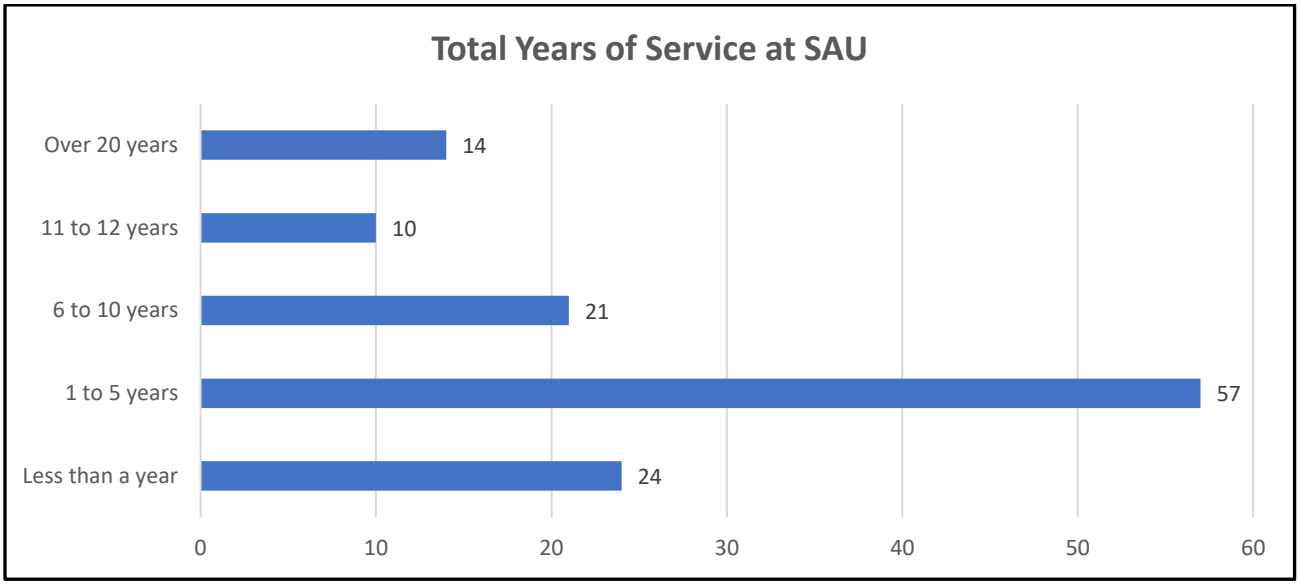
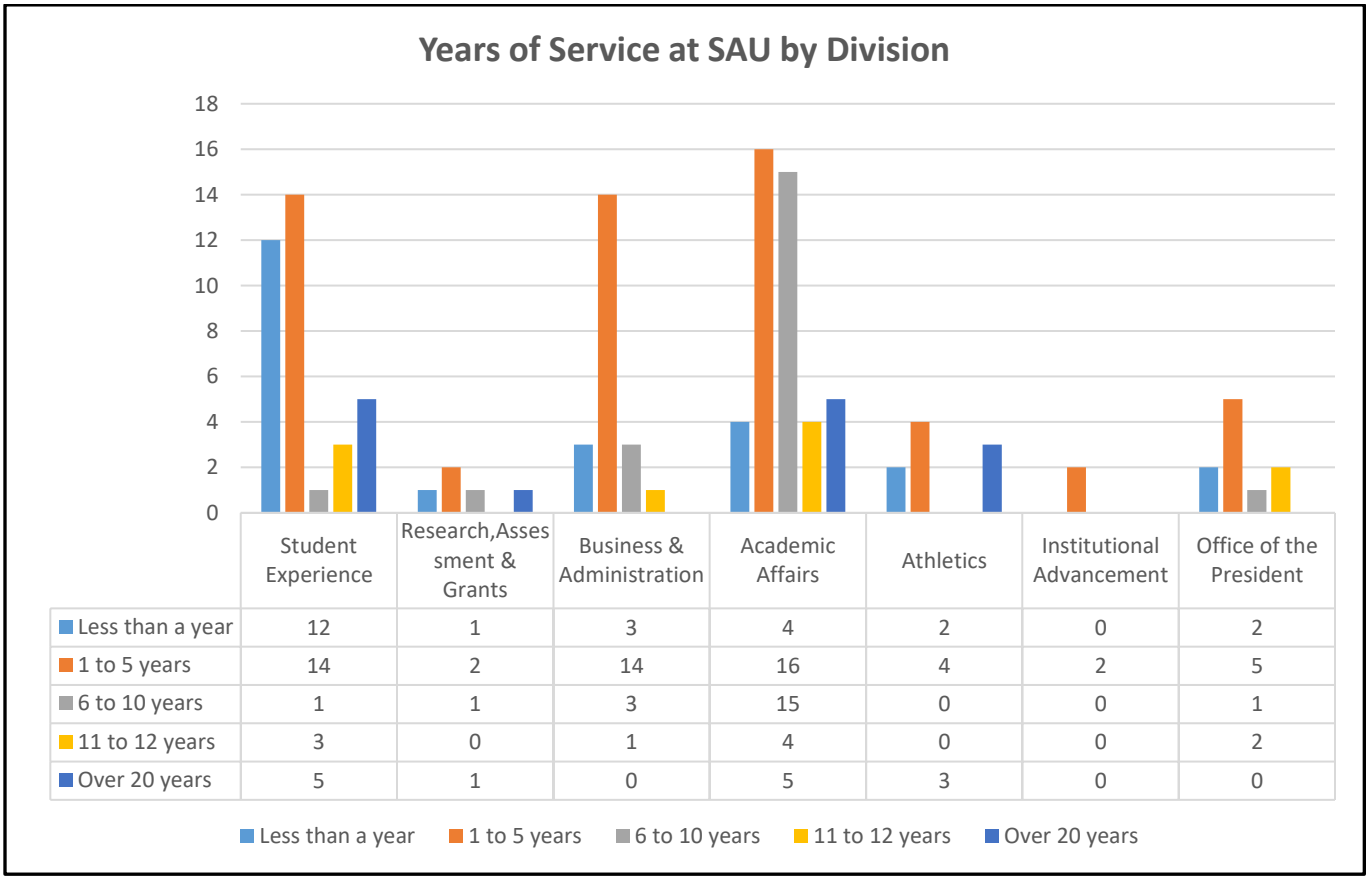
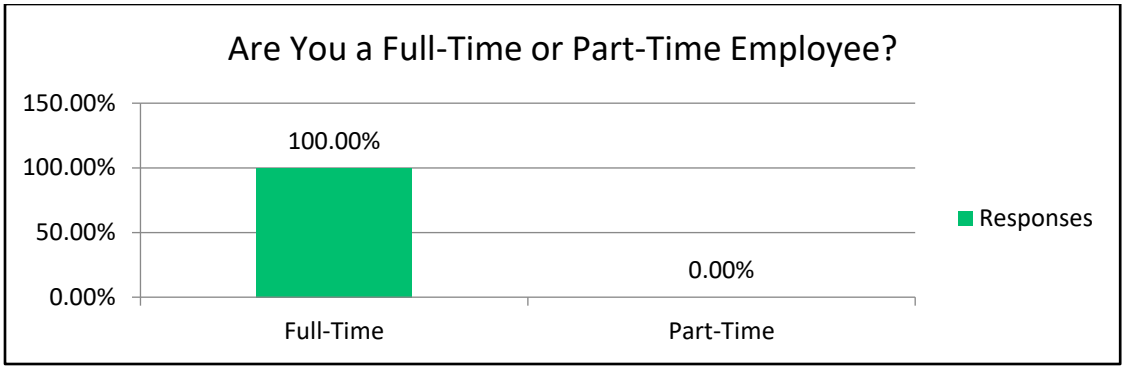


Fig. 1.e



	Student Experience	Research,Assessment & Grants	Business & Administration	Academic Affairs	Athletics	Institutional Advancement	Office of the President
Less than a year	12	1	3	4	2	0	2
1 to 5 years	14	2	14	16	4	2	5
6 to 10 years	1	1	3	15	0	0	1
11 to 12 years	3	0	1	4	0	0	2
Over 20 years	5	1	0	5	3	0	0

Fig. 1.f



Summary:

The survey was completed by 126 employees. The respondents were asked to select one of two job positions: staff or faculty. The statistics reveal that 29% are faculty and 71% are staff though this does not represent the entire university employee strength. In terms of years of service at SAU, the analysis shows that the Division of Student Experience has the most employees with less than a year of experience (12), followed by Academic Affairs (4), but the Division of Institutional Advancement has none. The Academic Affairs section has the most personnel with one to five years of experience (16). On the contrary, Research, Assessment and Grants, and Institutional Advancement have the least, that is two each.

Two employees from the Division of Institutional Advancement completed the survey. Academic Affairs had the most responses with experience ranging from 6 to 10 years, and four with experience ranging from 11 to 12 years. According to Figure 1.e, the Divisions of Student Experience and Academic Affairs have five staff who have worked with Saint Augustine's University for more than 20 years, Athletics has three, and Research, Assessment, and Grants has one. According to the data, all of the respondents work full-time.

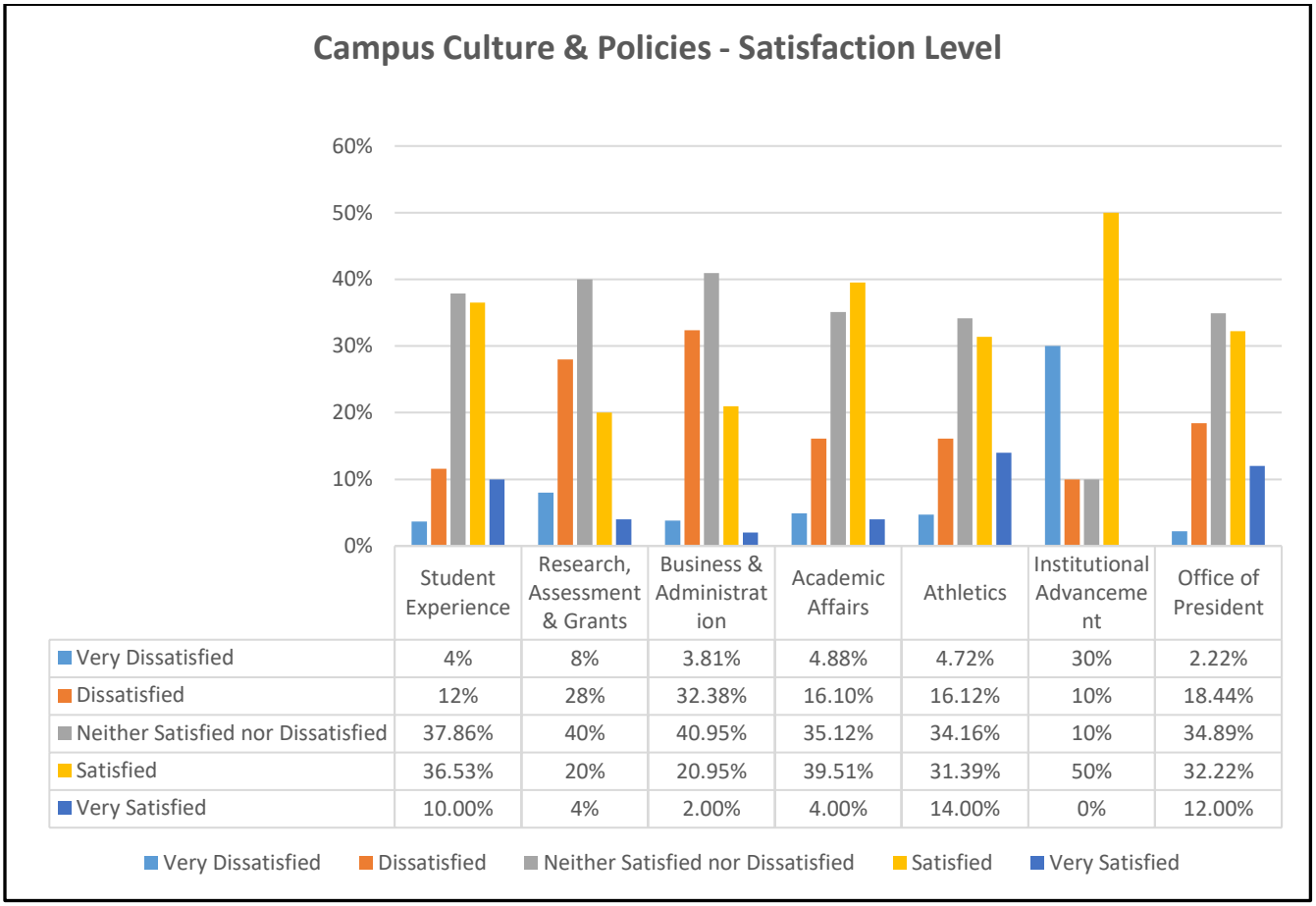
SECTION 2. CAMPUS CULTURE & POLICIES

Fig. 2.a

Table 2.1 Weighted Average

Level of Satisfaction	SE	RAG	B & A	AA	ATHL.	IA	OP
Spirit of teamwork and cooperation	3.82	2.8	3.52	3.63	3.56	2.5	4.2
Trust and respect promoted by the leadership team	3.85	3.4	2.81	3.63	3.78	3	4
Resources available to achieve important objectives.	3.09	2.2	2.71	2.95	2.67	3.5	3
Communication between the departments.	3.12	2.4	2.62	3.14	3	3	2.9
Importance given to employee suggestions	3.44	3.2	2.62	2.95	3.67	3	3.6
Communication between the employee and the leadership	3.61	3.4	2.67	3.26	3.44	2.5	3.3
Employee recruitment process	3.67	3	2.86	3.21	3.22	3.5	3.1
Meeting the needs of employees	3.45	2.8	2.67	2.98	2.67	2.5	3.1
The leadership's support for shared planning and decision-making	3.67	3.4	2.38	3.19	3.33	3	3.8
New hire training and orientation	3.24	2.8	3.05	2.93	3.44	2.5	3.4
Employees' involvement in future planning	3.33	3	2.25	3.07	3.22	3.5	3.4
Employee recognition	3.45	2.6	2.48	3.19	3.33	2.5	3.1

Fig. 2.b. Recruitment, Appraisal, Reward & Recognition, Training and Departmental Collaborations



	Student Experience	Research, Assessment & Grants	Business & Administration	Academic Affairs	Athletics	Institutional Advancement	Office of President
Very Dissatisfied	4%	8%	3.81%	4.88%	4.72%	30%	2.22%
Dissatisfied	12%	28%	32.38%	16.10%	16.12%	10%	18.44%
Neither Satisfied nor Dissatisfied	37.86%	40%	40.95%	35.12%	34.16%	10%	34.89%
Satisfied	36.53%	20%	20.95%	39.51%	31.39%	50%	32.22%
Very Satisfied	10.00%	4%	2.00%	4.00%	14.00%	0%	12.00%

Among the several statements on understanding campus culture and policies, the analysis reveals that respondents gave an unfavorable rating for the availability of resources for accomplishing objectives, communication between departments, addressing employee needs, and employee appreciation. On the contrary, teamwork and cooperation within the department, as well as leadership trust and respect, obtained high ratings, suggesting a high level of satisfaction. Institutional Advancement gave the highest satisfaction rating among the divisions, followed by Student Experience. The most noticeable feature of the graph above is that respondents chose neutral or the midway, which are rather high. A high number of non-opinion responses results in a skewed analysis, which can have a significant influence on service delivery as well as understanding employee satisfaction levels.

Fig. 2.b.1

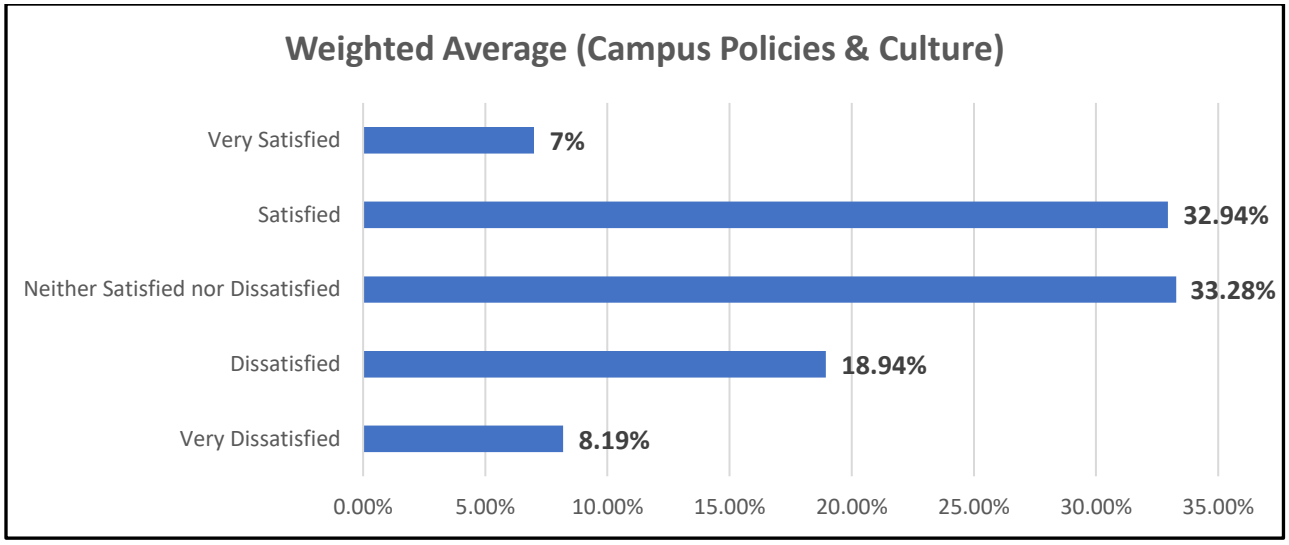


Figure 2.b.1 shows that, when compared to the percentage of dissatisfied respondents, the majority are satisfied. However, a sizable proportion of respondents chose the midpoint, indicating that they had no opinion on their level of satisfaction.

Table 2.7

Level of Satisfaction	Total Institutional Weighted Average(out of 50)
Trust and respect promoted by the leadership team	24.47
Spirit of teamwork and cooperation	24.03
The leadership's support for shared planning and decision-making	22.77
Employee recruitment process	22.56
Importance given to employee suggestions	22.48
Communication between the employee and the leadership	22.18
Employees' involvement in future planning	21.77
New hire training and orientation	21.36
Employee recognition	20.65
Communication between the departments.	20.18
Meeting the needs of employees	20.17
Resources available to achieve important objectives.	20.12

Table 2.8 Weighted Average

Satisfaction Level - Campus Policies & Culture	SE	RAG	B&A	AA	Athl.	IA	OP
Do you feel your compensation & benefits package is competitive?	1.91	2	1.71	1.65	1.63	1.5	1.8
Do you feel your compensation & benefits are enough to keep you from taking a second job?	2	1.6	1.81	1.76	1.5	2	1.5
Do you feel valued by the institution?	1.73	2	1.95	1.51	1.5	1.5	1.5
Do you feel that you are growing professionally?	1.39	2	2.1	1.5	1.63	1	1.3
Do you feel that your job allows you to develop new skills?	1.52	1.2	1.86	1.5	1.5	1	1.4
Do you feel like your job utilizes your skills as much as it could?	1.55	1.2	1.9	1.52	1.5	1	1.2
Do you feel valuable to the institution?	1.48	1.4	1.62	1.2	1.5	1	1.3
Do you feel you get leave when you need it?	1.15	1	1.48	1.25	1.38	1	1.2
Do you feel valuable to the institution?	1.48	1.4	1.62	1.2	1.5	1	1.3

The weighted average of statements where respondents were given a choice of three options: "yes," "no," or "seldom" is shown in table 2.8 above. Each response is worth one point. The statements' weighted average score runs from one to two, indicating the respondents' views and opinions. The majority of respondents felt that the pay and benefits package is insufficient to keep them from looking for another employment. A comparable proportion of respondents assert the institution undervalues them. However, most employees appear to be satisfied with their supervisors, who are sensitive to their colleagues when leave is requested. This explains trust and empathy, both of which are congruent with the values of Saint Augustine's University.

Summary

The respondents have conflicting views on college cultures and policies. The total weighted average reveals that respondents are satisfied with the leadership team's element of trust and respect, which obtained the highest score, followed by the leadership's spirit of teamwork, cooperation, and support for shared planning and decision-making. The respondents expressed dissatisfaction with the availability of resources to reach critical objectives and the possibility to

meet the needs of employees. The respondents have mixed views on communication between employees and leadership, as well as employee involvement in future planning. A majority of respondents had mixed, primarily unfavorable opinions about employee rewards and recognition based on appraisal. The number of respondents choosing neutral options is high, indicating indifference to a respondent's decision to 'choose no opinion or neutral rather than being forced to choose an answer that did not reflect their genuine beliefs' (Johns, 2005; Krosnick et al., 2002). Despite mixed feelings, the satisfaction score indicates a considerable high degree of satisfaction with campus culture and policies.

Weighted Average : *A weighted average commonly used in statistical analysis is a method of computing an average where some data points contribute more than others. In other words, a weighted average is most often computed to equalize the frequency of the values in a data set. For example, a survey may gather enough responses from every age group to be considered statistically valid, but the 18 to 34 age group may have fewer respondents than all others relative to their share of the population. The research team may weigh the results of the 18 to 34 age group so that their views are represented proportionately.*
Each data point value in a weighted average is multiplied by the assigned weight, which is then summed and divided by the number of data points. The final average number reflects the relative importance of each observation and is thus more descriptive than a simple average. It also has the effect of smoothing out the data and enhancing its accuracy.

Then how do you calculate a weighted average?

You can compute a weighted average by multiplying its relative proportion or percentage by its value in sequence and adding those sums together. Thus, if a portfolio is made up of 55% stocks, 40% bonds, and 5% cash, those weights would be multiplied by their annual performance to get a weighted average return. So if stocks, bonds, and cash returned 10%, 5%, and 2%, respectively, the weighted average return would be (55 × 10%) + (40 × 5%) + (5 × 2%) = 7.6%.

SECTION 3. PROFESSIONAL GROWTH

Fig.3.a

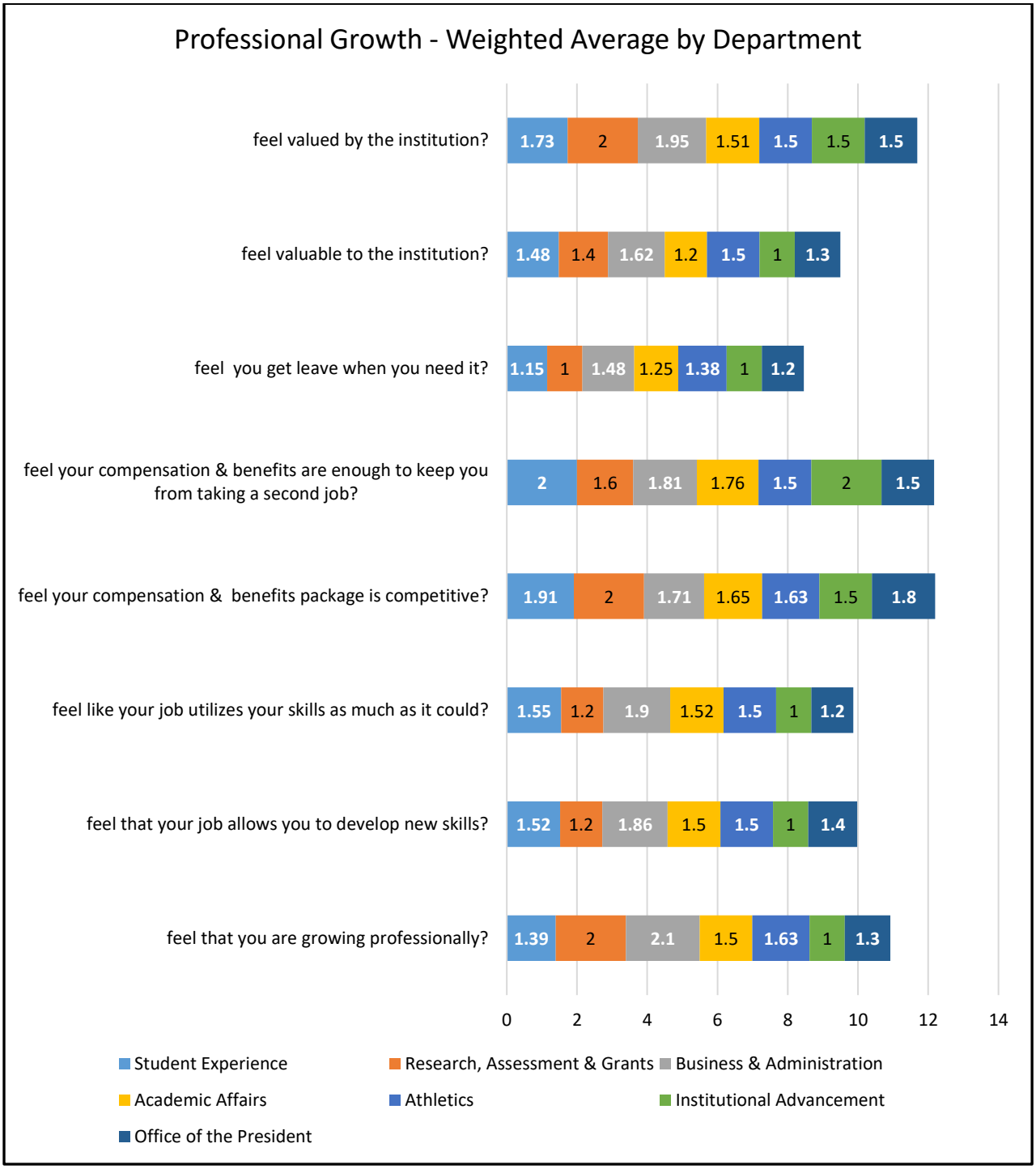
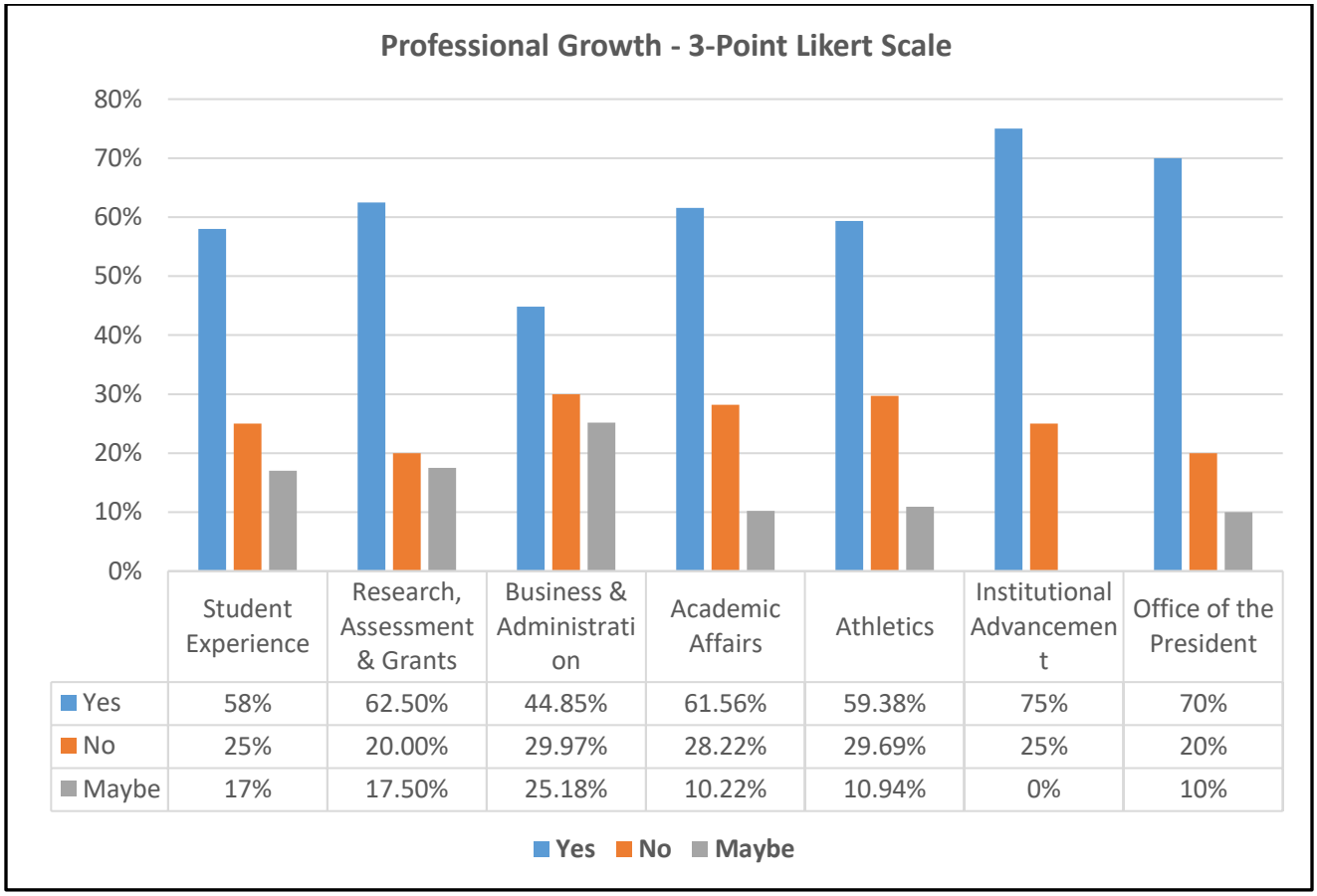


Fig. 3.a.1



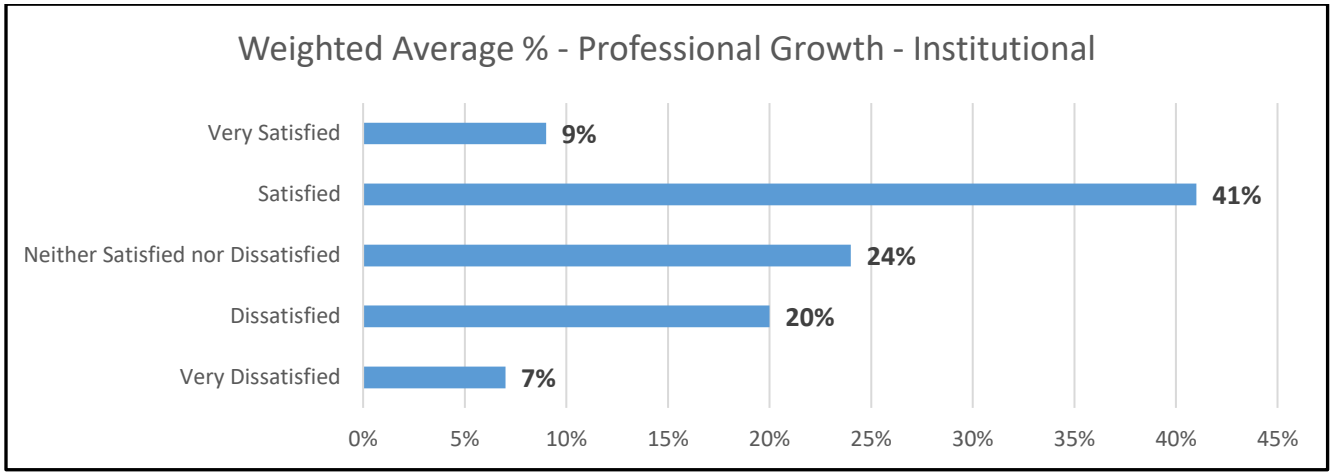
	Student Experience	Research, Assessment & Grants	Business & Administration	Academic Affairs	Athletics	Institutional Advancement	Office of the President
Yes	58%	62.50%	44.85%	61.56%	59.38%	75%	70%
No	25%	20.00%	29.97%	28.22%	29.69%	25%	20%
Maybe	17%	17.50%	25.18%	10.22%	10.94%	0%	10%

Figure 3.a.1 and table 3.1 illustrate the cumulative percentage of statements by division. The blue bar, which is the tallest, represents affirmative replies.

Table. 3.1

Response options – 3-Point Scale	SE	RAG	BA	AA	ATHL.	IA	OP
Yes	58%	62.50%	44.85%	61.56%	59.38%	75%	70%
No	25%	20.00%	29.97%	28.22%	29.69%	25%	20%
Maybe	17%	17.50%	25.18%	10.22%	10.94%	0%	10%

Fig. 3.b.1



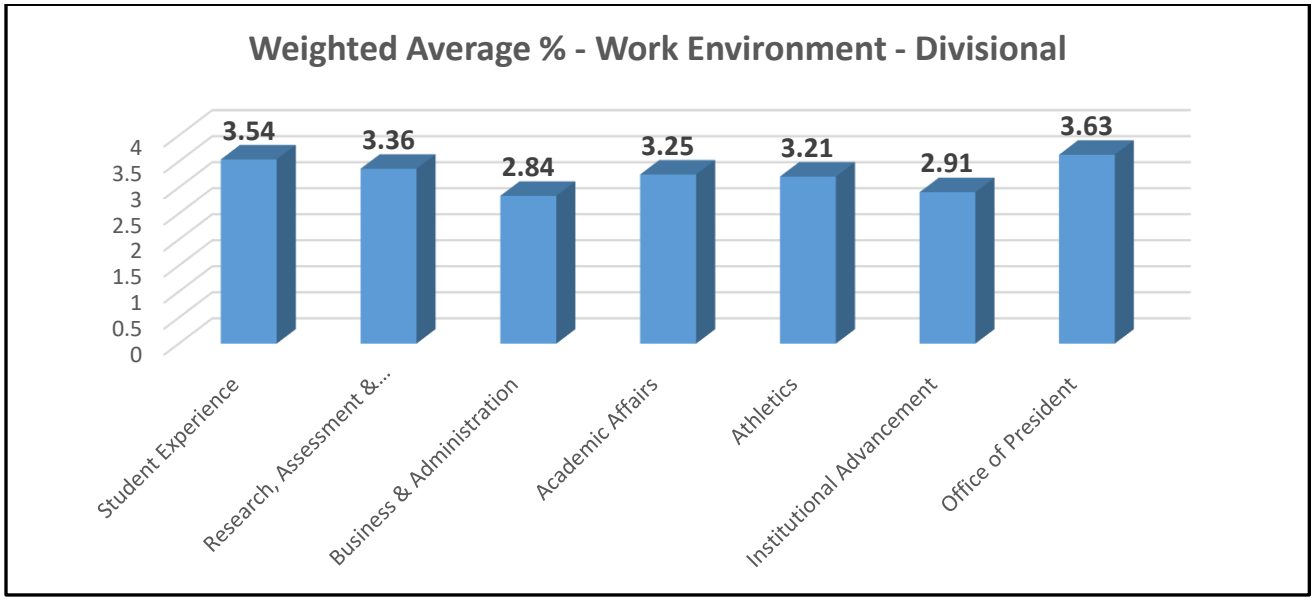
	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
Average	7%	20%	24%	41%	9%

Summary

Respondents' views to professional development growth and opportunities on campus are divided, generally neutral and favorable. While the majority of respondents believe they are advancing professionally and that their job allows them to gain new skills, they also believe that the compensation and benefits package is not competitive enough to keep them from looking for another job. Most respondents believe they are valued by the institution but do not believe they are valuable to the institution. Despite mixed views, the analysis shows that 50% of the respondents are satisfied with the professional growth and opportunities and 27% are dissatisfied. Approximately 24% of respondents did not confirm their views.

SECTION 4. Work Environment

Fig. 4.a

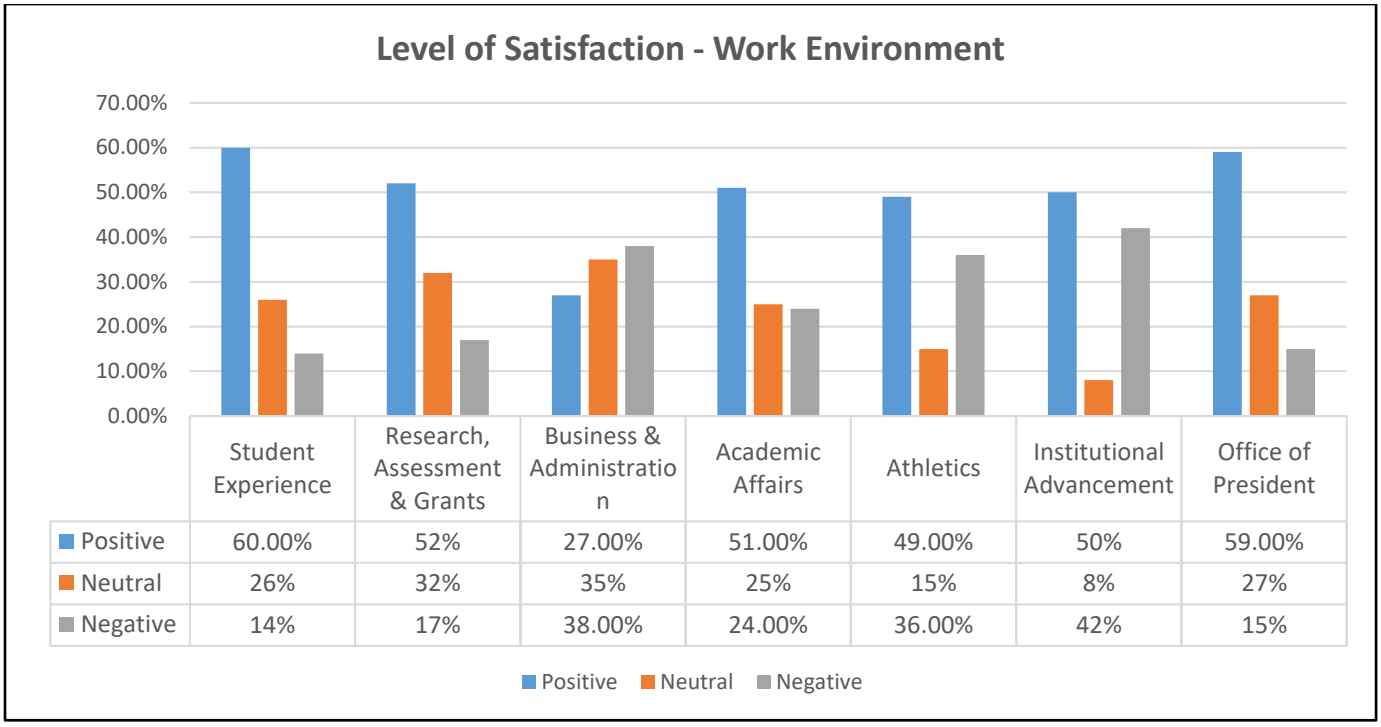


Creating a positive work atmosphere is critical to the success of any organization. It motivates employees to be productive, creative, and innovative. A pleasant work atmosphere can also assist employees reduce stress and provide a sense of belonging. Stress and health problems may be exacerbated by an unpleasant work environment. Employee work satisfaction, productivity, absenteeism, lateness, job turnover, loyalty, dedication to the organization, innovation, and creativity can all suffer as a result. That is why few questions in this employee satisfaction survey were skillfully developed for the responses to be useful in achieving this goal. Fig. 4.a demonstrates that, with the exception of the Business and Finance (2.84) and Institutional Advancement (2.91) divisions, the majority of divisions believe the work environment contributes to working in the institution. Some of the factors that respondents perceive contribute to a positive working environment are comfort in expressing opinions, indicating that suggestions are heard, leadership appreciation, and effective communication of job tasks.

Table. 4.1

	SE	RAG	B & A	AA	ATHL.	IA	OP
Weighted Average	3.54	3.36	2.84	3.25	3.21	2.91	3.63

Fig. 4.b



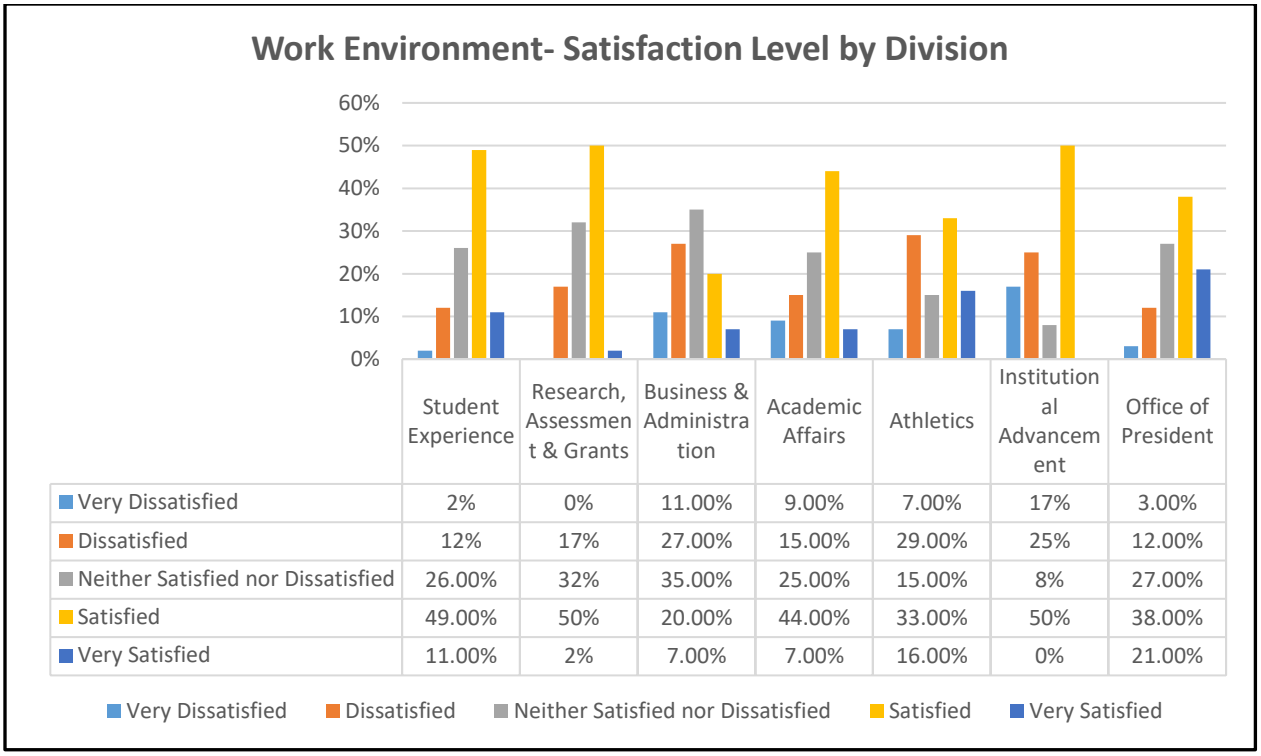
	Student Experience	Research, Assessment & Grants	Business & Administration	Academic Affairs	Athletics	Institutional Advancement	Office of President
Positive	60.00%	52%	27.00%	51.00%	49.00%	50%	59.00%
Neutral	26%	32%	35%	25%	15%	8%	27%
Negative	14%	17%	38.00%	24.00%	36.00%	42%	15%

Figure 4.b and table 4.2 below show the direction of the scale (positive to negative) of the statements on the workplace environment. Except for business and administration, all divisions submitted more positive responses, as shown in the table. However, neutral responses have a significant impact on the entire analysis.

Table 4.2

	Student Experience	Research, Assessment & Grants	Business & Administration	Academic Affairs	Athletics	Institutional Advancement	Office of President
Positive	60.00%	52%	27.00%	51.00%	49.00%	50%	59.00%
Neutral	26%	32%	35%	25%	15%	8%	27%
Negative	14%	17%	38.00%	24.00%	36.00%	42%	15%

Fig. 4.c



	Student Experience	Research, Assessment & Grants	Business & Administration	Academic Affairs	Athletics	Institutional Advancement	Office of President
Very Dissatisfied	2%	0%	11.00%	9.00%	7.00%	17%	3.00%
Dissatisfied	12%	17%	27.00%	15.00%	29.00%	25%	12.00%
Neither Satisfied nor Dissatisfied	26.00%	32%	35.00%	25.00%	15.00%	8%	27.00%
Satisfied	49.00%	50%	20.00%	44.00%	33.00%	50%	38.00%
Very Satisfied	11.00%	2%	7.00%	7.00%	16.00%	0%	21.00%

Table 4.3

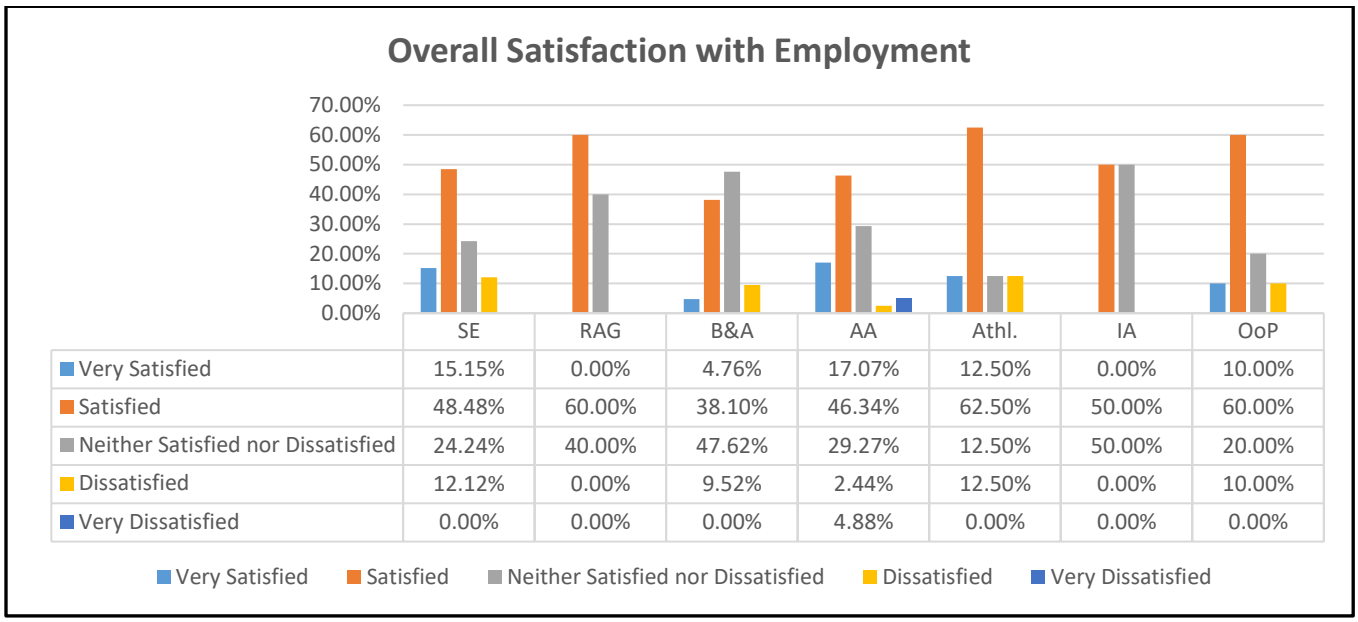
Level of Satisfaction	Student Experience	Research, Assessment & Grants	Business & Administration	Academic Affairs	Athletics	Institutional Advancement	Office of President
Very Dissatisfied	2%	0%	11.00%	9.00%	7.00%	17%	3.00%
Dissatisfied	12%	17%	27.00%	15.00%	29.00%	25%	12.00%
Neither Satisfied nor Dissatisfied	26.00%	32%	35.00%	25.00%	15.00%	8%	27.00%
Satisfied	49.00%	50%	20.00%	44.00%	33.00%	50%	38.00%
Very Satisfied	11.00%	2%	7.00%	7.00%	16.00%	0%	21.00%

Summary

Although most respondents agree that workforce and budget are vital for doing a good job, an equal number of respondents are dissatisfied with the organization's commitment to enhancing employee morale. The respondents have conflicting feelings about the institution's supportive and collaborative culture. The respondents have mixed opinions about the institution having a supporting and collaborative environment. Approximately 24% of respondents chose the neutral choice, indicating that they are either undecided, reluctant to declare a socially unfavorable perspective, or wish to avoid the cognitive effort required to select a satisfactory answer. The fact that a sizable proportion of respondents chose the neutral option would probably prohibit the leadership team from making strategic judgements. However, it is gratifying to note that most of the respondents have given positive feedback about the work environment.

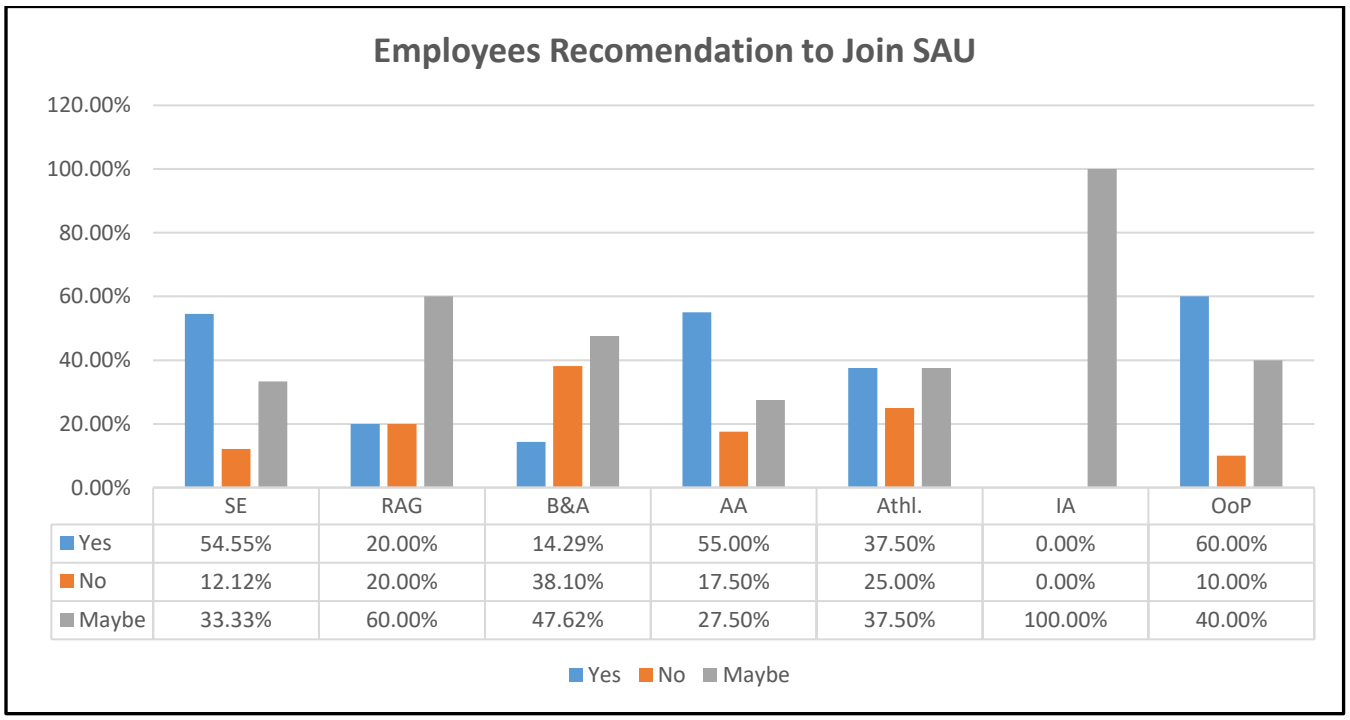
Section 5. OVERALL SATISFACTION

Fig. 5.a



	SE	RAG	B&A	AA	Athl.	IA	OoP
Very Satisfied	15.15%	0.00%	4.76%	17.07%	12.50%	0.00%	10.00%
Satisfied	48.48%	60.00%	38.10%	46.34%	62.50%	50.00%	60.00%
Neither Satisfied nor Dissatisfied	24.24%	40.00%	47.62%	29.27%	12.50%	50.00%	20.00%
Dissatisfied	12.12%	0.00%	9.52%	2.44%	12.50%	0.00%	10.00%
Very Dissatisfied	0.00%	0.00%	0.00%	4.88%	0.00%	0.00%	0.00%

Fig.5.b



	SE	RAG	B&A	AA	Athl.	IA	OoP
Yes	54.55%	20.00%	14.29%	55.00%	37.50%	0.00%	60.00%
No	12.12%	20.00%	38.10%	17.50%	25.00%	0.00%	10.00%
Maybe	33.33%	60.00%	47.62%	27.50%	37.50%	100.00%	40.00%

Fig. 5.c Overall Satisfaction %

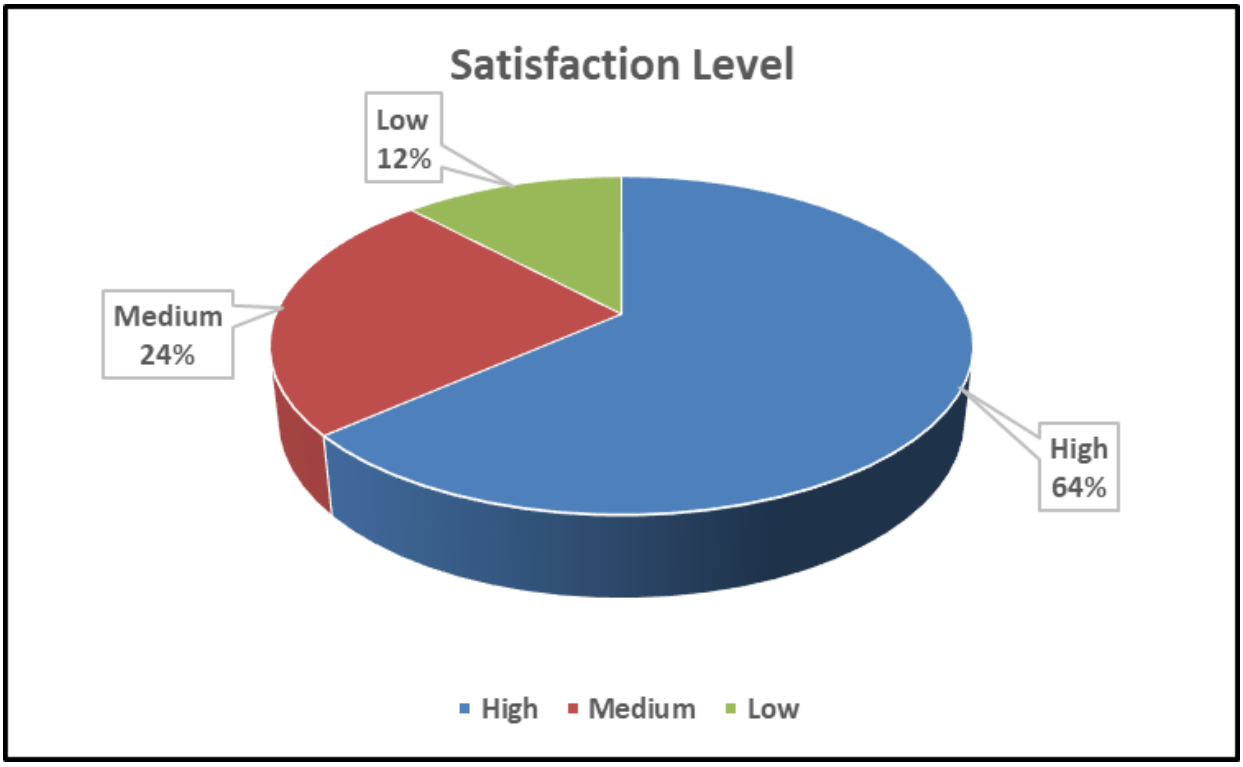


Fig. 5. d. Overall Satisfaction with Employment

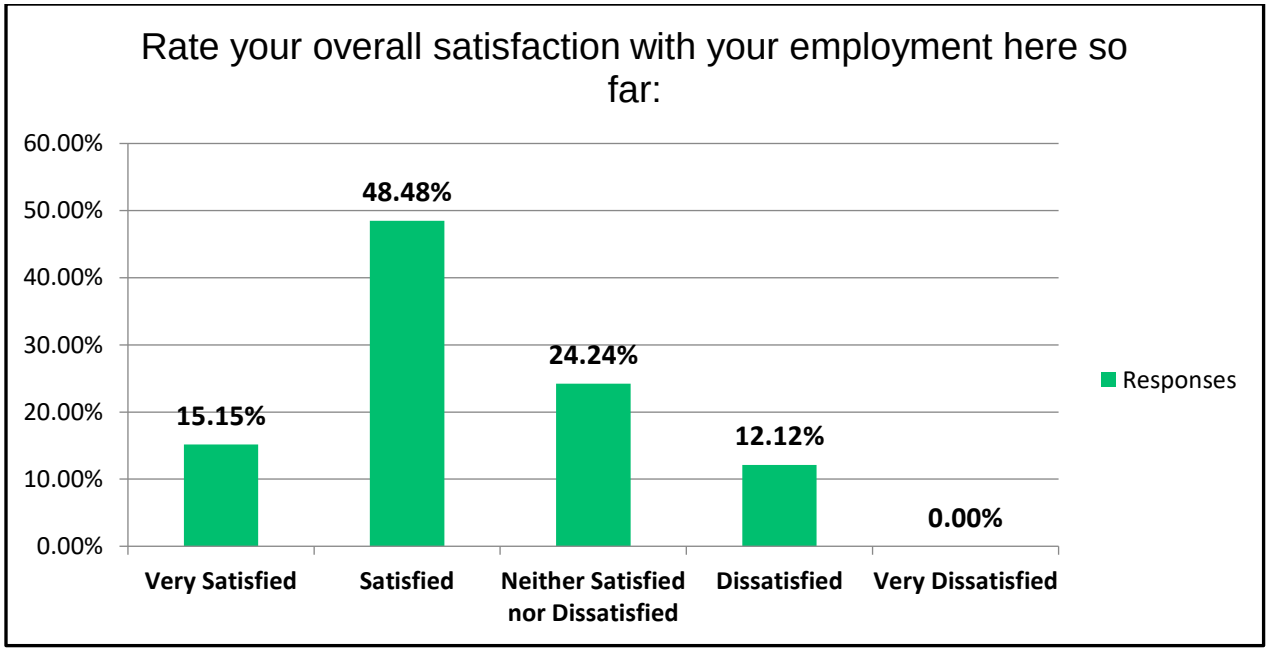


Fig. 5. e. Response Rate

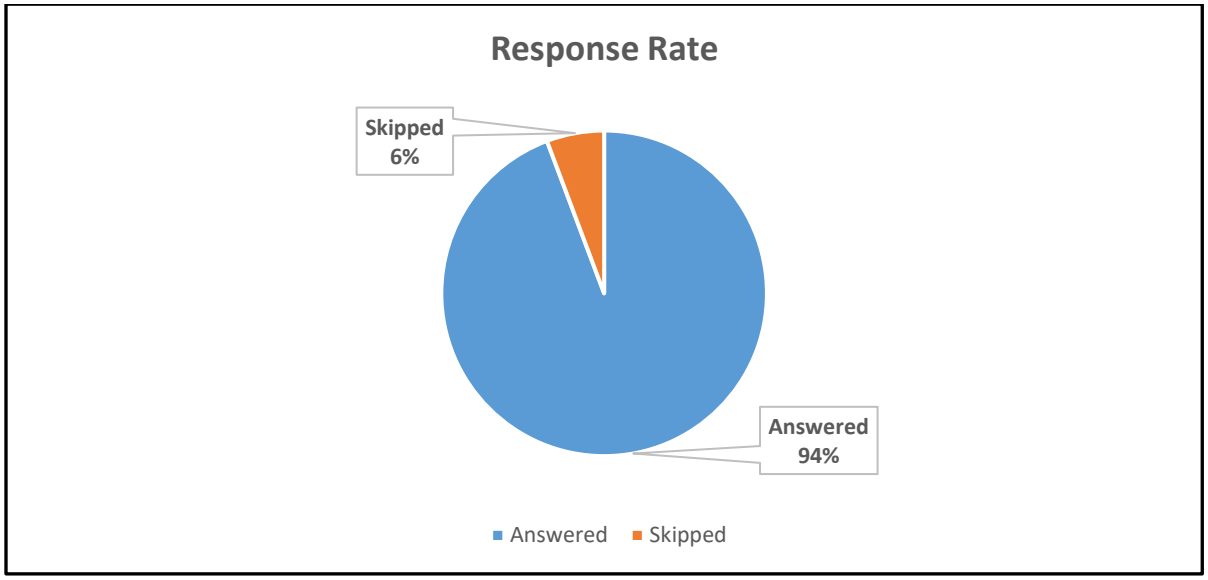


Table 5.1

Responses	SE	RAG	B&A	AA	Athl.	IA	OoP	Total	Average
Yes	54.55%	20.00%	14.29%	55.00%	37.50%	0.00%	60.00%	241.34%	**34%**
No	12.12%	20.00%	38.10%	17.50%	25.00%	0.00%	10.00%	122.72%	**17%**
Maybe	33.33%	60.00%	47.62%	27.50%	37.50%	100.00%	40.00%	345.95%	**49%**
								710.01%	100%

Summary:

The survey's overall satisfaction index shows that 64% of respondents are satisfied, 12% are dissatisfied, and 24% are neither satisfied nor dissatisfied(See Fig.5.c). The survey's final question sought responses from employees who would suggest SAU to friends and family. About 34% of respondents said they would suggest SAU to their friends, while 49% chose 'Maybe' and 17% said they would not recommend SAU to their friends (See Table 5.1). Furthermore, while 94% of respondents answered all questions, 6% skipped certain questions, impacting the overall outcomes of the investigation (See Fig.5.e).

Table 5.f. Scoresheet

Level of Satisfaction	SE	RAG	B&A	AA	ATHL.	IA	OP	Avg. of Weighted Avg.
Trust and respect promoted by the leadership team	3.85	3.4	2.81	3.63	3.78	3	4	**3.5**
Assistance from leadership for improvement in performance	3.61	3.8	3	3.29	3.38	3	4.1	**3.5**
Communication of job responsibilities	3.94	3.6	3.33	3.69	3.25	3	3.8	**3.5**
Spirit of teamwork and cooperation	3.82	2.8	3.52	3.63	3.56	2.5	4.2	**3.4**
Work-life balance	3.58	3.6	3	3.4	3.5	3.5	3.1	**3.4**
Comfort in expressing my opinion	3.73	3.8	2.81	3.38	3.75	2.5	3.6	**3.4**
Ethical behavior at workplace	3.82	3.6	2.86	3.5	3.13	3	3.9	**3.4**
Appreciation from the leadership	3.76	3.6	2.76	3.33	3.63	2.5	4	**3.4**
Supportive and collaborative work environment.	3.7	3.2	3.24	3.48	3.63	2.5	4	**3.4**
The leadership's support for shared planning and decision-making	3.67	3.4	2.38	3.19	3.33	3	3.8	**3.3**
Access to information	3.53	3.6	2.9	3.17	3.13	3	3.78	**3.3**
Employee recruitment process	3.67	3	2.86	3.21	3.22	3.5	3.1	**3.2**
Importance given to employee suggestions	3.44	3.2	2.62	2.95	3.67	3	3.6	**3.2**
Communication between the employee and the leadership	3.61	3.4	2.67	3.26	3.44	2.5	3.3	**3.2**
Empowerment to resolve problems quickly	3.39	3.4	3	3.1	3.13	3	3.5	**3.2**
Employees' involvement in future planning	3.33	3	2.25	3.07	3.22	3.5	3.4	**3.1**
New hire training and orientation	3.24	2.8	3.05	2.93	3.44	2.5	3.4	**3.1**
Employee recognition	3.45	2.6	2.48	3.19	3.33	2.5	3.1	**3**
Workforce needed to do a job well	3.31	2.8	2.57	3.24	2.88	2.5	3.5	**3**
Communication between the departments.	3.12	2.4	2.62	3.14	3	3	2.9	**2.9**
Meeting the needs of employees	3.45	2.8	2.67	2.98	2.67	2.5	3.1	**2.9**
Resources available to achieve important objectives.	3.09	2.2	2.71	2.95	2.67	3.5	3	**2.9**
Organizations' contribution in improving employee morale	3.33	2.4	2.29	2.93	2.88	3	3.6	**2.9**
Budget needed to do a job well	2.79	3	2.29	2.49	2.25	3.5	2.7	**2.7**

Legend

SE	Student Experience
RAG	Research, Assessment & Grants
B& A	Business & Administration
AA	Academic Affairs
ATHL	Athletics
IA	Institutional Advancement
OP	Office of the President

Summary

The scoresheet(Table 5.f) is an additional analysis computed to identify employees 'high, 'medium,' and 'low' levels of satisfaction. By summing and averaging the ratings, the weighted average for each statement by division was calculated. The effectiveness score produced varied from 2.7, representing units of the lowest level of satisfaction, to 3.5, the highest of all assertions but reflecting the maximum achievable score for this analysis. The best total and effectiveness score would have been 5.0. Statements with a score of less than 2.9 indicate a low degree of satisfaction and, as such, are opportunities for improvement. The final scoresheet has been highlighted primarily in three colors: green, yellow, and peach. Statements in peach indicate a 'low' level of satisfaction, statements in green indicate a 'medium' level of satisfaction, and statements in yellow indicate a comparatively 'high' level of satisfaction. Red represents the lowest level of satisfaction. Among the various statements on campus culture and policies and work environment trust and respect promoted by the leadership team, assistance from the leadership to improve performance and communication of job responsibilities received highest level of satisfaction from the employees. On the contrary the respondents unanimously felt that the budget is necessary for doing any task well and to achieve objectives.