TEACHERS' JOB SATISFACTION IN NIFAS SILK LAFTO SUB CITY PRIVATE PRIMARY SCHOOLS, ADDIS ABABA

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DECLARATION

This is to certify that the Thesis prepared by MehariMengistu, entitled teachers' job satisfaction in Nefas Silk Lafto Sub city Private Primary Schools, Addis Ababa, submitted to the College of Educational and Behavioral Studies complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Mehari Mengistu   Date

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External Examiner	Signature	Date

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LIST OF ABBREVIATIONS

ANOVA One-Way Analysis of Variance

FDRE Federal Democratic Republic of Ethiopia

JS Job Satisfaction

MOE Ministry of Education

SPSS Statistical Packages for Social Science studies

TJS Teachers Job Satisfaction

TJSQ Teachers Job Satisfaction Questionnaires

WEO Woreda Education Office

ABSTRACT

The main purpose of this study was to assess teachers' job satisfaction in Nifas Silk lafto sub city private primary schools. To conduct this study, a descriptive survey design with mixed research approach was employed. The data for the study was collected from 260 teachers of 17 sampled private primary schools in Nifas Silk Lafto sub city. Simple random sampling technique and purposive sampling were employed to select the teachers, school directors, woreda and sub city educational experts. The necessary data for the study were gathered through questionnaire and interview. Questionnaire was developed b y Lester (1987). The researcher amended the Teachers' Job Satisfaction Questionnaire (T JSQ) in context of Ethiopia. Interview was also employed to complement the information obtained through questionnaire. Both quantitative and qualitative techniques were used to analyze the data. Research data collected through questionnaire were analyzed and interpreted by using percentage, mean values, standard deviation, T-test and one-way ANOVA. Information gathered through interviews was analyzed qualitatively. The results of the data analysis showed most of the teachers were highly satisfied with responsibility, colleague and work itself. Overall, the findings indicated that the respondents in this study were satisfied with their job. The result indicates pay, advancement and security were the main factors for teachers' job dissatisfaction. Pay factor was the first major factor that was negatively affecting teachers' job satisfaction. Female teachers were more satisfied than males. Moreover, there were slightly significant differences among teachers' job satisfaction and their work experience group. Teachers who have more than 16 years teaching experience (15-20 work experience group) were more satisfied than those who have below 15 years work experience. Therefore, to get the required teachers' job satisfaction, their pay and other incentives are one of the areas of consideration and it is recommended that management should consider the need to adjust salaries as well as ben efits such as bonus and educational grant.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (FDRE, 1994).It is known that our country's education is entangled with complex problems of relevance, quality, accessibility and equity. The objectives of education do not take cognizance of the society's needs and do not adequately indicate future direction. The absence of interrelated contents and mode of presentation that can develop student's knowledge, cognitive abilities and behavioral change by level, to adequately enrich problem-solving ability and attitude, are some of the major problems of our education system.

Education is the backbone of a nation. If the instructor of that backbone is unhappy and dissatisfied with their jobs what would be the future of that nation. So, we need to be concerned about our teachers' condition. We have to take the best step to make them satisfied with their job. It will energize the teachers and their effort will be in full swing to build up the nation (Shamima, 2006). The education sector is one of the service sectors that enjoys a great demand in present day context and it has been considered as a business, which practices all the theories and concepts related to any other business. The concept of job satisfaction has become an essential feature that organizations assess to evaluate the satisfaction of either their employees or their customers on a regular basis. The satisfaction level for the academic staff is moderate though it increased from the satisfaction level of the same group found in the previous year (2014/15) (Dawit, Getachew & Ashenafi, 2017).

Human capital in any organization is its greatest asset and this asset should not be compromised during times of economic disorder. The retention of good employees is essential for the organization to achieve consistent growth. During times of financial crisis in the organization, many employees intend to leave the organization due to payroll cuts and layoffs. In spite of such crisis, the organization can devote their attention for taking effective steps on selective basis to improve job satisfaction of the employees for their retention. If this is not done, top talented people may leave the organization adding to further crisis (Rana, 2011). The contribution of teachers towards producing good quality of students cannot be ignored. Thus, it's vital for every school to keep its qualified teaching staff and identify all those possible motivational and other factors that lead to teacher's job satisfaction and good performance (Shehnaz& Noor, 2015).

Job satisfaction is one of the important factors that have drawn attention of the organization as well as academicians. In view of the rising competition as a result of globalization, managers have placed great importance on the construct of job satisfaction. This may be due to the findings of many studies that job satisfaction is a significant determinant of organizational commitment. Highly satisfied employees will exert extra effort and contribute positively to the effectiveness and efficiency of their organizations. Job satisfaction will lead to better performance and the employees will be more committed towards their organization. Hence, this study is focused to consolidate the theoretical concept about job satisfaction (Thiagaraj & Thangaswamy, 2017). Teachers' job satisfaction is the important intermediate variable, which influences professional commitment, teacher autonomy, and teacher burnout (Yong, 2005).

Job satisfaction represents one of the most complex areas facing today's managers when it comes to managing their employees. Many studies have demonstrated an unusually large impact of job satisfaction on the motivation of workers, while the level of motivation has an impact on productivity, and hence also on performance of business organizations. There is a considerable impact of the employee's perceptions for the nature of his work and the level of overall job satisfaction. Financial compensation has a great impact on the overall job satisfaction of employees. (Brikend; 1200). Educational organizations and school systems should have great attention in motivating/satisfying teachers for a better

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performance and in achieving the expected educational goals and objectives for the future development of the country. According to Hamdia (2011), the commitment of any organizations and firms is to achieve higher productivity whereby the employees are functioning well in an organizational system. Motivated and committed workers are the essential condition for accomplishing the organizational goal.

Therefore, conducting a research to examine the main factors affecting teacher job satisfaction in Nefas Silk Lafto Sub city Private Primary Schools, Addis Ababa became a timely issue.

1.2.Statement of the Problem

Job satisfaction of employees in any organization is of paramount importance to achieve the targeted goals on a sustainable basis. It is observed that free cafeteria food and flexible programs are not enough. It is experienced that job satisfaction is attributable to high self-confidence of the individuals. It varies from individual-to individual (Rana, 2011). The productivity of the organization depends significantly on employee job satisfaction. It not only influences the maximum workforce but greatly improves the sense of morale and commitment towards the organization amongst the employees. These motivational feelings of proactive nature of the employees is a driving force for personal and professional career advancement in their present organization without thinking of leaving the organization for better prospects elsewhere.

Job satisfaction is the fulfillment of one's expectation from job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But expectation of people may not be homogeneous. It may differ from person to person, place to place, job to job, context to context, organization to organization. So, job satisfaction cannot be generalized. From organizational perspective, policy and administration of organization, culture of that organization, working environment, supervisory style affects the job satisfaction (Shamima, 2006).Job satisfaction is not only very important by itself, but also important concerning its impact on other aspects of the job attitude. In fact, by increasing job satisfaction, other aspects of job attitudes such as organizational

commitment, job involvement and organizational atmosphere can be improved(Alireza, Hadi, Mohsen & Ali, 2015).This implies that teachers' job satisfaction is an important phenomenon for all organizations including schools in any country.

As far as local studies are concerned, a few were conducted in relation to teachers' job satisfaction of secondary school in Addis Ababa, Ethiopia. According to Demeke (2014), Attitude of teachers towards the teaching profession when they join the profession include that they were employed for temporary employment, teaching creates the opportunity for creativity and providing best research environment, teaching is better than other jobs in benefiting the society, the profession has better working conditions, teaching profession has attractive career structures, teaching had better pay and allowance, compared to other employment opportunities, teaching puts the teacher on a high social status in a society. Major working motivation factors that dissatisfy employees regarding organizational leadership and administration are related to lack of school principals exercise educational leadership collaboratively, lack of sharing of school vision and goal by principals, having low confidence in the leadership of schools and educational offices, dissatisfaction with the existing management practices of the school and irresponsibility and lack of giving attention by organizational leaders and administrators to the workers.

This study emerged as a result of my own interests and experiences in Educational Management after serving as a teacher (3 years) and school director (4 years) in private schools. I experienced a massive movement of teachers from my school to other schools and from other schools to mine. At the same time some teachers left the teaching profession and joined other professions. These experiences motivated me to conduct the current study as an attempt to create awareness about the phenomenon of teacher job satisfaction to educational policy makers, school administrators, employers and school owners with the hope that it would provide possible solutions to some of the issues I have mentioned previously for the good of the beneficiaries of the education service.

My research would be mainly focused on the teachers' job satisfaction in Nefas Silk Lafto Sub city Private Primary Schools, Addis Ababa. The purpose of this study was to examine the level of teacher job satisfaction, to identify factors affecting teachers' job satisfaction

and to assess the demographic characteristics (sex and work experience) of teachers influence their job satisfaction.

The researcher highly anticipated that the results of this study will have the following significance. It helps institutions/schools to understand factors affecting teacher satisfaction, it provides information for schools and help to design feasible strategic plan, it helps to identify problems, analyze information and recommending possible solutions, the results of this study may also contribute to quality of education if concerned bodies work to create a conducive working environment at school level; moreover, it will help as a reference to other researchers who are interested in conducting further study on the area.

1.3. Research Questions

The study tries to seek answers to the following specific questions:

1. What is the current level of teachers' job satisfaction in Nefas Silk Lafto Sub city Private Primary Schools?

2. What are the factors affecting teachers' job satisfaction in Nefas Silk Lafto Sub city Private Primary Schools?

3. Do the demographic characteristics (sex and work experience) of teachers influence their job satisfaction in Nefas Silk Lafto Sub city Private Primary Schools?

1.4. Objectives of the Study

1.4.1.General Objectives

The main general objective of the study was to examine teachers' job satisfaction in Nefas Silk Lafto Sub city private primary Schools, Addis Ababa.

1.4.2. Specific Objectives

On the basis of the major objective, the study was to address the following specific objectives.

1. To assess the current level of teacher job satisfaction.
2. To identify the major factors affecting teachers job satisfaction.
3. To assess how teachers' job satisfaction is influenced by sex and work experience.

5. Significance of the Study

The researcher believes that the results of this study would have the following contributions: It would serve as a good source of information for institutions/schools, It helps to understand factors negatively affecting teacher job satisfaction, It helps to identify problems, analyze information and recommend possible solutions, The results of this study may also contribute to quality of education if concerned bodies work to create a conducive working environment at school level. Moreover, it would also serve as a source of information for other researchers and students to conduct further study on the area.

6. Delimitation of the Study

The study was delimited to Nifas Silk Lafto Sub city Private Primary Schools have been involved in the study. So, the outcome of the research generalized only to teachers which are working in Nifas Silk Sub city Private Primary Schools.

7. Limitation of the Study

This study would be more important if more government primary schools had been included in the research. However, it would be practically unattainable to assess the government primary schools due to lack of time and financial resources. Therefore, only private primary schools at Nifas Silk Lafto Sub city were selected for the study.

8. Operational Definition of Key Terms

The following terms are defined in the context of the study:-

Job satisfaction: is an individual's feeling regarding his or her work.

Primary school: represents general primary schools of grade 1 up to 8.

Private primary school: represents non-governmental, independent and privately funded schools.

9. Organization of the Study

This thesis contains five chapters. The first chapter provides an introduction with the background of the study, research questions, objectives of the study, and delimitations of the study and limitation of the study. The second chapter contains review of related literature exploring different aspects of teachers' job satisfaction. Chapter three discusses the research design and method, the population and sample, the data needed to answer the research questions, sources of data and the procedures followed in gathering the data. In Chapter four, data was analyzed and interpreted. Chapter five provides the discussion part and summarizes the entire research proceedings, presents conclusions and forwards recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter literature related to teachers' job satisfaction in general will be reviewed. In the first section, issues related to concepts and importance of job satisfaction will be discussed. Second, the chapter will discuss also the job satisfaction in relation to the theories of Herzberg's motivator-hygiene theory, Adam's equity theory and Maslow's Hierarchy of Needs: The five basic needs (physiological or basic needs, safety or security needs, love or social needs, esteem or ego needs and self actualization needs). Next, overall job satisfaction factors, demographic characteristics (sex and work experience) and job satisfaction will be presented. Finally, components of job satisfaction will be reviewed.

2.1. The Concept and Importance of Job Satisfaction

Jennifer & Gareth (2012) defined job satisfaction (the collection of feelings and beliefs that people have about their current jobs) is one of the most important and well-researched work attitudes in organizational behavior. Job satisfaction is the collection of feelings and beliefs that people have about their current jobs. People's levels or degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do; their coworkers, supervisors, or subordinates; and their pay.

Job satisfaction is one significant issue in companies which if it tends to become job dissatisfaction will affect the performance of the organization. A higher level of job satisfaction will increase motivation of the employees in their daily work. On the other hand, job dissatisfaction will decrease motivation and adversely affects the organization. According to different literatures, it was found that there are many factors that contribute to the employees' job satisfaction. In addition, it was found that factors such as nature of job, pay & benefits, attitude towards supervisors, career advancement, evaluation process and work environment affect the level of job satisfaction (Marco, 2016).

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Most affecting factors to job satisfaction are reward and recognition, work place environment and empowerment. Job satisfaction is an important issue to be addressed to get better result in any organization. Job satisfaction affects productivity, employee turnover, absenteeism, safety, stress, unionization and other issues (Thiagaraj &Thangaswamy, 2017).Job satisfaction of employees in any organization is of paramount importance to achieve the targeted goals on a sustainable basis. It is observed that free cafeteria food and flexible programs are not enough. It is experienced that job satisfaction is attributable to high self-confidence of the individuals. It varies from individual-to individual (Rana, 2011).Job satisfaction is a widely accepted factor for success of any organization (Athar, 2014).

Job satisfaction is a concept that is affected by a group of factors that often have interwoven impact. Meanwhile, a lot of evidence has suggested that the relationship between employee job satisfaction and organizational performance is complex and insufficiently researched (Alexander & Abbod, 2017). The connection between employee job satisfaction and organizational performance was stronger than the connection between organizational performance and job satisfaction. Job satisfaction should be seen as a multi-dimensional construct and every facet of it is as important as the other. Job satisfaction is a function of the incentive systems that are present in an organization. If the pay is right, a worker feels satisfied so are other job facets. It should also be noted that factors such as gender, age, marital status and tenure play significant roles in the perception of job satisfaction by workers (Chux, 2012).

The necessity of job satisfaction is not related only to performance of employees but it has great contribution to cohesiveness of workers for sustainability of achieving the organization's goals. It further reduces the role of conflicts and job induced tensions of the workmen. In addition, job satisfaction has been shown to be strongly and directly related to organizational commitment. Job stress and withdrawal behavior among the employees are directly related to dissatisfaction of employees at the workplace (Rana, 2011). Highly satisfied employees ultimately show extraordinary devotion for mission, vision and enthusiasm for their work. They are excited to achieve mission-driven changes within the shortest time. In order to face new challenges by the individuals and

groups, constant encouragement and suitable rewards are essential from the management. High job satisfaction correlates strongly with the feelings of having fun at work. Highly satisfied individuals also are reported to have found it easy to wake in the morning and that their sleep was deep and restful.

2.2. Job Satisfaction Theories

2.2.1. Herzberg's Motivator-Hygiene Theory of Job Satisfaction

One of the earliest theories of job satisfaction, Frederick Herzberg's motivator-hygiene theory, focuses on the effects of certain types of job facets on job satisfaction. Herzberg proposed the following theoretical relationships between motivator needs, hygiene needs, and job satisfaction: When motivator needs are met, employees will be satisfied; when these needs are not met, employees will not be satisfied. When hygiene needs are met, employees will not be dissatisfied; when these needs are not met, employees will be dissatisfied. According to Herzberg, an employee could experience job satisfaction and job dissatisfaction at the same time. An employee could be satisfied because motivator needs are being met. Herzberg's theory proposes that every employee has two sets of needs or requirements: motivator needs and hygiene needs (Jennifer & Gareth 2012).

2.2.1.1. Motivator Needs

The most important part of this theory of motivation is that the main motivating factors are not in the environment but in the intrinsic value and satisfaction gained from the job itself. It follows therefore that to motivate an individual, a job itself must be challenging, have scope for enrichment and be of interest to the jobholder. Motivators (sometimes called 'satisfiers') are those factors directly concerned with the satisfaction gained from a job, such as: the sense of achievement and the intrinsic value obtained from the job itself, the level of recognition by both colleagues and management, the level of responsibility, opportunities for advancement and the status provided. Motivators lead to satisfaction because of the need for growth and a sense of self-achievement. A lack of motivators leads to over-concentration on hygiene factors, which are those negative factors which can be

seen and therefore form the basis of complaint and concern. Hygiene factors (often referred to as maintenance factors) lead to dissatisfaction with a job because of the need to avoid unpleasantness (John, 2003).Motivator needs is associated with the actual work itself and how challenging it is. Job facets such as how interesting the work is, autonomy on the job, and the responsibility it affords satisfy motivator needs (Jennifer & Gareth 2012).

2.2.1.2. Hygiene Needs

They are referred to as hygiene factors because they can be avoided or prevented by the use of 'hygienic' methods. The important fact to remember is that attention to these hygiene factors prevents dissatisfaction but does not necessarily provide positive motivation. Hygiene factors are also often referred to as 'dissatisfies'. They are concerned with factors associated with the job itself but are not directly a part of it. Typically, this is salary, although other factors which will often act as dissatisfies include: perceived differences with others, job security, working conditions, the quality of management, organizational policy, administration and interpersonal relations. Understanding Herzberg's theory recognizes the intrinsic satisfaction that can be obtained from the work itself. It draws attention to job design and makes managers aware that problems of motivation may not necessarily be directly associated with the work. Problems can often be external to the job(John, 2003).

Company policies and administration, supervision, working conditions, security, status, salary, and interpersonal relations are considered as maintenance factors. They are not an intrinsic part of a job, but they are related to the conditions under which a job is performed. Maintaining a hygienic work environment will not improve motivation. He found that the presence of hygiene factors will prevent dissatisfaction but do not increase satisfaction or motivation and the absence of which, increase dissatisfaction with the job. Hence he called these factors as dissatisfies/maintenance factors (Venugopalan, 2007).Hygiene needs are associated with the physical and psychological context in which the work is performed. Job facets such as the physical working conditions (for example, the temperature and pleasantness of the surroundings), the nature of supervision, amount of pay, and job security satisfy hygiene needs (Jennifer & Gareth 2012).

2.2.2. Adam's Equity Theory

Equity theory is based on the premise that an employee perceives the relationship between the outcomes what the employee gets from a job and organization and his or her inputs what the employee contributes to the job and organization. Outcomes include pay, fringe benefits, job satisfaction, status, opportunities for advancement, job security, and anything else the employees wants from the organization. Inputs include special skills, training, education, work experience, effort on the job, time, and anything else that employees believe they contribute (Jennifer & Gareth 2012). Equity theory states that a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work situation. Equity theory tells that individuals are motivated to reduce any perceived inequity. They strive to make the ratios of outcomes to inputs equal. When inequity exists, the person making the comparison strives to make the ratios equal by changing either the outcomes or the inputs, thereby return to a condition of equity (Venugopalan, 2007).

2.2.3. Maslow's Hierarchy of Needs

Abraham Maslow's hierarchy of needs theory is still important and relevant in today's business organizations, for every organization that seek to obtain success and excellence, any attempt to shy away from practical application of the hierarchy of needs theory, will affect negatively the organizational culture, human resource management and the employee's performance, to achieve organizational excellence and create good atmosphere, better work environment and achieve target at the right time then a drive and application of the theory is paramount (Nyameh, 2013).

Psychologist Abraham Maslow proposed that human beings have five universal needs they seek to satisfy: physiological needs, safety needs, belongingness needs, esteem needs, and self-actualization needs. There are many ways that organizations can help employees who are at different levels in Maslow's hierarchy satisfy their needs while at the same time also help the organization achieve its goals and a competitive advantage(Jennifer & Gareth 2012).The most well-known and pioneering theory of motivation is that of Abraham Maslow's hierarchy of needs. According to Maslow's hierarchy of human needs, people are

motivated by five basic needs. These needs are arranged in the order in which a person seeks to gratify them. These needs are: Physiological needs - (food, clothing, shelter, etc.,),the need for safety and security (freedom from danger, job security, health-care etc..,), the need to belong (acceptance by the group, friendships, love etc.,), the need for esteem (recognition by others, feeling of achievement etc.,) and the need for self-actualization (fulfillment of capacities).

Figure 1: Maslow's Hierarchy Pyramid
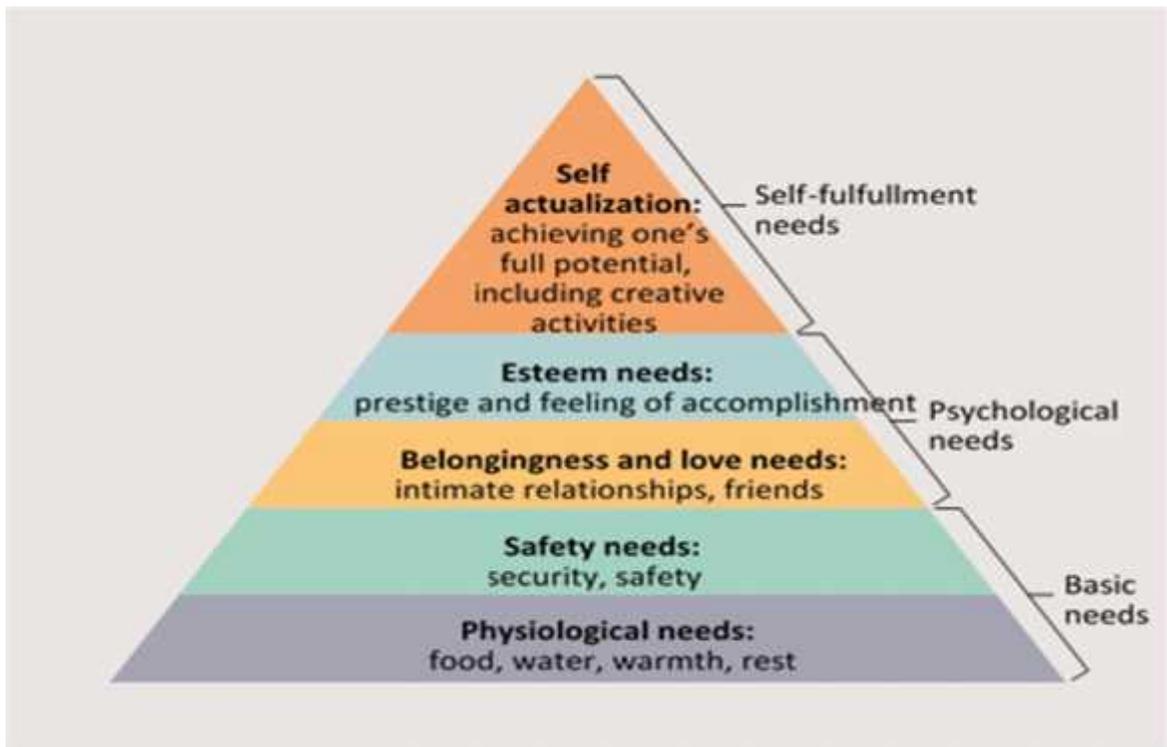
Source: Bob Poston (2009), Exercise in personal exploration: An Maslow's hierarchy of needs

The needs are arranged in order of importance under the assumption that a lower level need is satisfied before the next higher level need becomes a motivating factor. People try to satisfy their physiological needs first. When their basic needs are ensured, they seek security, belongingness, esteem and finally self- actualization. When one need is satisfied, next higher level need emerges to take its place. People are always striving to satisfy the new needs that emerge (Venugopalan, 2007).

2.2.3.1. Physiological or Basic Needs

According to Maslow (1943), the needs that are usually taken as the starting point for motivation theory are the so-called physiological drives. Two recent lines of research make it necessary to revise our customary notions about these needs, first, the development of the concept of homeostasis, and second, the finding that appetites (preferential choices among foods) are a fairly efficient indication of actual needs or lacks in the body. Undoubtedly these physiological needs are the most pre-potent of all needs. What this means specifically is, that in the human being who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than for anything else.

Physiological needs are influenced generally through the cravings that we have. If a person is thirsty, he or she finds a drinking fountain. Similarly, if the individual is hungry, he or she will find food. If the body is being deprived of oxygen, it will surely react. If there is a vitamin deficiency, the body has subtle ways of fulfilling that need (Bob, 2009). Throughout life, the idea of physiological needs remains consistent. The need to maintain adequate physiological balance will always be essential, and may kick into action in very different ways at various different times, whether the individuals experiencing it are aware of it or not. For example, how would anyone ever get a good night's sleep if they had to literally think about their breathing pattern, heart rate or blood pressure on a conscious level? Sure some people may have to get up during the night to use the rest-room or grab a glass of water, but remember that this is all part of how the body regulates itself.

The notion that physiological needs tie into other, more complex needs of the hierarchy is very relevant. Maslow believed that once the physiological needs are met in sufficient detail, people move on to address these more complex needs. Safety and security make up the next platform of the pyramid. Physiological needs include the most basic needs that are vital to survival, such as the need for water, air, food, and shelter. As Maslow believed, these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met. Maslow added that most of these lower level needs are probably fairly apparent. This is because everyone, as long as s/he is human, needs food and water to survive. We also need to breathe and maintain a

stable body temperature. Besides eating, drinking, and having adequate shelter and clothing, Maslow also suggested that the other important physiological basic need was sexual: reproduction (Munyaradzi, Tapuwa, Mirjam and Gertjan, 2016).

2.2.3.2. Safety or Security Needs

If the physiological needs are relatively well gratified, there then emerges a new set of needs, which we may categorize roughly as the safety needs. All that has been said of the physiological needs is equally true, although in lesser degree, of these desires. The organism may equally well be wholly dominated by them. They may serve as the almost exclusive organizers of behavior, recruiting all the capacities of the organism in their service, and we may then fairly describe the whole organism as a safety-seeking mechanism. Again we may say of the receptors, the effectors, of the intellect and the other capacities that they are primarily safety-seeking tools (Maslow, 1943). Much like physiological needs require maintenance throughout life, so does the need to feel secure. This need is more psychological (Bob, 2009).

Security needs include the desires for safety and security. Security needs are important for survival, but they are not as demanding as the physiological needs. Examples of security needs include a desire for steady employment, health care, safe neighborhoods, and shelter from the environment. These needs become a bit more complex at this point in the hierarchy as they are considered 'higher' than physiological needs. And when the more basic survival needs have been fulfilled, people begin to feel that they need more control and order to their lives. (Munyaradzi, Tapuwa, Mirjam and Gertjan, 2016).

2.2.3.3. Love or Social Needs

If both the physiological and the safety needs are fairly well gratified, then there will emerge the love and affection and belongingness needs, and the whole cycle already described will repeat itself with this new center. Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal. He will want to attain such a place more than anything else in the world and may even forget that once, when he was hungry, he sneered at love (Maslow, 1943).

Social needs include needs for belonging, love, and affection. Maslow described these needs as less basic than physiological and security needs. Relationships such as friendships, romantic attachments, and families help fulfill this need for companionship and acceptance, also involvement in social, community, or religious groups (Munyaradzi, Tapuwa, Mirjam and Gertjan, 2016).Advancing up the hierarchy pyramid, the next level represents the need to belong on a social level. The social level generally becomes the priority only after the physiological and safety needs have been sufficiently met and maintained. A sense of belonging can be felt when an individual becomes more focused on the desire to build relationships with others. This includes the desire for a romantic partner, to have close friends, and maybe to get married and have children (Bob, 2009).

2.2.3.4. Esteem or Ego Needs

All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, (usually) high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. By firmly based self-esteem, we mean that which is soundly based upon real capacity, achievement and respect from others. These needs may be classified into two subsidiary sets. These are, first, the desire for strength, for achievement, for adequacy, for confidence in the face of the world, and for independence and freedom. Secondly, we have what we may call the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation. These needs have been relatively stressed by Alfred Adler and his followers, and have been relatively neglected by Freud and the psychoanalysts. More and more today however there is appearing widespread appreciation of their central importance (Maslow, 1943).

Once the needs of physiology, safety and belonging have been met, the individual will now move on to the needs of their self-esteem. Self-esteem, like all the prior needs, must also be maintained. This is the highest platform in the category of deficit needs. The process of growth, when addressing one's self-esteem, builds the bridge to one's awareness. Self-esteem begins to establish itself in life as early as age two. Maslow's hierarchy addresses two levels of self-esteem. One of those is a lower level and the other is a higher level (Bob, 2009).

When the first three needs have been satisfied, esteem needs become increasingly important. Esteem needs include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment. At this point, it becomes important to gain the respect and appreciation of others. People have a need to accomplish things and then have their efforts recognized. People often engage in activities such as going to school, playing a sport, enjoying a hobby, or participating in professional activities in order to fulfill this need. Satisfying this need and gaining acceptance and esteem helps people become more confident. Failing to gain recognition for accomplishments, however, can lead to feelings of failure or inferiority (Munyaradzi, Tapuwa, Mirjam and Gertjan, 2016).

2.2.3.5 Self-actualization Needs

Even if all these needs are satisfied, we may still often (if not always) expect that a new discontent and restlessness will soon develop, unless the individual is doing what he is fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. What a man can be, he must be. This need we may call self-actualization (Maslow, 1943).Self-actualizing needs assume the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested in fulfilling their potential (Munyaradzi, Tapuwa, Mirjam and Gertjan, 2016).

Self-actualization is defined by Maslow as the single component of being within the hierarchy model. Being, in this sense, means not being a part of the deficit needs as they appear within the lower chain of the hierarchy. This need is independent—there must be some accomplishment of all the other deficit needs, which are best defined as what we appear to be, according to the standards of society. Self-actualization is the internal dialogue that everyone establishes at some point in their lives. In order to do that, there must be some establishment or satisfaction of the prior needs. Once all of the previous needs have been met, an individual can direct his or her focus toward a true calling. Usually when a person is hungry, or they don't feel safe, or they feel unloved, the focal point leans towards resolving those issues, therefore disrupting the focus on self-actualizing (Bob, 2009).

2.3. Overall Job Satisfaction Factors

Teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions. Teachers derive less satisfaction from advancement, compensation, supervision human-relation, and working conditions, so government should take more interest in advancement, compensation, supervision human-relation and working conditions than other factors. Similar type of researches should be conducted at elementary schools, colleges, universities and professional institutions levels (Azhar, Saira, Muhammad, Allaha & Nazir, 2011).

According to Fredy (2009), Teachers' job satisfaction differed significantly in relation to gender, age, school location and school type. There were no statistically significant differences in job satisfaction in relation to marital status, teaching experience, promotional or leadership position, teacher type and educational qualification. There is significant relationship between job satisfaction and job characteristics, social benefits, meaningfulness of the job, support from administrators and intention to remain in the job. However, there was no correlation between social benefits and intention to remain in the job. The results suggest that job satisfaction is a multidimensional phenomenon and thus administrators need to pay attention to multiple factors if they are to make teachers happy with their job.

There are many factors which cause dissatisfaction to the teachers while very few causes remain which brings satisfaction. These factors vary from person to person. Sometimes these factors linked to socio-economic condition. There were differences between the male and female teachers" perception on job satisfaction and perception differentiation is also found among the same gender group of teachers (Dechasa, 2016). There is strong relationship between workload; supervision and salary with job satisfaction of teacher's. School climate have less influence on job satisfaction of teachers (Waheed & Mohammad, 2014).

Job satisfaction was related to the factors of rewards, work environment, leadership, administrative supervision, and aspects of the job itself. Level of satisfaction with job characteristics was found to be largely influenced by the level of employees' participation in decision making. These included pay, hours of work, future prospects, difficulty experienced in performing the job, job content and interpersonal relationships. Monetary rewards were not as important as job autonomy. This provides the basis for further improvement in employees' participation in managerial so as to enhance their levels of job satisfaction (Florence, 2011).There may be several factors of their satisfaction e.g. organizational climate, interpersonal relationship, social security, payment scale, occasional leave, low workload, job security, pension, promotional opportunities, medical facilities etc (Mohd, 2015).

The job satisfaction profile of the teachers indicated significantly high levels of dissatisfaction with the intrinsic factors of their work. In this regard, the variables of school resources and rank seemed to play an important role. More teachers in the schools with above-average resources and in managerial positions indicated dissatisfaction with the intrinsic factors of their work (Evy, Daniel & Gerhard, 2008).An inability to understand the dynamics in a multicultural learner setting could be a contributing factor with regard to teacher dissatisfaction. The high performance levels that teachers tended to expect from previously environmentally disadvantaged learners, and teachers' emphasis on learner achievement, could further give rise to dissatisfaction on the part of teachers. The dissatisfaction expressed by people in managerial positions probably has the same explanation basis: managing all the changes in the new educational system and resulting frustrations creates a breeding ground for job dissatisfaction. A significant correlation was found between the Namibian teachers' levels of burnout and job satisfaction. High levels of emotional exhaustion and depersonalization are indicative of a low level of job satisfaction. On the other hand, high levels of personal accomplishment correlated positively with high levels of job satisfaction.

The importance of teachers' role in student's achievements, teachers and authorities must become more familiar with their level of job satisfaction and its influence on their attitudes toward learners' motivation and beliefs. Although they do not have total control, teachers can affect their learners (Hadi & Melor, 2015).

2.5. Demographic Characteristics and Job Satisfaction

2.5.1. Teachers Job Satisfaction and Sex

Perception of job satisfaction differs from gender perspective. Most of female teachers willingly enter into this profession. On the other hand, vary few male come to this profession willingly. According to the female teachers view job satisfaction is not only linked with nature of job but also linked with working environment. To them having a good physical environment as well as getting a harmonious interpersonal relation among colleagues is job satisfaction. They also expressed that working under a democratic and. participatory head teacher is job satisfaction. Most of male teacher perceived job satisfaction as having a secured job and as well as getting the social status and prestige. Both male and female teachers are dissatisfied with their job. Most of the female teachers considered this job as noble profession. They sketch the job satisfaction as getting honor and social status. A large number of male teachers have pointed out the job satisfaction is to get a permanent job. The teachers are the architect of nation building. They are building the future of the nation. This belief is great achievement of the teachers. Such achievement is job satisfaction to them (Shamima, 2006).

Female teachers are more satisfied with their job is encouraging, but at the same time, the data indicating that male teachers are less satisfied is disappointing and requires a careful consideration. Efforts should focus on to improving job attraction for talented male population and retaining those already in the profession (Azhar, Muhammad, Allaha & Nazir, 2011).Results also show statistically significant differences between females and males on the mean scores of school-level environment factors, teaching efficacy, stress, and job satisfaction. Female teachers with greater stress had lower perceptions of school-level environment factors, lower teaching efficacy and lower job satisfaction, whereas

male teachers with less stress had higher perceptions of school-level environment factors, higher teaching efficacy and higher job satisfaction (Van Dat, 2015).

According to Dechasa (2016) majority of male and female teachers have joined the profession without their willingness. This indicates that teaching profession is not attractive as other professions. This might be because of less attention given to teachers and teaching profession by government body. So, Ministry of Education accompanied with law-making body of the government should take measure and make teaching profession very attractive where outstanding educated personalities choose by their willingness and get the position by competition.

2.5.2. Teachers' Job Satisfaction and Work Experience

Statistically significant differences in the job satisfaction of the participant teachers were observed teaching experience. Older and younger teachers had different views of what influences their job satisfaction. Those that have more than 9 years of experience were more satisfied with their jobs than the younger teacher respondents. Similarly, the most experienced teachers were more satisfied than the other less experienced groups (Elleni, 2017).

The teachers with 11 to 15 years of experience were the only ones who chose salary as their only primary choice to increase their satisfaction. This was consistent and inconsistent with previous research. This seems to point to the need that the answer for one school may not be the answer for the rest. Individual school leaders and school districts need to work with their staff to find their needs (Michael, 2011).Employees with long service could thus be considered as being more mature and realistic about issues, and may as a result be more satisfied in their jobs (Sempane, Rieger & Roodt, 2002)

2.6. Components of Job Satisfaction

According to Lester (1987) the components of job satisfaction are supervision, colleagues, working conditions, pay, and responsibility, work itself, advancement, security, and recognition.

2.6.1. Supervision

Supervision plays a vital role in increasing the satisfaction level of employees. If employees are supervised properly, their satisfaction about work always increases. Better supervision increases the level of satisfaction among employees. An intelligent, quick, sharp, kind and expert supervisor no doubt motivate their subordinates which in turns increases both the efficiency of employees and organization (Sadia, 2014). Cordial employee-management relationship plays an important role in the development of an organization or vice versa. In order to have a cordial relationship of the employees with the management, the company should treat the staff fairly, be ready to help them, provide training to enhance their skills and positive attitudes, and be ready to listen and respond to employees (Rana, 2011).

Leadership has a strong and positive impact on job satisfaction of teachers in primary schools. The principals of primary schools should devote considerable attention to developing leadership skills and leader member exchange development (Milan, Dragana, Bojana & Ivan, 2016). Leadership is the mediator which activates inspiration, motivation, support and guidance towards the right direction bringing out the maximum of teachers' potential and achieving school improvement. Perhaps, the most prevalent finding one can draw from the above is that practices such as motivations of educators, job satisfaction in the work settings, organizational commitment, organizational citizenship and teacher leadership are only some of the leadership factors which are considered to be strongly influential concerning teachers' empowerment. What is quite interesting too is that, according to the literature and the evidence provided, transformational leadership seems to include all the appropriate practices that strongly influence teachers' effectiveness. However, regardless of the leadership model employed, this could be effective if the appropriate procedures were applied (Konsolas, 2014).

Managers are not the only ones who can recognize others in the workplace. Employees can recognize each other as well. It has been proven to that one cannot directly motivate someone else, but they can give them the tools they need to motivate themselves. Managers are the resources for employees and they should make sure that their work

environment is pleasant and desirable. This will help the productivity and improvement of their employees. If the above suggestions are implemented properly, managers will have a fully motivated team (Kelli, 2012).

Employee perception of leadership styles and job satisfaction, being a critical success factor, organizational leaders have no choice, if they want to thrive, but to apply appropriate leadership styles in order for their organization to succeed (Epiphany, 2016). Many employees are satisfied with their jobs if they have clear information, directions, facilities, and good relationships with their managers. In these conditions, improving the awareness of communication and work environment are the basics of job satisfaction (Badreya, 2010).

2.6.2. Colleagues

Coworkers, the groups a person belongs to, and the culture a person grows up and lives in all have the potential to affect employees' levels of job satisfaction. Social influence from coworkers can be an important determinant of an employee's job satisfaction because coworkers are always around, often have similar types of jobs, and often have certain things in common with an employee (such as educational background). Coworkers can have a particularly potent influence on the job satisfaction levels of new hires. New hires are still likely to be forming an opinion about the organization and the job. They might not yet know what to make of it or whether or not they will ultimately like it. If they are surrounded by coworkers who are dissatisfied with their jobs, they are more likely to be dissatisfied themselves than if they are surrounded by employees who enjoy and are satisfied with their jobs (Jennifer & Gareth 2012).According to Sadia (2014) quality human relations with coworkers increase the level of satisfaction. Relation with co-workers is not an important matter for employees.

2.6.3. Working Conditions

A pleasant work environment along with congenial working conditions keeps the employees happy which in turn increases the productivity. In addition to this, appropriate occupational health and safety management programs may be built for the wellness of the

employees. Conducive work environment is one that gives workers a sense of pride in what they do. It is already mentioned earlier that in times of economic uncertainties, budget cuts and layoff, it is difficult but not impossible to maintain employee job satisfaction in the organization. However, employers that implement monetary as well as non-monetary initiatives to increase employee satisfaction definitely reap the benefits of reducing lethargy, absenteeism and lower employee turnover rates with greater organizational citizenship behavior and commitments (Rana, 2011).

A good work environment and good work conditions can increase employee job satisfaction and the employees will try to give their best which can increase the employee work performance. The importance and the need is therefore describing or defining the physical environment by identifying those elements or dimensions that make up the physical environment (Mosammod, 2011). School climate effectively promotes teachers' professional commitment. Teachers' involvement in curriculum reform not only improves teachers' autonomous development, but also decreases teachers' burnout (Yong, 2005).

Physical environment as factor of teachers job satisfaction, though they are satisfied by the location of the school they are dissatisfied by classroom facility, office room facility, and having separate toilet for male and female teachers. So, school management is better to strive to fill this gap. Student class ratio, teacher student ratio, student text book ratio should be balanced. School management should provide separate toilet for female and male teachers (Dechasa, 2016).

In areas of customer service and sales, happy employees are extremely important because the y represent the company to the public. Every organization should develop strategies that strengthen the work environment and increase the employee's morale and employee's satisfaction to enhance employee performance and productivity, which ultimately results in high profits, customer satisfaction as well as customer retention. Job satisfaction represents one of the most complex areas facing today's managers when it comes to managing their employees. Policy makers and managers have turned their attention to provide different kinds of facilities to their employees in order to satisfy their employees. A good work environment and good work conditions can increase employee (Kumar & Mini, 2013).

Every employee working in the organization has its own norms and values and different belief towards organization where he/she works. Sometimes organizational culture differs from employee norms and values so whenever any employee join the organization, he/she should allow herself that either they can come up with them or not. Organizational culture has strong and deep impact on the performance of the employees, that help employees to be satisfied themselves with organization and that cause to improve in the productivity of employee's (Salman, Saira, Amjad & Muhammad, 2014). There is positive and significant correlation among Impact of organizational culture on employees commitment, job satisfaction and employees retention. Organizational culture is important element which highly influences the employee commitment, job satisfaction and employees retention. As the organizational culture impacts positively or negatively on these three variables and considered as the base for performance of any organization. If the organizational culture is positive, it will enhance employee's commitment, job satisfaction and decrease employees' retention, automatically the performance will increase.

2.6.4. Responsibility

Responsibility can be defined as a set of tasks or functions that an employer, professional body, court of law or some other recognized body can legitimately demand. Employee responsibilities are defined by a contract of employment, which usually includes a job description setting out responsibilities in detail. These objectives should be discussed, developed and clarified with the individual's line manager both informally and formally as part of the performance appraisal process. It is important that the employee appreciates the link between their work objectives, those of the team and those of the organization (The National Mental Health Development Unit, 2009).

2.6.5. Work Itself

Perhaps the most important source of job satisfaction is the work situation—the tasks a person performs (for example, how interesting or boring they are), the people a jobholder interacts with (customers, subordinates, and supervisors), the surroundings in which a person works (noise level, crowdedness, and temperature), and the way the organization treats its employees (such as the job security it offers them and whether the pay and benefits

are fair). Any aspect of the job and the employing organization is part of the work situation and can affect job satisfaction (Jennifer & Gareth 2012). Most people would be more satisfied with a job that pays well and is very secure than with a job that pays poorly and exposes the employee to the ever-present threat of a layoff. In fact, an increasing source of dissatisfaction for employees is a lack of job security and higher workloads as a result of organizational restructurings and layoffs. Layoffs are devastating experiences for employees and their families; how organizations and managers conduct layoffs can have profound effects on layoff victims and those employees who survive the layoff and still have their jobs.

2.6.6. Pay

Pay matters a lot in job satisfaction. Better pay and incentives always motivates the employees. The level of satisfaction increases with pay (Sadia, 2014). Money is a good motivator, actually all employees' work for money, employees need the money, a good salary and good compensations are key factors in satisfying the employee. We can increase the employee salary and compensation to motivate the employee, the good pay back can be one of the key factors affecting job satisfaction, also in this way one can increase the service quality and organizational performance (Mosammod, 2011).

Private school teachers are very sensitive as regards wage payment (Tilak, 2013). A pay-increase schema, known as the teachers' cadre, did not contribute to primary school teachers' job satisfaction in Egypt (Sabry, 2010). Differentiation of payment in respect to teacher education degree would influence positively in the increase of job satisfaction for teachers who have a university degree (Edmod & Theodhori, 2012).

Salary as the most influential factor for the whole group, yet when viewed as subgroups, differences were found (Michael, 2011). Financial rewards (salary) significantly affect job satisfaction. It means that if employees are not given proper salary in time, they would be highly dissatisfied with their jobs and may ultimately start thinking leaving the profession at all. This is due to the fact that cost of living is highly increasing in Pakistan (Saqib, Tahir & Muhammed, 2013).

2.6.7. Advancement

Promotional opportunity greatly affects the satisfaction level of employees. Greater the promotional opportunities, higher would be the satisfaction level. The promotional opportunities in public sector are somewhat limited and mostly rare on merit bases. Mostly favoritism and personally like, dislike affects the promotional opportunities of employees (Sadia, 2014).Unbiased decisions on promotion can increase the level of satisfaction among the teachers in this regard (Tilak, 2013).

6.8. Security

Job security and job satisfaction jointly and significantly predict organizational commitment of academic staff. Also, there is a significant difference in the relative contribution of job security and job satisfaction to academic staff commitment, with job satisfaction being the most potent contributor followed by job security. It would be deduced that university teachers who experienced job satisfaction are expected to exhibit high institutional commitment. The same would be applicable with lecturers who perceive their job as being secure. Therefore, job security and job satisfaction are two related concepts that affect job attitudes and organizational commitment of university teachers (Akpan, 2013).Whenever possible, providing employees with job security so that they know they will be able to support themselves and their loved ones helps to eliminate stressors related to the economic functions of work (Jennifer & Gareth, 2012).

2.6.9. Recognition

Compensation and recognition were the prime factors for job satisfaction in any organization for managers as well as end users, whereas, the advancement opportunities and the facilities provided by the companies matters highly for managers. Satisfied employees make organization happy. Compensation and allied benefits provided by the organizations were the most important modulator of job satisfaction for the male as well as female IT professionals (Gulrukh and Shamsul, 2015). The compensation packages and incentives should demonstrate these values which yield higher productivity. Compensation extends beyond salary. A compensation package includes benefits, vacation, perks, etc. The package should be at least as per the expectations of the employees if not more. If the

package is less, then negotiation for a better package is necessary. The appreciation of performance and personal recognition of employees by the management have proved to be a very powerful tool in building their morale and motivation. Informal and small celebrations are many times more effective than a formal annual grand function. Some innovative rewards in the form of kind and services are also creative ways to reward top performing employees which are more worthy than cash (Rana, 2011).

Employee rewards are very important since they not only increase employee satisfaction but also their commitment to the organization. There is therefore need for the organizations to offer pay and benefits so as to motivate employees to remain committed to the organization. For outstanding employees, they need to receive praises and recognition from their employers so to motivate them and inculcate such a culture among other employees (Loice, 2016). Reward management practices of an organization are a source of employee satisfaction. Employees who have a good compensation package have higher levels of commitment and satisfaction at work. Higher levels of employee satisfaction lead to a good working environment. It can be therefore be concluded that the organization influenceively retains suitable employees by ensuring that their pay and benefits are better compared to competitors. In so doing, employee satisfaction is attained and the employees remain committed to the organization.

According to Rina (2011) beneficial effects such as increased productivity, improved physical and mental health as well as decreased negative stressors has been observed by providing onsite wellness opportunities to the employees by the organizations. The costs of these programs vary drastically depending on the type of services provided. The small business owners may initiate suitable onsite wellness facilities such as offering healthy snacks, medical consultation, a small exercise and meditation area for their employees within permissible budget by careful planning and sharing experiences with each other.

2.7. Conceptual Framework

The diagram shows how demographic variables affect job satisfaction and has relations with each other. They influence one another.

Figure 2. Conceptual Framework based on the Review Related Literature
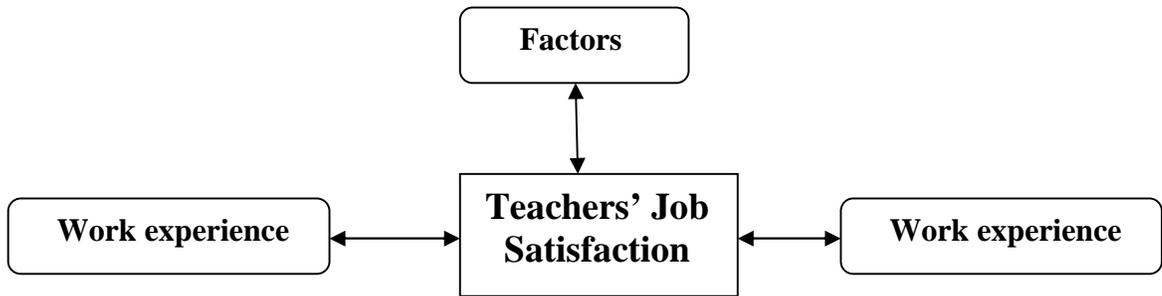
As shown in Figure 2, the conceptual framework summarizes how teachers' job satisfaction is interrelated to gender, work experience and the factors of teachers' job satisfaction. These factors can be separated into nine main categories: namely, responsibility, advancement, recognition, colleagues, pay, security, supervision, work itself and working condition. The diagram also sets out the different factors according to the researcher's perspective, based on the literature reviewed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter will discuss the research methodology- i.e. the design employed in the research like participants, instruments of data collection, procedures of instrument, methods of data collection and analyses used in the study.

3.1 The Research Design

Qualitative and quantitative researches have philosophical roots in the naturalistic and the positivistic philosophies, respectively. Virtually all qualitative researchers, regardless of their theoretical differences, reflect some sort of individual phenomenological perspective. Most quantitative research approaches, regardless of their theoretical differences, tend to emphasize that there is a common reality on which people can agree (Newman, Isadore, Benz & Carolyn, 1998). A mixed methods design was chosen for this study due to the nature of the research problem. The researcher used both quantitative and qualitative research approach to collect data from the teachers.

In this study, descriptive survey research method was employed to investigate the factors affecting teachers' job satisfaction. The major purpose of descriptive research is description of the state of affairs as it exists at present (Kothari, 2004). Survey Method is concerned with the present and attempts to determine the status of the phenomena under investigation. Descriptive researches are oriented towards the descriptive of the present status of a given phenomenon (Yogesh, 2006)

3.2 Source of Data

The data for this study was collected from primary sources. Teachers, School directors, woreda and sub-city educational experts were the participants of this study.

3.3. Sample and Sampling Techniques

The target population of this study wasNifas Silk Lafto Sub-city teachers. Lafto sub-city has 12 woredas and 116 primary private schools. In these schools, there are 2588 teachers. From 12 woredas, 4 woredas (30%) were selected by simple random method and out of 116 primary private schools, 17 schools (15%)were included in the sample woredas by using simple random method. Out of 2588 teachers in the totalschools, 260 teachers (10%) participated in the sample school proportionally in the study. This type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected.(Kothari, 2004).

For interview from each sample woredas and schools, 12 teachers, 8 directors, 4 woredas education experts and 1 sub city education expert were selected by purposive sampling techniques. Because the researcher believed that those concerned stake holders had the required data and information about teachers. The purposive sampling is selected by some arbitrary method because it is known to be representative of the total population, or it is known that it will produce well matched groups. The idea is to pick out the sample in relation to some criterion, which are considered important for the particular study. This method is appropriate when the study places special emphasis upon the control of certain specific variables (Yogesh, 2006).

3.4. Data Gathering Instruments

The researcher employed two types of data gathering instruments; questionnaires and interview which involve both quantitative and qualitative data.

3.4.1 Questionnaires

The necessary data for the study was gathered through questionnaire developed by Lester's (1987). This instrument, Teachers' Job Satisfaction Questionnaire (TJSQ) uses nine sub scales as supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition to measure teachers' job satisfaction. The

instrument is composed of 66 items in five-point Likert scale format. In the TJSQ the factor supervision has 14 items, colleagues 10 items, working conditions and pay 7 items each, responsibility 8 items, work itself 9 items, advancement 5 items and recognition 3 items. A favorable (strongly agree) response received five point, agree received four points, undecided received three points, disagree received two points and strongly disagree received one points. Twenty items requiring reverse scoring had the values of one changed to five and the values of two to four. Then, a mean score was generated by adding up the mean score for each factor and comparing it with the scores to the standard sample created by Lester (1987).

This instrument (TJSQ) is chosen due to appropriateness of the instrument in relation to this study. After the pilot test, each instrument were carefully examined; improved and restructured and ready for final data collection. The researcher amended the Teachers' Job Satisfaction Questionnaire (TJSQ) in context of Ethiopia. 8 items were removed, 4 items were corrected and 5 items were added.

3.4.2 Interview

In order to gather information about teachers' job satisfaction, A face-to-face structured interview was held with 12 teachers, 8 school directors, 4 woreda and 1 sub-city education experts. The interview session took 20 minutes to complete.And also; the interview was prepared in English and was translated into Amharic so that the respondents easily understand it. Then, the interview responses were translated into English.

3.5 Procedures of Data Collection

First both questionnaires and interview questions were prepared and submitted to the advisor for comment. Then, pilot testing was held on 20 teachers who were randomly selected from 3 schools and depending on the feedback of respondents' responses amendments were made for clarity. Then, after the necessary amendments were done, the questionnaires were distributed to the sampled teachers and the different interviewees were interviewed. Permission was asked from the school administrators to administer the

questionnaires. The respondents were informed about the objective of the study and its ethical considerations. The questionnaire took about 25 minutes on average to complete.

3.6 Techniques of Data Analysis

After the collection of data different relevant statistical tools were employed. In this study, the collected data were analyzed and summarized by using different statistics method taking the nature of research questions and data collected. The data analyses were made using excel and transferred to the Software Package for Social Science, /SPSS/ program. In this study the quantitative data were analyzed as follows: Descriptive statistic like percentage, mean values, standard deviation, t-test and one-way ANOVA were used. T-test and One-Way Analysis of Variance (ANOVA) was employed to analyze the significance difference of teacher's job satisfaction among sex and work experience.

After the distributed questionnaires were collected, the collected data was checked for completeness. To score the instrument, the score associated with each item for each participant were entered into the statistical program SPSS version 20.

The overall job satisfaction score were computed by summing all 63 items. 68% items were written in positive form and 32% items in negative form to minimize the response bias. Reverse scoring was necessary for items written in negative form which had been changed five into one and four into two. The data obtained from interviews were analyzed qualitatively and used to strengthen the analysis of results obtained through statistical analysis.

3.7. Validity and Reliability

3.7.1. Validity

The validity of the instruments used in the study was estimated after a pretest. Experts in the field were consulted about the content of the instruments, ambiguity of question items and their relevancy. There after the instruments were given to raters who rated the relevancy of each item and a content validity index was computed. The researcher was made clarity on the objectives of the study to the respondents at the early stage of

questionnaire administration so as to avoid unnecessary confusions. The questionnaire was given to other experts in research to seek their opinion about the adequacy and representativeness of the instrument to ensure it covers all the variables being measured as a way of eliminating content validity. The study has ensured reduction of construct validity by deriving the research variables from existing theoretical frameworks. The study has adequately reviewed related literature and modeled the study on sound theoretical models.

3.7.2. Reliability

Pilot test was conducted for teachers that were not included in the sample population of the study. The pilot testing was held on 20 teachers who were randomly selected from 3 schools and depending on the feedback of respondents' responses the researcher amended the Teachers' Job Satisfaction Questionnaire (TJSQ) in context of Ethiopia.

Lester's (1987) Teacher Job Satisfaction Questionnaires is composed of 66 items in five-point Likert scale format. In the TJSQ the factor responsibility 8 items, advancement 5 items, recognition 3 items, colleagues 10 items, pay 7 items, security 3 items, supervision 14 items, work itself 9 items and working conditions 7 items. 8 items were removed, 4 items were corrected and 5 items were added. Then, after the necessary amendments were done, the questionnaires were distributed to the sampled teachers and the different interviewees were interviewed.

After the pilot test, each instrument was carefully analyzed to know the reliability of the items. Almost all the participants responded to each and every questionnaire. The reliability of the pilot study was computed for the total and each of the nine factors according to the formula of Cronbach alpha through SPSS version 20. The scales (nine of them) found to be reliable with a-coefficients of 0.871 for the items related to questionnaire for teachers. This meant that the measurement scales in this paper were reliable.

3.8. Ethical Considerations

In this research study, issues relating to the ethical conduct of research such as informed consent, confidentiality, privacy and anonymity will be upheld. Respondents were given full information on the purpose and objectives of the study in order for them to make informed decisions as to whether to partake or not. Moreover, all information concerning the identity and personality of respondents were treated with utmost confidentiality. Additionally, all information gathered were used for the sole purpose of this research study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The major objective of this study was to assess the teachers' job satisfaction in Nifas Silk Lafto Sub city Private Primary Schools. The study employed mixed methods design in which both qualitative and quantitative data were collected from the participants. To this end, source of data were determined and different data gathering tools were employed. Questionnaires and interviews were the instruments through which data were collected in this study.

A total of 300 questionnaires were distributed to respondents. Out of the 300 questionnaires distributed, 260(86.6%) teachers filled in and returned the questionnaire out of which 142 (54.6%) were males while 118(45.4%) were females. In addition, sample teachers, school directors, woredas and sub-city educational experts were interviewed. The responses of teachers' to each of the questions given were analyzed and interpreted. Most of the data gathered were organized using tables for the presentation of data followed by analysis, discussion and interpretation in line with the major research questions. The responses of interviewed teachers, school directors, woreda and sub-city educational experts were used to strengthen the analysis of the quantitative data. For the sake of convenience of interpretation, related interview questions were presented and treated together.

In order to examine and analyze the teachers' job satisfaction respondents of the selected primary private schools were asked their level of agreement on different variables. The levels of agreement ranged from Strongly Agree to Strongly Disagree in five continuums Likert – scale. [Strongly Agree (5), Agree (4), Undefined (3), Disagree (2) and strongly disagree (1)]. The data analysis was presented and analyzed by condensing the five point Likert - scale in to the three options; which were, Agree (1), Undefined (2) and Disagree (3). The overall job satisfaction score were computed by summing all 63 items. 68% of the items were written in positive form and 32% of the items in negative form to minimize the response bias. Reverse scoring was necessary for items written in negative form in which the scale had been changed five into one and four into two.

The data collection, analysis and presentation were arranged thematically. The data collected was examined, compiled and analyzed in order to address the research question. SPSS was used to analyze quantitative data. Specifically, mean, standard deviation, t-test and one way ANOVA were used for the quantitative analysis. Data is presented in different forms based on the effectiveness of the particular method of presentation. Therefore, tables, graphs and charts were used to illustrate findings. For complete reference purposes, the survey questionnaires, interview questions of teachers, school directors, woreda educational experts and sub city educational expert, are attached as appendices. The responses of the respondents are presented based on the research questions below.

4.1. Background Information about Respondents

Table1. Demographic characteristics of Respondents by percentage

Characteristics		Frequency						Percent (%)	
Variables		Teachers		School Directors		Woreda Educational Experts		Sub city Educational Expert	
		f	%	f	%	f	%	f	%
Sex	Male	148	54.4	6	75	4	100	1	100
	Female	124	45.3	2	25	0	0	-	-
	Total	272	100	8	100	4	100	1	100
Work experience	0 -5 years	137	50.3	-	-	-	-	-	-
	6-10 years	119	43.7	2	25	-	-	-	-
	11 -15 years	14	5	-	-	-	-	-	-
	16 -20 years	2	0.7	6	75	4	100	1	100
	Total	272	100	8	100	4	100	1	100

As can be seen from the Table 1 above the sex of teachers' respondents, the larger proportion of the respondents was males 148 (54.62 percent) and the rest were females 124 (45.38 percent). Regarding the work experience group the largest group proportion out of the total respondents based on teaching experience were 137 (450.3 percent) in between 0-5 years. The second largest proportion in teaching work experience were 119 (43.7 percent) in between 6-10 years. The rest of the respondents response indicates that 14 (5 percent) and 2 (0.7 percent) respectively were in between 11-15 years and 16-20 years

working experience. From this discussion, 94 percent of teachers had below 10 years teaching experience and only 6 percent of teachers had above 11 years teaching experiences.

Regarding the sex of school directors' in the sample schools, 6 (75 percent) were males and 2 (25 percent) was female. Regarding school directors' working experience, 2 (25 percent) of the respondents had an experience below 10 years where as 6 (75 percent) of the respondents had experience above 10 years. Concerning interviewed woreda education experts, 4 of them were males regarding work experience, all of them had above 10 years' experience. Concerning interviewed sub-city educational expert, regarding the sex, he was male, 45-50 years old. Regarding work experience he had 15 years work experience.

Here discussion was made in line with the basic research questions and the results obtained.

4.3. The Current Level of Teachers' Job Satisfaction

Table 2. Current level of teachers' job satisfaction by Percentage

Factors	Agree		Undefined		Disagree		Total	
	F	%	F	%	F	%	F	%
Responsibility	247	95%	3	1%	8	3%	260	100%
Colleagues	216	83%	21	4%	34	13%	260	100%
Work Itself	203	78%	8	3%	49	19%	260	100%
Working Condition	203	78%	13	5%	42	16%	260	100%
Supervision	192	74%	13	5%	55	21%	260	100%
Recognition	190	73%	21	8%	49	19%	260	100%
Security	161	62%	21	8%	78	30%	260	100%
Advancement	140	54%	10	4%	107	41%	260	100%
Pay	101	39%	13	5%	146	56%	260	100%
Total	-	71%	-	5%	-	24%	260	100%

Table 2 shows the levels of job satisfaction of respondent with nine factors of teachers' job satisfaction which include (i) Responsibility, (ii) Advancement, (iii) Recognition (iv) Colleagues (v) Pay (vi) Security (vii) Supervision (viii) Work itself and (ix) Working condition. From the data, teachers were highly satisfied with their jobs in regarding responsibility factor (95 %).Based on this result the items under responsibility factor showed that teachers were highly responsible towards their students and were highly respected by them as a result, were felt that they were responsible for their teaching and daily lessons. Also they try to make themselves aware of the policy of school which help them function responsibility. This study implied most of the respondents were satisfied with responsibility factor.

Colleagues' factor (83 %)Based on this result the items under colleagues factor showed that teachers were a strong relationship and support among themselves in their work place, were get cooperation from people they work with. Also they try to help each other by giving suggestions or feedback about their teaching. This result related to the review of literature. Friendly co-workers played a role in enhancing teachers' job satisfaction (Michael, 2012).

Work itself factor (78 %) Based on this result the items under work itself factor showed that teachers were highly interested and creative in their job. Moreover, teaching provides them an opportunity to use variety of skills, to have the freedom to make their own decisions, to create a chance to develop new methods and was given opportunity to advance their profession. Working condition factor (78 %) Based on this result the items under working condition showed that teachers were pleased and comfortable with the physical surroundings of the school. Also the administrations were trying to define and communicate the school policies to the teachers well.

Supervision factor (74 %) Based on this result the items under supervision factor showed that most of the teachers were in good relationship with their supervisor. Their immediate supervisor offered suggestions to improve their teaching, gave assistance when they need help for improving instruction, treats everyone equally, and made available the material they need to do their best, explained what is expected of them and praised good teacher.

Social needs include needs for belonging, love, and affection. Maslow described these needs as less basic than physiological and security needs. (Munyaradzi, Tapuwa, Mirjam and Gertjan, 2016).

Recognition factor (73%) Based on this result the items under recognition factor showed that teachers were had received good recognition for their successful teaching from their schools and were appreciated as good teachers.

Security factor (62%) Based on this result the items under security factor showed that most teachers felt a secure future and they were not afraid of losing their teaching job.

Advancement factor (54%) Based on this result the items under advancement factor showed that most of the teachers felt that teaching profession has not a limited opportunity for promotion, perceived that there were clearly established and motivating career path in their schools.

Whereas pay factor (39%) was relatively highest source of dissatisfaction. Based on this result the items under pay factor showed that teachers' income is not adequate for their normal expense. Salary levels had a direct effect on job satisfaction on all teachers (Michael, 2012).

Experts in the Woreda and Subcity Education office testified in the interviews that teachers were satisfied with their jobs with respect to the working environment, work itself and colleague factors. The following responses were revealed.

> *In my opinion, teachers were satisfied in our woreda because there were no any complaint from the private primary school teachers and working environment in private school were comfortable than others for them.*[Woreda education expert]

Most of the teachers agreed that their levels of job satisfaction were good. Their responses were captured as follows:

> *I am grateful in teaching children and I have a strong relationship with my students. Also I am highly responsible for my students' academic and behavioral improvement.* [Teacher]

> *In my opinion, teaching is a very interesting and pleasant job to me. Hence, I am happy and I can say I am satisfied with my job.* [Teacher]

Directors also agreed with the view of teachers, Woreda and Subcity education experts in the level of teachers' job satisfaction.

Interviewees of teachers, school directors, woreda and sub city education experts expressed that the current level of teachers' job satisfaction was good and they had similar opinions in the satisfaction level of teachers. These results were in line with the results of quantitative data collected through questionnaire.

In general, teachers in Nifas Silk Lafto Sub city Private Primary Schools in this study were satisfied with their job.

4.4. Factors Affecting Teachers' Job Satisfaction

Figure 3. Illustrates the factors affecting teachers' job satisfaction of respondent. The factors of job satisfaction are listed on the X axis and mean scores on the scale are indicated on the Y axis.

Figure 3. Graphical presentation on factors affecting teachers' job satisfaction by Mean
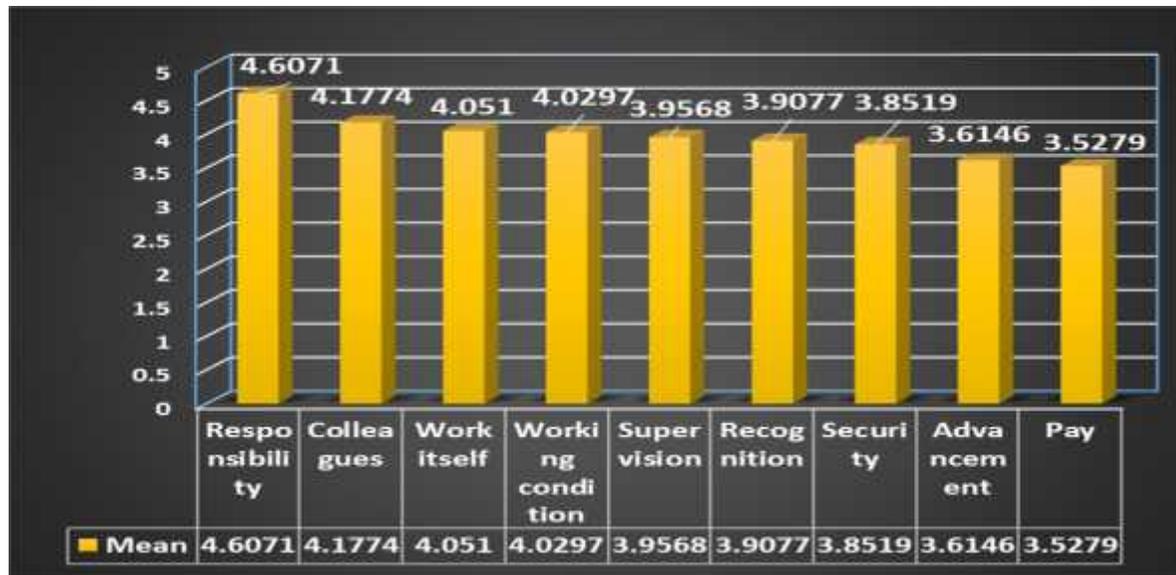
According to Fig. 3 the top rated (highest mean) were responsibility factor (M= 4.6071), colleagues factor (M=4.1774), work itself factor (M=4.0510) and working condition factor (M=4.0297). These factors were positively affecting the teachers' job satisfaction.Based on this result the items under responsibility factor showed that teachers werefelt that they were responsible for their teaching and daily lessons and werehighly responsible towards their students and were highly respected by them as a result.Based on this result the items under colleagues factor showed that teachers were get cooperation from people they work with a strong relationship and support among themselves in their work place.

The study revealed that out of the nine factors that were explored, Pay (M=3.5279) was the major dissatisfaction factor. Based on these results, items under pay factor, teachers were not earning enough money to meet their living costs and they were not paid in proportion to their ability. Moreover, teachers did not feel secured in their job which have financial implication and they was no regular salary increment and other allowances for them. Regarding the salary factor, majority of teachers are not satisfied with the amount of salaries paid to them they say nevertheless cost of living has increased still the amount of

salary paid to them is low and that causes them to have miserable life. This indicates teachers were not highly satisfied with pay factor. The lowest level of employee satisfaction has been the aspects of salary and benefits, opportunities for growth, development and the promotion. (Alireza, Hadi, Mohsen & Ali, 2015. According to Berhan (2007), the employees of the colleges were dissatisfied with the extrinsic factors of work. They expressed their dislike in many of the context of their work such as the salary they get paid which were considered very low, the fringe benefits were considered inadequate and even unavailable, and the incentive system were considered very poor. This study implies p ay was the major factor that negatively affecting teachers' job satisfaction.

Almost all teachers strongly agreed that teachers' salary and promotion factors were the major factors for dissatisfaction. The following responses were revealed.

> *My salary is not enough to get a better life standard hence, I am planning to quit my job next year because I will graduate in accounting field of study this year and I have to get a better job to improve my life.* [Teacher]

> *I think the factors that more negatively influence my job satisfaction were salaries and incentives because, my income is not adequate for my daily expense. If I get a reasonable salary, I will be more productive.* [Teacher]

School directors' interview regarding the factors that negatively influences the job satisfaction of teachers showed that salary, promotion and security were dissatisfying. The following responses were revealed.

> *Truly speaking teachers' salary in this school is not enough to meet their needs because of this; most of the teachers are not satisfied in this regard.* [School director]

> *In my opinion salary and promotion affect teachers' job satisfaction negatively because; teachers need to improve their life in economic aspects. Moreover, salary increments influence teachers to give out their best to their students.* [School director]

Salaries encourage positive performance of teachers, because the work consumes all their time in school. For this reason, they should get good salaries as a motivating factor to elicit their performance. [School director]

If schools fail to bring in bonus schemes to encourage teachers, it negatively affects productivity. At the end of the day, teachers would like to work more to achieve targets that will give them additional income in addition to their salary. [School director]

Woreda and sub city Educational Experts were asked to answer questions with regard to the job satisfaction of teachers in their respective woreda. Their responses are demonstrated below.

"Teachers have different responsibilities and aspirations to fulfill in life. As a result, determinants of employee's job satisfaction differ from one to another. However, there are basic determinants including salaries, incentives and promotion which are mostly present."
[Woreda education expert]

"Pay is a factor that influences negatively teachers' performance because people feel working with children is very difficult that pay helps to boost teacher's moral to work more and know their level of achievement is appreciated. [Woreda education expert]

In my opinion salary is the main determining factor of teachers' job satisfaction in the education sector and lack of promotion opportunities because it demoralizes teacher satisfaction level and consequent performance at work. [Sub city education expert]

Interviewees of teachers, school directors, woreda and sub city educational experts strongly agreed that pay, incentives and promotion factors were the major factors for teachers job dissatisfaction. These results were in line with the results of quantitative data collected through questionnaire.

In general the data collected through questionnaires and interview in this study implied responsibility, colleagues, work itself and working condition factors were positively affected teachers' job satisfaction whereas pay factor was the major reasons for teachers' dissatisfaction.

4.5.1. Teachers' Job Satisfaction in Relation to Sex and Work Experience

4.5.1.1. Teachers' Job Satisfaction in Relation to Sex

An independent-samples t-test was conducted to compare whether there was significant difference between male and female teachers.

Table 4, below exhibits the mean values, standard deviations and t-test values for the teachers responses regarding job satisfaction in relation to sex.

Table 4.Teachers response on the job satisfaction relation to sex

Variable	N	Categories	Mean	Standard deviation	T-test		
					t	F	Sig. (2tailed)
Responsibility	142	Male	4.6076	.31805	.028	258	.978
	118	Female	4.6065	.31583			
Advancement	142	Male	3.5958	.77568	-.435	258	.664
	118	Female	3.6373	.75604			
Recognition	142	Male	3.8545	.69271	-1.329	258	.185
	118	Female	3.9718	.72740			
Colleagues	142	Male	4.1197	.49530	-2.055	258	.041
	118	Female	4.2468	.49798			
Pay	142	Male	3.5431	.66161	.399	258	.690
	118	Female	3.5095	.69398			
Security	142	Male	3.8856	.71745	.813	258	.417
	118	Female	3.8114	.74960			

Supervision	142	Male	3.9523	.44381	-.179	258	.858
	118	Female	3.9622	.44146			
Work Itself	142	Male	4.0748	.60051	.736	258	.462
	118	Female	4.0222	.53873			
Working Condition	142	Male	3.9618	.46218	-2.460	258	.015
	118	Female	4.1114	.51799			

- If the calculated P value is greater than 0.05, there is no significant difference.
- If the calculated P value is less than 0.05, there is significant difference.

The t- test result shows that there is statistically significant difference between male and female in working condition (t= -2.460, p<0.05) and colleagues (t=-2.055, p<0.05) factors. Teachers with different gender had similar views on most of the factors that influenced their job satisfaction (Elleni, 2017).

The t- test result shows that there is no statistically significant difference between male and female teachers in responsibility (t=.978, p>0.05), supervision (t=.858, p>0.05), pay (t=.690, p>0.05), advancement (t=.664, p>0.05), work itself (t=.462, p>0.05), security (t=.417, p>0.05) and recognition (t=.185, p>0.05) factors.

The mean value shows a high difference in regarding working condition factor between male (M=3.9618, sd=.46218) and female (M=4.1114, sd=.51799) and colleague factor between male (M=4.1197, sd=.49530) and female (M=4.2468, sd=.49798). Whereas, the mean value shows slight difference regarding responsibility factor between male (M = 4.6076, sd=.31805) and female (M= 4.6065, sd=.31583), supervision factor between male (M= 3.9523, sd=.44381) and female (M= 3.9622, sd=.44146), pay factor between male (M= 3.5431, sd=.66161) and female (M= 3.5095, sd=.69398), advancement factor between male (M= 3.5958, sd=.77568) and female (M= 3.6373, sd=.75604), work itself factor between male (M= 4.0748, sd=.60051) and female (M= 4.0222, sd=.53873) security factor between male (M= 3.8856, sd=.71745) and female (M= 3.8114, sd=.74960) and recognition factor between male (M = 3.8545, sd=.69271) and female (M= 3.9718, sd=.72740).

Based on this result the items under the working condition factor were pleasant and comfortable for female teachers and they were happy with the physical surroundings of the

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school and school administration. Based on this result the items under the colleague factor female teachers were enjoying highly strong relationship among them. They support and cooperate with each other and help each other by giving suggestions or feedback about their teaching. School directors' interview regarding the job satisfaction of teachers in relation to sex. The following responses were revealed.

> In my opinion female teachers are more satisfied than male teachers because most of the time in our school, male teachers' turnover is high than female teachers; moreover, female teachers are more stable.
>
> [School director]

Teachers, Woreda and sub city education experts also agreed with the view of the school directors' view of teachers' job satisfaction in relation to sex.

Interviewees of teachers, school directors, woreda and sub city education experts agreed that female teachers were more satisfied than male teachers. This also supports the quantitative findings that female teachers were more satisfied than male teachers.

Figure 4. General out looks of teachers' job satisfaction in relation sex
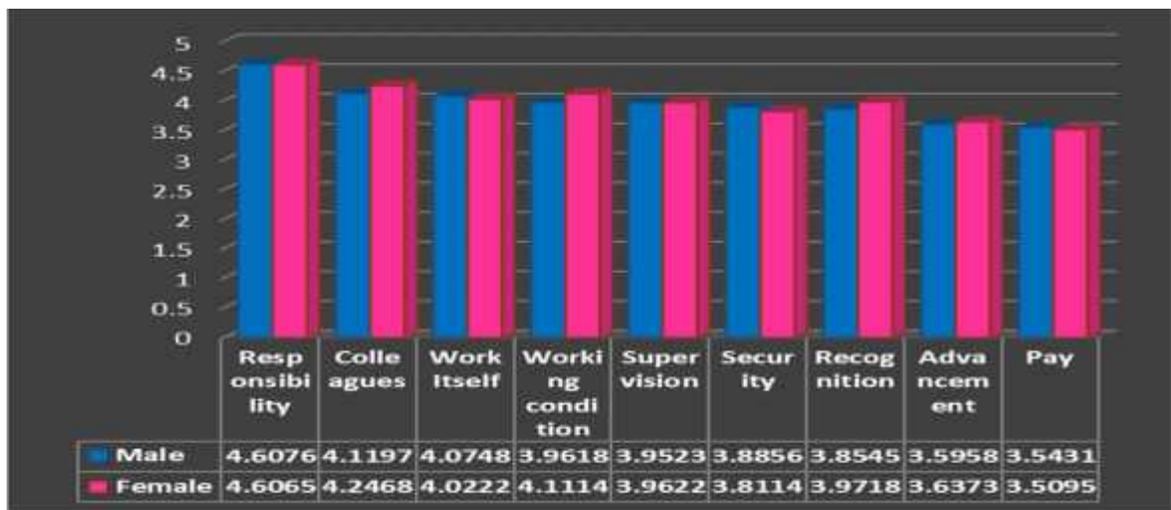
As we can see in Figure 4, female teachers in Nifas Silk Lafto Sub city Private Primary Schools in this study were more satisfied than male teachers. Women and men in terms of job satisfaction are different. Women have higher job satisfaction than men. (Alireza, Hadi, Mohsen & Ali, 2015).

In general, the analysis of quantitative data through the questionnaires and the analysis of the teachers, school directors, woreda and sub city educational experts' data from the interviews show that female teachers in Nifas Silk Lafto Sub city Private Primary Schools in this study were more satisfied than male teachers.

4.5.1.2. Teachers' Job Satisfaction in Relation to Work experience

One Way ANOVA was conducted to compare whether there was significant difference between work experience groups.

Table 5, below exhibits the mean values, standard deviations and one way ANOVA for the teachers responses regarding job satisfaction in relation to work experience.

Table 5. Teacher response on the job satisfaction in relation to work experience

Variable	N	Categories	Mean	Standard deviation	One -Way ANOVA		
					df	F	Asymp. Sig. (2tailed)
Responsibility	131	1-5 years	4.6216	.29219		2.051	.107
	113	6-10 years	4.6131	.34819			
	14	11-15 years	4.4082	.21598			
	2	16-20 years	4.7143	.20203			
Advancement	131	1-5 years	3.5053	.79472	3, 256)	2.298	.078
	113	6-10 years	3.6956	.74886			
	14	11-15 years	3.9286	.46810			
	2	16-20 years	4.0000	.28284			
Recognition	131	1-5 years	3.9491	.66727	3, 256)	2.644	.050
	113	6-10 years	3.9263	.73831			
	14	11-15 years	3.4048	.71824			
	2	16-20 years	3.6667	.94281			
	131	1-5 years	4.2052	.45443		.772	.510

	N	Experience	Mean	Std. Dev	df	F	Sig
Colleagues	113	6-10 years	4.1692	.56643	3, 256)		
	14	11-15 years	4.0179	.30562			
	2	16-20 years	3.9375	.26517			
Pay	131	1-5 years	3.5258	.62897	3, 256)	.899	.442
	113	6-10 years	3.5055	.73238			
	14	11-15 years	3.6250	.64301			
	2	16-20 years	4.2500	.17678			
Security	131	1-5 years	3.8798	.64551	3, 256)	.622	.601
	113	6-10 years	3.7965	.81459			
	14	11-15 years	3.9821	.83473			
	2	16-20 years	4.2500	.35355			
Supervision	131	1-5 years	3.9154	.42646	3, 256)	1.327	.266
	113	6-10 years	4.0150	.47250			
	14	11-15 years	3.9121	.29230			
	2	16-20 years	3.6923	.21757			
Work Itself	131	1-5 years	3.9990	.58126	3, 256)	1.926	.126
	113	6-10 years	4.1394	.54939			
	14	11-15 years	3.8571	.63142			
	2	16-20 years	3.8125	.44194			
Working condition	131	1-5 years	4.0076	.49939	3, 256)	.257	.856
	113	6-10 years	4.0455	.50841			
	14	11-15 years	4.1122	.32758			
	2	16-20 years	4.0000	.00000			

- If the calculated P value is greater than 0.05, there is no significant difference.
- If the calculated P value is less than 0.05, there is significant difference.

As depicted in table 5 above, the one way ANOVA shows that there is no statistically significant difference between the work experience groups in whole factors.

The one way ANOVA shows that there was no significant difference in responsibility (F=2.051, p>0.05), advancement (F=2.298, p>0.05), recognition (F= 2.644, p>0.05), colleagues (F= .772, p>0.05), pay (F=.899, p>0.05), security (F= .622, p>0.05), supervision (F= 1.327, p>0.05), work itself (F= 1.926, p>0.05) and working condition (F=.257, p>0.05) among the work experience groups.

The mean value shows slight difference regarding responsibility factor between male (M = 4.6076, sd=.31805) and female (M= 4.6065, sd=.31583), supervision factor between male (M= 3.9523, sd=.44381) and female (M= 3.9622, sd=.44146), pay factor between male (M= 3.5431, sd=.66161) and female (M= 3.5095, sd=.69398), advancement factor between male (M= 3.5958, sd=.77568) and female (M= 3.6373, sd=.75604), work itself factor between male (M= 4.0748, sd=.60051) and female (M= 4.0222, sd=.53873) security factor between male (M= 3.8856, sd=.71745) and female (M= 3.8114, sd=.74960) and recognition factor between male (M = 3.8545, sd=.69271) and female (M= 3.9718, sd=.72740).

In general the result from One-Way ANOVA shows that there is no statistically significant difference between work experience groups. Also the mean and the standard deviation values also show almost similar score among the work experience group.

The school directors were asked to answer the questions in regarding teachers' job satisfaction in relation to work experience and give reason(s) for that. Their responses are depicted in the following:

> *You know, when your work experiences increases, you will love the teaching more and your experience will help you to perform well. So, the work experience group of 16-20 is more satisfied than others work experience groups.* [School director]

Concerning the demographic characteristics of work experiences, some of the teachers, woreda and sub city educational experts in interview agreed that there were slight difference among the work experience groups. Most of them believed that the age group of teachers who have more than 10 years teaching experience (10-15 and 16-20 work experience group) were slightly satisfied than those who have below 10 years work experience.

Older and younger teachers had different views of what influences their job satisfaction. Those that have more than 9 years of experience were more satisfied with their jobs than

the younger teacher respondents. Similarly, the most experienced teachers were more satisfied than the other less experienced groups (Elleni, 2017).

In general, the analysis of quantitative data through questionnaires did not shows a significant difference; whereas, the analysis of the teachers, school directors, woreda and sub city educational experts' data from interview showed that teachers who have more than 16 years teaching experience were slightly satisfied than those who have below 15 years work experience. Therefore, It can be concluded teachers who have more than 16 years teaching experience were slightly more satisfied than those who have below 15 years work experience because of the majority of the respondents through interview consisting of teachers, school directors, woreda and sub city educational experts response confirms.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This last chapter summarizes the major findings that emerged from the analysis of the qualitative and quantitative data collected for the study. Finally, based on the findings, it draws summary, conclusions and recommendations.

5.1. Summary

The main propose of the study was to examine teacher's job satisfaction in Nefas Silk Lafto Sub city Private Primary Schools in Addis Ababa city Administration. To this end, the following basic research questions were posed:

1. What is the current level of teachers' job satisfaction in Nefas Silk Lafto Sub city Private Primary Schools?

2. What are the factors affecting teachers' job satisfaction in Nefas Silk Lafto Sub city Private Primary Schools?

3. Do the demographic characteristics (sex and work experience) of teachers influence their job satisfaction in Nefas Silk Lafto Sub city Private Primary Schools?

In order to answer the above research questions, a mixed methods design that constituted both qualitative and quantitative methods was employed. The qualitative instruments consisted of interviews with teachers, school directors, woreda educational experts and sub city educational experts. The quantitative data were collected through Lester's (1987) Teacher job satisfaction Questionnaire (TJSQ) with nine factors, Recognition, Security, Work itself, Responsibility, Working Condition, Advancement, Colleagues, pay, and Supervision. Before the data for the main study was collected, questionnaires and interviews were pilot tested. Based on the lessons gained from the pilot study, some amendments were made to these instruments before the data was collected for the main

study. The researcher amended the Teachers' Job Satisfaction Questionnaire (TJSQ) in context of Ethiopia. 8 items were removed, 4 items were corrected and 5 items were added. The questionnaires were administrated to 300 teachers and 260(86.6%) teachers filled in and returned the questionnaire out of which 142 (54.6%) were males while 118(45.4%) were females. In addition, 12 sample teachers, 8 school directors, 4 woredas and 1 sub-city educational experts were interviewed.

Out of the total population 306 from the sample schools, 260 (85 percent) teachers were selected from 17 sample schools, which were selected from 117 schools out of the 4 sample woredas by simple random sampling method and 12 teachers, 8 school directors, 4 woredas and 1 sub-city educational experts were purposively selected for the study. After deciding up on the number of samples to have been drawn for the study, 17 primary private schools were randomly selected. They were Kids' Flower, Cordova, Pineal, Roman, Champions, Miraf Teachers, Sew Tsega, Bisrate Gabriel International, School of Indiana, Bebrest, South West, School of Redemption, Mark Youth, Mount Olive, Future Generation Hope, Dream Success and MekanisaAbadir Mosque primary private schools. Questionnaires were distributed for the sample teachers which were working at the indicated sample schools. Research data collected through questionnaire were analyzed and interpreted by using percentage, table, figures, mean value, standard deviation, T-test and one-way ANOVA. Moreover, supportive data were collected through interviews and analyzed qualitatively.

In analyzing the data, both quantitative and qualitative analyses were made. The data collected through questionnaires was analyzed quantitatively. Whereas, the qualitative information gathered through interviews was analyzed qualitatively. Following this, the findings of the analyses were discussed in terms of the research questions the study was intended to answer. The major findings are summarized as follows:

- The general level of teachers' job satisfaction in Nifas Silk LaftoSubcity Private Schools was assessed. It came to light that the level of teachers' job satisfaction is generally good. From the data, teachers were highly satisfied with their jobs in

regarding responsibility, colleagues and work itself factors and has a positive effect on the teachers' job satisfaction

- The study explored Nine (9) factors of teachers' job satisfaction which included (i) Responsibility, (ii) Advancement, (iii) Recognition (iv) Colleagues (v) Pay (vi) Security (vii) Supervision (viii) Work itself and (ix) Working condition. The study revealed that out of the nine factors that were explored, the teachers, school directors, woreda educational experts and sub city educational expert view pay as the main factor that affects teachers' job satisfaction negatively. Pay factor has negative effects on the teachers' job satisfaction.

- The t- test result showed that there is statistically significant difference between males and females in working condition (t= -2.460, p<0.05) and colleagues (t=-2.055, p<0.05) factors. Interviewees of teachers, school directors, woreda and sub city educational experts agreed that female teachers were more satisfied than male teachers. This also supports the quantitative findings that female teachers were more satisfied than male teachers.

- In general the result from One-Way ANOVA shows that there is no statistically significant difference between work experience groups. Also the mean and the standard deviation values also showed almost similar results among the work experience group. Teachers, woreda and sub city educational experts in interview agreed that there were slight difference among the work experience groups. Most of them believed that the age group of teachers who have more than 10 years teaching experience (10-15 and 16-20 work experience group) were slightly satisfied than those who have below 10 years work experience.

5.2. Conclusions

In general, based on the results of the major findings of the study, the following conclusions were drawn:

- Finding of the study indicate that, the private primary school teachers at Nifas Silk Lafto Sub city were satisfied (71%) their job. Most of the teachers were highly satisfied with responsibility, colleague, work itself and working condition factors. Overall, the responses indicated that the teachers in this study were satisfied with their job.
- According to the result of the research, responsibility, colleague, work itself and working condition factors were a positive relationship with teachers' job satisfaction whereas pay factor was the main factor for teachers' job dissatisfaction and negatively affecting teachers' job satisfaction.
- Result of T-test and ANOVA revealed that sex had some statistically significant difference on the teachers' job satisfaction in areas like the working condition and colleagues factors. On the other side, responsibility, advancement, recognition, pay, security, supervision and work itself factors showed no difference statistically. In general female teachers in Nefas Silk Lafto Sub city private primary schools were more satisfied than males.
- Result of T-test and ANOVA revealed that there were slightly significant differences among teachers' job satisfaction with their work experience group. Teachers who have more than 16 years teaching experience (15-20 work experience group) were more satisfied than those who have below 15 years work experience.

5.3. Recommendations

The following points are regarded as possible recommendations that would contribute to improve teachers' job satisfaction at Addis Ababa city Government in Nifas Silk Lafto sub-city private primary schools. Therefore, based on the conclusions made, the following recommendations were proposed:

- Findings from this study revealed the mean score on job satisfaction facets such as pay factor was below average level. It was found from the study that satisfaction level of salaries is low. Therefore, it appears teachers are not pleased with these satisfaction factors. It is recommended that management should consider the need to adjust salaries as well as benefits such as bonus and educational grant.

- Promoting satisfaction factors and reducing dissatisfaction factors will result in improved teachers' job satisfaction and contribute better in achieving educational goals and school objectives. Therefore, to get the required teachers' job satisfaction, their pay and other incentives are one of the areas for consideration.

- The government should establish an agreement with the private schools to give better remunerations to their employees and the government should draw policies that will encourage teacher career development plans.
- It is recommended that adequate access of educational opportunity for teachers should be given.

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Appendix A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

A study on "Factors Affecting Teachers' Job Satisfaction in Nefas Silk Lafto Subcity Private Primary Schools in Addis Ababa"

<u>**General Direction**</u>

The purpose of this questionnaire is to collect data that can serve as inputs to a thesis prepared for the partial fulfillment of Master of Arts Degree in Educational Leadership and Management at Addis Ababa University. This research aimed at identifying the factors affecting teachers' job satisfaction in Nefas Silk LaftoSubcity Private Primary Schools in Addis Ababa.

I assure you that the collected data are to be used only for aforementioned educational purpose and be kept confidentially. No need of writing your name. Thus, you are kindly requested to fill out the questionnaire very carefully and honestly according to the instructions provided for each part.

Finally, I would like to thank you in advance for your devotion in filling this questionnaire.

Part I: Background Information

    1. Sex _____

    2. Your teaching experience in years currently _____

Part II. Please, respond to all items given below by putting a tick ( ) in the appropriate space using the following scales: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4= agree and 5 = strongly agree.

N o	Items	Strongly Agree	Agree	Undefined	Disagree	Strongly Disagree
I. Responsibility Factor						
1	Teaching provides me the opportunity to help my student learning					
2	My students respect me as a teacher.					
3	I'm responsible for planning my daily lessons.					
4	I don't have responsibility for my teaching.					
5	I'm not responsible for my actions.					
6	I try to be aware of the policies of my school.					
7	I'm not interested in the policies of my school.					
II. Advancement Factor						
8	Teaching provides limited opportunities for advancement.					
9	Teaching provides an opportunity for promotion.					
10	Teaching provides a good opportunity for advancement.					
11	There is a clearly established and motivated career path at my profession.					
12	Present promotion policy is motivating and satisfying.					
III. Recognition Factor						
13	I receive full recognition for my successful teaching.					
14	No one tells me that I'm a good teacher.					
15	I receive too little recognition.					
IV. Colleagues Factor						
16	I like the people with whom I work.					
17	My colleagues stimulate me to do better work.					
18	My colleagues provide me with suggestions or feedback about my teaching.					

N o	Items	Strongly Agree	Agree	Undefined	Disagree	Strongly Disagree
19	I don't get cooperation from people I work with.					
20	I dislike the people with whom I work.					
21	My interests are similar to those of my colleagues.					
22	There is strong relationship and support among co-workers in the work place.					
23	My colleagues seem unreasonable to me.					
V. Pay Factor						
24	Teaching income is adequate for normal expense.					
25	I'm well paid in proportion to my ability.					
26	Insufficient income keeps me from living the way I want to live.					
27	Teacher income is only enough to live in.					
28	Teacher income is less than I deserve.					
29	Teaching provides me with financial security.					
30	Pay compares with similar jobs in other school is good.					
31	There is a consistent salary increment and other allowances for employees.					
VI. Security Factor						
32	Teaching provides for a secure future.					
33	I'm afraid of losing my teaching job.					
34	Teaching creates feeling of job safety.					
35	I never feel secure in my teaching job.					
VII. Supervision Factor						
36	I receive recognition from my immediate supervisor.					
37	My immediate supervisor offers suggestions to improve my teaching.					
38	My immediate supervisor gives me assistance when I need help.					
39	My immediate supervisor does not back me up.					
40	My immediate supervisor treats everyone equitably.					
41	My immediate supervisor provides assistance for improving instruction.					
42	My immediate supervisor is not willing to listen to suggestion.					

N o	Items	Strongly Agree	Agree	Undefined	Disagree	Strongly Disagree
43	I receive too many meaningless instructions from my supervisor.					
44	My supervisor makes available the material I need to do my best.					
45	My immediate supervisor makes me feel uncomfortable.					
46	When I teach a good lesson, my immediate supervisor notices.					
47	My immediate supervisor explains what is expected of me.					
48	My immediate supervisor praises good teacher.					
VIII. Work Itself Factor						
49	I do not have the freedom to make my own decisions.					
50	Teaching is a very interesting job.					
51	Teaching provides an opportunity to use variety of skills.					
52	Teaching does not provide me the chance to develop new methods.					
53	Teaching encourages me to be creative.					
54	The work of a teacher is very pleasant.					
55	The work of a teacher consist routine activities.					
56	Teaching provides me with an opportunity to advance professionally.					
IX. Working Condition Factor						
57	The administration in my school does not clearly define its policies.					
58	Working conditions in my school are comfortable.					
59	Working condition in my school could not be worse.					
60	The administration in my school communicates its policies well.					
61	Physical surroundings in my school are unpleasant.					
62	Working conditions in my school are good.					
63	Working condition in my school can be improved.					

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

A study on "Factors Affecting Teacher's Job Satisfaction in Nefas Silk Laftosubcity Private Primary Schools in Addis Ababa"

Interview Questions for Teachers

1. What is your suggestion about your current job satisfaction? Are you satisfied with your job or not? Why?

2. What factors more negatively influence your job satisfaction?

3. Do you think that your gender/sex influence your job satisfaction? How?

4. How many years you teach? Do you think that your work experiences determine your job satisfaction or not? How?

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Appendix C

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

A study on "Factors Affecting Teacher's Job Satisfaction in Nefas Silk Laftosubcity Private Primary Schools in Addis Ababa"

Interview Questions for School Directors

1. What is your suggestion about current teacher job satisfaction in your school? Are teachers satisfied with their job or not? Why?
2. What factors do you think that more negatively influence teachers' job satisfactionin your school?
3. What is your suggestion about job satisfaction among male and female teachers (whom do you think is satisfied with his/her own job more when you compare?)
4. Based on the work experience group (1-5, 6-10, 11-15, 16-20 years), which group do you think is more satisfied? Why?

Appendix D

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

A study on "Factors Affecting Teacher's Job Satisfaction in Nefas Silk Laftosubcity Private Primary Schools in Addis Ababa"

Interview Questions for Woreda Educational Experts

1. What is your suggestion about current teacher job satisfaction in your woreda? Are teachers satisfied with their job or not? Why?

2. What factors do you think that more negatively influence teachers' job satisfaction in your woreda?

3. What is your suggestion about job satisfaction among male and female teachers (whom do you think is satisfied with his/her own job more when you compare?)

4. Based on the work experience group (1-5, 6-10, 11-15, 16-20 years), which group do you think is more satisfied? Why?

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Appendix E

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Educational Planning and Management

A study on "Factors Affecting Teacher's Job Satisfaction in Nefas Silk Laftosubcity Private Primary Schools in Addis Ababa"

Interview Questions for Sub city Educational Expert

1. What is your suggestion about current teacher job satisfaction in your Subcity? Are teachers satisfied with their job or not? Why?

2. What factors do you think that more negatively influence teachers' job satisfaction in yourSubcity?

3. What is your suggestion about job satisfaction among male and female teachers (whom do you think is satisfied with his/her own job more when you compare?)

4. Based on the work experience group (1-5, 6-10, 11-15, 16-20 years), which group do you think is more satisfied? Why?

Appendix F

Pilot Test for Reliability(Item-Total Statistics)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1Responsibility	246.4654	423.007	.170	.871
Q2	246.5462	421.052	.243	.870
Q3	246.4154	421.997	.210	.871
Q4	246.3846	422.145	.200	.871
Q5	246.3500	422.113	.240	.870
Q6	246.6692	419.527	.316	.870
Q7	246.9692	413.096	.334	.869
Q8	247.4885	409.625	.313	.869
Q9 Advancement	247.4731	413.123	.243	.871
Q10	247.4654	411.941	.285	.870
Q11	247.4346	413.166	.260	.870
Q12	247.8154	408.475	.361	.868
Q13	247.2577	412.099	.340	.869
Q14 Recognition	246.9962	415.710	.274	.870
Q15	247.4731	412.111	.303	.869
Q16	246.6154	416.562	.398	.869
Q17 Colleagues	246.8269	416.221	.351	.869
Q18	246.8077	414.125	.431	.868
Q19	246.5923	416.899	.382	.869
Q20	247.2346	403.153	.385	.868
Q21	247.6385	414.811	.249	.870
Q22	246.9846	415.814	.306	.869
Q23	247.0808	414.113	.360	.869
Q24	247.5500	416.357	.159	.872
Q25	247.7385	411.954	.232	.871
Q26	247.4500	415.214	.186	.872
Q27 Pay	247.4423	419.159	.116	.873
Q28	247.4654	416.914	.147	.873
Q29	247.8885	413.953	.209	.871
Q30	247.6038	412.595	.272	.870
Q31	247.8385	416.198	.179	.872
Q32	247.4308	406.493	.394	.868
Q33	247.1115	418.022	.191	.871

Q34 Security	247.3808	410.507	.331	.869
Q35	247.2692	413.974	.275	.870
Q36	247.0808	411.843	.413	.868
Q37 Supervision	247.1308	414.863	.351	.869
Q38	247.1654	418.085	.254	.870
Q39	247.9154	411.143	.297	.870
Q40	247.1115	412.879	.316	.869
Q41	247.0538	415.819	.365	.869
Q42	247.0577	413.475	.352	.869
Q43	247.1077	412.205	.398	.868
Q44	247.4038	415.176	.266	.870
Q45	247.0615	416.490	.278	.870
Q46	247.3192	414.697	.347	.869
Q47	247.0346	415.462	.401	.869
Q48	247.0692	413.169	.414	.868
Q49	247.2385	408.368	.418	.868
Q50	246.8077	417.700	.239	.870
Q51 Work Itself	246.7077	414.455	.451	.868
Q52	247.1192	410.916	.378	.868
Q53	246.9231	410.511	.412	.868
Q54	246.9077	408.733	.465	.867
Q55	247.8846	412.195	.232	.871
Q56	247.2038	408.773	.460	.867
Q57	247.0269	414.127	.345	.869
Q58	247.0808	413.781	.345	.869
Q59	247.3577	418.524	.197	.871
Q60 Working Condition	247.0423	410.535	.499	.867
Q61	247.1154	415.933	.295	.870
Q62	247.0423	413.948	.372	.869
Q63	247.1769	420.432	.168	.871

Appendix G

Appendix H