

JOB SATISFACTION AMONG SECONDARY SCHOOL  
TEACHERS IN ADDIS ABABA

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES



BY

GEDEFAW KASSIE

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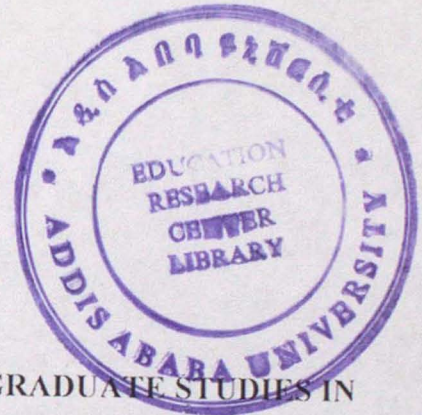
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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN  
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## ABSTRACT

*The study sought to determine the relationship between personal characteristics of teachers, intrinsic factors, and extrinsic factors and job satisfaction.*

*A sample of 270 teachers was selected by using stratified random sampling method from a population of 1852 teachers in Addis Ababa government secondary schools. The data regarding the dependent and independent variables were collected by questionnaires from the teachers.*

*Statistical analysis included computation of correlation matrix, multiple regression analysis, ( $R^2$ ), and F-values.*

*The finding of the study revealed that from all the independent variables only five were selected by the stepwise regression method and had a statistically significant relationship with the criterion measure. These independent variables are: work itself, working conditions, interpersonal relations, sex, and salary. All of these variables have a statistically significant relationship with the criterion measure.*

*The findings of the study indicated that work itself, working conditions, interpersonal relations, sex, and salary are better predictors of teachers' job satisfaction than other factors.*

*The results of the study have been interpreted and compared with those of other studies reported in the literature. On the bases of the finding obtained in the study it was recommended that the problem has to be further researched in different regions for validating findings and instrument developed.*

## ABBREVIATIONS

EDU	education
SRV	service
MST	marital status
JS	job satisfaction
WI	work itself
IR	interpersonal relations
WC	working conditions
SLR	salary
SUP	supervision
PRO	promotion
SCR	security
RES	responsibility
REC	recognition

## CHAPTER ONE

### 1. INTRODUCTION

#### *1.1. Background of the Study*

Work plays a prominent role in our lives. It occupies more time than any other single activity and it provides the economic basis for our life style (Koustelios, 2001).

The relationship between man and his work has long attracted the attention of philosophers, scientists, and novelists. The interest of psychologists in this problem dates back to the early part of the twentieth century and is reflected in the emergence and development of such fields of specialization as industrial psychology and vocational guidance (Vroom, 1984; Herzberg, Mausner, & Snyderman, 1959).

The early work in these fields dealt with the measurement of aptitudes and abilities and with utilization of these measurements in improving the selection of occupations by persons and the selection of persons by organizations. This emphasis on improving the 'fit' between the abilities of persons and the demands of their jobs made an important contribution both in organizational functioning and individual adjustment (Vroom, 1984).

Hence, it is a useful starting point for any researcher who is willing to investigate this field of inquiry. Job satisfaction is one part of such a field of knowledge which needs to be understood, monitored and dealt with.

Ever since the 1930s, organizational psychology has been devoting a great deal of attention to the study of job satisfaction. This has happened for three main reasons: (1) historical and/or cultural (from both a historical and cultural view point, increasing value has been attached to the quality of life at work, which is regarded more and more as a space of personal development); (2) functional (not only for intrinsic value as psychological variable directly affecting behavior, but also because job satisfaction is a construct with implications and consequences on other attitudes, at individual as well as at organizational level); and (3) practical (it is a variable which can be easily measured and used)(Seco, 2002).

For a number of years, also teacher job satisfaction has been recognized as extremely important for implementing any type of educational reform, for involving the teacher in life-long learning, for the quality of the teaching-learning process, and for satisfaction with life in general (Seco, 2002).

Next to students, teachers are the most important resource in the school and a high quality education system depends on high quality teachers. The quality of school education basically depends on the professionalism and devotion of teachers, and positive changes in schools cannot be realized without teachers' commitment to and participation in reform; teachers' quality and morale are the key to the success of education reform (Kim, 2000). However, among the most important threats to the education system efficiency are apparent declines in teacher morale and rising teacher turnover, both of which are indicators of low teacher job satisfaction.

Studies of teacher satisfaction based on Maslow's (1954) hierarchy of needs theory have supported the connection between need fulfillment and job satisfaction (Wright and Custer, 1998). These authors cited an absence of three - higher order needs (esteem, autonomy, and self-actualization) as major contributor to low teacher satisfaction.

Simmons (1970) has identified teacher satisfaction factors and has categorized them as content and context. Content factors relate to the teaching process itself (e.g., achievement in teaching, the nature of the work itself and recognition), while context factors relate to the job situation (e.g., interpersonal relations, school policy, salary, etc). The context serves only to reduce pain in the lower- order needs areas (e.g., physiological and safety) and cannot lead to satisfaction. The content aspects correspond to esteem and self-actualization, which are at the top of Maslow's hierarchy (Maslow, 1954). They, as intrinsic aspects of teaching, contribute most powerfully to satisfaction.

Several researchers (Davis & Newstrom, 1989; Porter & Steers, 1977; Newcom et al., 1987) have attributed job turnover, absenteeism and job burnout to a lack of job satisfaction. Relatedly, Grady (1988) (in Cano & Miller, 1992) conducted a study which support for a possible causal chain leading to job turnover/retention. The Chain proceeded from individual expectation through

commitment propensity, along with meaningfulness of the job to increased commitment, through intension and finally to turnover/retention.

The impact of job dissatisfaction goes far beyond the above mentioned consequences. For instance, Mowday (1984) suggested that the negative effects of job turnover on organizations may include: (1) increased costs to recruit, select, and train employees; (2) demoralization of remaining employees; (3) negative public relations; (4) disruption of day-to-day activities; and (5) decreased organizational opportunities to pursue growth strategies. In order to curb the negative consequences associated with job dissatisfaction, a thorough understanding is required as to which create job dissatisfaction (Davis & Newstrom, 1989; Mowday, 1984; Castillo et. al., 1999).

Many studies have attempted to identify sources of teacher satisfaction and dissatisfaction by elementary and secondary school teachers (Fraser, Draper, & Taylor, 1998; Nias, 1981; Friedman and Farber, 1992; Kyriacou and Sutcliffe, 1979). According to the majority of these studies, teacher satisfaction is clearly related to levels of intrinsic empowerment, i.e., motivation. The main factor found to contribute to the job satisfaction of teachers is working with children. Additional factors included developing warm, personal relationships with pupils, the intellectual challenge of teaching and autonomy and independence. In contrast, teachers viewed job dissatisfaction as principally contributed by work overload, poor pay and perceptions of how teachers are viewed by society.

Researchers such as Hargreaves (in Zembylas and Papanastasiou, 2004), Little (1996) and Nias (1996) mention a number of factors that subvert a teacher's sense of empowerment and motivation and are related to feelings of loss, disillusionment and negative perceptions of self-worth: the monotony of daily routines, a lack of motivation and discipline from the students' part, and a lack of support and appreciation from colleagues and administration. It is interesting to observe that these factors are associated with some of the reasons that drive teachers to leave the profession.

Specifically, Norton and Kelly (1997) and Shann (1998) identified the following factors that contribute to increase teacher dissatisfaction and to teachers leaving the profession:

- problems related to students' behavior and handling of students' discipline;
- problems/frustrations with the variety of administrative routines and accompanying paperwork;
- problems related to teacher load;
- concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels;
- low pay;
- few possibilities for career promotion or growth, and ;
- the declining respects for the profession.

A large scale study conducted by the US Department of Education (1993) (cited by Zembylas and Papanastasiou, 2004) showed that 40% of American teachers strongly dissatisfied with their work load, the resources available to them, the support received from school administrators, and the procedures used to evaluate their work. The report identified "more administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy" as the working conditions that were associated with higher teacher satisfaction. Favorable workplace conditions were positively related to teachers' job satisfaction regardless of whether teachers were employed by a public or private school and elementary or secondary school, and regardless of the teachers' background characteristics or school demographics.

Several other studies of teacher satisfaction and motivation attest to the argument that many teachers are satisfied in their jobs (Brunetti, 2001; Culver, Wolfle & Cross, 1990; Fresko, Kfir and Nasser, 1997; Kloep & Tarifa, 1994; Mertler, 2002). For instance, Mertler (2002) observed that while 23% of his respondents (or 160 teachers) reported that they were dissatisfied with teaching, 77% of the respondents reported that they were satisfied with their jobs as teachers. It appears that about 70-90% of the teachers in several studies reported that they were satisfied with the job of teaching (Borg, Riding and Falzon, 1991).

Nevertheless, there seems to be a general consensus that low satisfaction is a significant phenomenon of the teachers' work life and there is a need to understand it and learn how to reduce or eliminate it. Mercer and Evans (1991) argued that job dissatisfaction occurs in teaching and that work is needed to identify those factors that affect the motivation and job satisfaction of teachers. Van Amelsvoort, Hendriks and Scheerens (2000) argued further by stating that it is widely claimed that the teaching profession is demoralized and suffering from diminished job satisfaction and decreased commitment, a situation that will affect the quality of teaching and the adequacy of teacher supply in the long term.

Although evidence seems to confirm the fact that teachers are generally satisfied with their jobs, also obvious is the fact that numerous teachers' are not highly motivated and that students of these classrooms teachers are perhaps not receiving the highest quality education (Mertler, 2002).

### **1.2. Statement of the Problem**

The issue of job satisfaction and employees' behavior, its relation to performance level and productivity has intrigued social scientists for many years. Some of them thought that the more satisfied an employee in his job, the better yield would be the result of the quantity and quality of performance. However, some concluded that more satisfied employees may not be productive because productivity is influenced by various factors. Others also associated job satisfaction with other factors such as high pay, fast promotion ladder, competent and participative management system (Miner, 1985).

The management literature in relation to job satisfaction of employees also provided evidence of relationships between personal/demographic characteristics of employees such as age, gender, education and length of service, for example, and job satisfaction (Robbins, 1998). Cook, Hepworth, Wall and Warr (Green, 2000) reviewed job satisfaction questionnaires and found that the job facets often investigated were relationships with co-workers, kind of work, pay, personal growth, promotion prospects, and supervision. Moreover, from the introduction part of this study, it appears that information on the principal factors and characteristics associated with job satisfaction in secondary schools is essential to enable appropriate plans and strategies to be

established to make teachers more satisfied and committed to teaching. In view of this, the following main or primary research problems can be stated:

1. Are there any relationships between personal characteristics such as age, sex, education, service, and marital status and teachers' job satisfaction?
2. What is the contribution of each of these factors, and all combined together to teachers' job satisfaction?
3. Are there any relationships between selected job satisfier factors (achievement, advancement, recognition, responsibility and the work itself) and job dissatisfier factors (interpersonal relations, salary, supervision, working conditions, promotion) and the overall job satisfaction of secondary school teachers?
4. What is the relative contribution of each of these factors (job satisfier and dissatisfier) when combined together, to teachers' job satisfaction?
5. What is the relative contribution of each of these personal, job satisfier, and job dissatisfier factors when combined together to teachers' job satisfaction?

### **1.3. Objectives of the study**

In view of the main problems stated above, the nature of this study can be viewed as descriptive which is aiming at describing teacher job satisfaction in secondary schools. The present empirical investigation is carried out with the following primary objective:

To determine if the level of satisfaction that teachers hold in relation to their profession can be predicted based on variables related to some of their personal characteristics, to their intrinsic and extrinsic factors as well as from the combined variables (personal, intrinsic and extrinsic factors).

In order to achieve this primary objective the following secondary objectives can be identified:

1. To assess the predictive power of personal variables (such as age, gender, marital status, education) in teachers' job satisfaction.
2. To describe relationships between selected job satisfier factors (achievement, advancement, recognition, responsibility, and the work itself) and the overall job satisfaction of secondary school teachers.

3. To describe the relationships between selected job dissatisfier factors (interpersonal relations, salary and benefits, supervision, working conditions) and the overall job satisfaction of secondary school teachers.
4. To determine the predictive power of personal, satisfier and dissatisfier factors.
5. To provide research based information on the job satisfaction issues to education leaders, managers, educational researchers and planners, policy makes, etc.

#### **1.4. Limitation and Delimitation of the Study**

This study is restricted to a limited geographical area. The empirical investigation is conducted in Addis Ababa secondary school teachers. The study focuses on teacher satisfaction in these secondary school teachers. The population for this study is all secondary government schools in Addis Ababa. Because of the qualities that may be unique to the region, the results of this study may not be applied to teachers in all other geographical locations.

The study was geographically restricted to one region, Addis Ababa, and because it involved only secondary government school teachers, the perceptions and attitudes of primary and private secondary school teachers will remain unknown. The study is limited to the perceptions and attitudes of secondary government school teachers only.

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

It is believed that, when managers know what kind of problems their employees have and if the symptoms and causes of such problems are revealed as a result of a thorough research, they can then deal with the problems better. This may help managers to carry out their obligation more efficiently.

Managers should be concerned with the level of job satisfaction in their organization for at least three reasons: (1) there is clear evidence that dissatisfied employees skip work more often and are more likely to resign; (2) it has been demonstrated that satisfied employees have better health and live longer; and (3) satisfaction on the job carries over to the employee's life outside the job (Robbins, 1996).

The motivation to investigate job satisfaction among school teachers is similar to the interest of research concerning job satisfaction in industrial settings. The level of motivation is not

surprising in light of the general assumption that a significant number of teachers were dissatisfied with factors associated with their work (Heller et al., 1992; Mertler, 1992).

Mertler (1992) reported that "higher level of motivation are directly associated with greater job satisfaction." Mertler wrote that satisfied teachers were more productive; ultimately producing motivated students and increased student achievement.

The benefits of teacher satisfaction for both teachers and pupils' points to the importance of studying teachers job satisfaction. So this area needs to call attention.

Why the strong interest in job satisfaction? Roznowski and Hulin (in Judge, Hanisch, and Drankoski, 1995) believe that after an individual is hired, knowledge of his or her level of job satisfaction becomes the most important piece of data a manager or organizational psychologist can have. Robbins (1998) concluded that impressive evidence exists concerning the significance of job satisfaction. A satisfied work force leads to higher productivity because of fewer disruptions such as absenteeism, departure of good employees, and incidences of destructive behavior. The presence of satisfied employees also translates into lower medical and life insurance costs. Society in general benefits too because satisfaction on the job contributes to satisfaction off the job. High job satisfaction as a goal can lead to saving dollars and cents as well as increasing social responsibility.

The results of this study, therefore, may help managers, vocational counselors, the departments of health, education, welfare, business, government policy makes, etc. know the attitude of their employees and make maximum efforts:-(1) to satisfy their employees to achieve the intended goal of the organization (institute) and to benefit the society; (2) to maximize the realization of potentials for accomplishment and personal satisfaction; and (3) to bring attention of decision makers issues related to employees' satisfaction/dissatisfaction which requires various measures.

### **1.6. Definition of Terms**

1. Job satisfaction: the positive and pleasurable feelings and attitudes determined by the extent to which an individual perceives his/her needs. It is the extent to which teachers are happy with their job.
2. Intrinsic motivation: is a construct used to account for a behavior in the apparent absence of external reward or punishment. Intrinsic motivators are: achievement in teaching, responsibility, recognition, work itself, etc.
3. Extrinsic motivation on the other hand is any influence on or determinant of behavior that apparently resides outside the organism, such as reward or punishment. Extrinsic motivators are: organizational policies, salary, working conditions, supervision, etc.
4. Work itself: the nature of the tasks to be accomplished on the job. The tasks themselves might be routine or varied, interesting or boring, difficult or easy.
5. Supervision: competence or incompetence, fairness or unfairness, and efficiency or inefficiency of school management (heads, deputies, etc.).

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

This chapter summarizes the findings of literature related to job satisfaction. The Chapter is divided into 6 sections: (1) definitions of job satisfaction; (2) importance of job satisfaction; (3) theoretical frameworks of job satisfaction; (4) measurement of job satisfaction; (5) variables associated with job satisfaction; and (6) job satisfaction of teachers.

#### *2.1. Definitions of Job Satisfaction*

People bring mental and physical abilities and time to their jobs. Many try to make a difference in their lives and in the lives of others through working. Jobs can be seen as the means used to achieve personal goals. When a job meets or exceeds an individual's expectation, the individual often experiences positive emotions. These positive emotions represent job satisfaction. Job satisfaction in turn is a major contributor of life satisfaction, a personal goal that many find work pursuing (Smith, 1992).

Job satisfaction may be compared to another source of life satisfaction-marriage (Green, 2000). When people lack marriage satisfaction or experience dissatisfaction in their union, they often get a divorce. It is similar with the relationship between employee and employer.

To grasp the meaning of the construct like job satisfaction, it seems logical to look at how it is defined in the literature. For example, Smith, Kendall, and Hulin (1969) define it as "the feelings the worker has about his job". These feelings were based on the individual's perceptions of the differences between what was expected as a fair return and what was actually experienced.

Locke (1969) defined total job satisfaction as "the pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating one's values". He also claimed that job satisfaction was a function of what a person wanted from a job and what he/she perceived it as offering. Lawler (1973) also explained job satisfaction in terms of the difference between what people thought they should receive and what they perceived that they actually receive.

Lofquist and Dawis (1991) defined satisfaction as "an individual's positive affective evaluation of the target environment; result of an individual's requirements being fulfilled by the target environment; a pleasant affective state; the individual's appraisal of the extent to which his or her requirements are fulfilled by the environment."

Hoppock's (1935) response to the question 'What is job satisfaction?' was: "... any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, 'I am satisfied with my job'".

Vroom (1982), who used the terms "job satisfaction" and "job attitudes" interchangeably, defined job satisfaction as "... affective orientations on the part of individuals toward work roles which they are presently occupying".

## **2.2. Importance of Job Satisfaction**

The topic of job satisfaction is an important one because of its relevance to the physical and mental well being of employees (Oshagbemi, 1999), i.e. job satisfaction has relevance for human health. Work is an important aspect of people's lives and most people spend a large part of their lives at work. An understanding of the factors involved in job satisfaction is relevant to improving the well being of a significant number of people. While the pursuit of the improvement of satisfaction is of humanitarian value, Smith and others stated "trite as it may seem, satisfaction is a legitimate goal in itself" (Smith et al., 1969). The topic of job satisfaction is also important because of its implications for job related behaviors such as productivity, absenteeism or turnover.

In support of the above explanation Spector (1997) also presented the following three reasons to clarify the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values organizations will attempt to treat their employees honorably and with respect. Job satisfaction assessment can then serve as an indicator of the extent to which employees are dealt with effectively. High levels of job satisfaction could also be a sign of emotional wellness or mental fitness. Second, organizations can take on a utilitarian position in which employees' behavior would be expected to influence organizational operations according

to the employees' degree of job satisfaction/dissatisfaction. Job satisfaction can be expressed through positive behaviors and job dissatisfaction through negative behaviors. Third, job satisfaction can be an indicator of organizational operations. Assessment of job satisfaction might identify various levels of satisfaction among organizational departments and, therefore, be helpful in pinning down areas in need of improvement. Spector (1997) believed that each one of the significance of job satisfaction and that the combination of the reasons provides an understanding of the focus on job satisfaction.

### **2.3. Theoretical Frame Works of Job Satisfaction**

Three theoretical frame works of job satisfaction can be identified in the literature: - content theories, process theories and situational models of job satisfaction.

#### **2.3.1. Content Theories**

Content theorists assume that fulfillment of needs and attainment of values can lead to job satisfaction (Locke, 1976). Maslow's (1954) need hierarchy theory and Herzberg's motivator hygiene-theory (Herzberg, 1966) are examples of content theories.

##### **2.3.1.1. Maslow's need Hierarchy Theory**

According to Maslow's (1954) views of individual needs, job satisfaction is said to exist when an individual's needs are met by the job and its environment. The hierarchy of needs focuses on five categories of needs arranged in ascending order of importance. Physiological, safety, belongingness and love are the lower level needs in the hierarchy. The higher-level needs are esteem and self-actualization. When one need is satisfied another higher-level need emerges and motivates the person to do something to satisfy it. A satisfied need is no longer a motivator.

##### **2.3.1.2. Herzberg's Motivators-Hygiene Theory**

The study of job satisfaction became more sophisticated with the introduction of Herzberg's motivator- hygiene theory (Herzberg et al., 1959). This theory focuses attention upon the work itself as a principal source of job satisfaction. To Herzberg the concept of job satisfaction has two dimensions, namely intrinsic and extrinsic factors. Intrinsic factors are also known as motivators or satisfiers, and extrinsic factors as hygiene's, dissatisfiers, or maintenance factors. The motivators relate to job content (work itself) and include achievement, recognition, work itself, responsibility and advancement. The hygiene's related to job context (work environment) and

involve, for example, company policy and administration, supervision, salary, interpersonal relations, and working conditions. Motivators are related to job satisfaction when present but not to dissatisfaction when absent. Hygiene's are associated with job dissatisfaction when absent but not with satisfaction when present.

Before the emergence of the motivator-hygiene theory, only single scales had been used to measure job satisfaction. Scores on the high end of the scale reflected high levels of job satisfaction, whereas scores on the low end presented high dissatisfaction. Research based on the motivator hygiene theory should apply different scales for job satisfaction and dissatisfaction because the opposite of job satisfaction is no job satisfaction and the opposite of job dissatisfaction is no job dissatisfaction (Iiacqua, Schumacher, and Li, 1995).

### **2.3.2. Process Theories**

Process theorists assume that job satisfaction can be explained by investigating the interaction of variables such as expectancies, values, and needs (Gruneberg, 1979). Vroom's expectancy theory (1982) and Adams' equity theory (1963) are representative of the theory.

#### **2.3.2.1 Vroom's Expectancy Theory**

Vroom's (1982) expectancy theory suggests that people not only are driven by needs but also make choices about what they will or will not do. The theory proposes that individuals make work-related decisions on the basis of their perceived abilities to perform tasks and receive rewards. Vroom established an equation with three variables to explain this decision process. The three variables are expectancy, instrumentality and valence. Expectancy is the degree of confidence a person has in his or her ability to perform a task successfully. Instrumentality is the degree of confidence a person has that if the task is performed successfully, he or she will be rewarded appropriately. Valence is the value a person places on expected rewards.

Expectancy, instrumentality, and valence are given probability values. Because the model is multiplicative, all three values must have high positive values to imply motivated performance choices. If any of the variables approaches to zero, the probability of motivated performance also approaches zero. When all three values are high, motivation to perform is also high.

#### **2.3.2.2. Adams' Equity Theory**

The primary research on equity theory was done by Adams (1963). Equity theory proposes that workers compare their own outcome/input ratio (the ratio of the outcomes they receive from their jobs and from the organization to the inputs they contribute) to the outcome/input ratio of another person. Adams called this other person "referent". The referent is simply another worker or group of workers perceived to be similar to one self. Unequal ratios create job dissatisfaction and motivate the worker to restore equity. When ratios are equal, workers experience job satisfaction and are motivated to maintain their current ratio of outcomes and inputs or raise their inputs if they want their outcomes to increase. Outcomes include pay, fringe benefits, status, opportunities for advancement, job security, and anything else that workers desire and receive from an organization. Inputs include special skills, training, education, work experience, effort in the job, time, and anything else that workers perceive that they contribute to an organization.

#### **2.3.3. Situational Models**

Situational theorists assume that the interaction of task characteristics, organizational characteristics, and individual characteristics influence job satisfaction (Hoy and Miskel, 1996). Examples of models are the situational occurrences theory of job satisfaction (Quarstein, McAfee and Glassman, 1992) and Glisson and Durick's (1988) predictors of job satisfaction.

##### **2.3.3.1. Situational Occurrences Theory**

The situational occurrences theory of job satisfaction was proposed by Quarstein, McAfee, and Glassman (1992). The two main components of the theory are situational characteristics and situational occurrences. Examples of situational characteristics are pay, promotional opportunities, working conditions, company policies, and supervisions. Individuals tend to evaluate situational characteristics before they accept a job. Situational occurrences tend to be evaluated after accepting a job. Situational occurrences can be positive or negative. Positive occurrences include, for example, giving employees sometime off because of exceptional work or coffee/tea breaks. Negative occurrences include, for example, confusing email addresses, rude remarks from co-workers. Quarstein et al., (1992) hypothesized that overall job satisfaction is a function of a combination of situational characteristics and situational occurrences. According to the researchers, a combination of situational characteristics and situational occurrences can be a stronger predictor of overall job satisfaction than each factor by itself.

#### 2.3.3.2. Predicators of Job Satisfaction

Glisson and Durick (1988) examined simultaneously the ability of multiple variables from three categories (worker, job and organizational characteristics) to predict both job satisfaction and organizational commitment. They proposed that job tasks would be excellent predictors of job satisfaction, characteristics of workers poor predictors, and characteristics of the organization moderator predictors.

#### 2.4. Measurement of Job Satisfaction

Unlike productivity, absenteeism, and turnover, job satisfaction is present only inside an individual's mind and cannot be measured directly. Researchers have tried to measure job satisfaction indirectly. Methods for indirectly measuring job satisfaction include observing employees, interviewing them and asking them to complete a questionnaire.

There is lack of success in constructing a theoretical basis for the study of job satisfaction due to the inability of researchers to agree on a common assessment device. O'Conner et al., (1978) argued that legitimate reasons such as the need to measure specific facets of satisfaction or the extended length of a published scale may drive researchers to develop their own measures. They concluded that a commonly used measure must be developed.

Herzberg (1959) used a semi-structured interview in his study whereby workers were asked to report a time when they felt exceptionally good or exceptionally bad about their jobs. If the worker described an exceptionally good experience which occurred within a short range sequence of events, from one day to several weeks, they were asked to relate a bad experience which had occurred within a long-range sequence of events, from several weeks to several years. If a long-range sequence of events had been reported relative to the good feeling, the respondents were asked to give short-range incidents for the bad feeling. The analyses showed that humans have two different categories of needs that are essentially independent of each other and affect behavior in different ways (Herzberg, 1959).

The Job Descriptive Index (JDI), developed by Smith et al., (1969) is the most used and researched measure of job satisfaction (Muchinsky, 1990). The JDI measures five facets of job satisfaction. Each facet is measured using respondent's assessment of the job satisfaction of that

particular facet. The total score on the JDI is supposed to measure total job satisfaction. The developers of the JDI counter this charge by indicating that the main objective and accomplishment of the JDI is in measuring the satisfaction of the individual facets and is not in measuring overall job satisfaction.

The Minnesota Satisfaction Questionnaire (MSQ) was developed by Weiss et al., (1967) (in Lester, 1987), to measure the individual's satisfaction with twenty different aspects of the work environment and is the second most popular measure of job satisfaction.

The MSQ has a long form and a short form. The long form contains 100 items, which measure twenty job facets, and the responses can be converted to respondent's satisfaction on each of the facets. The short form uses the same response format but contains twenty items and only measures intrinsic and extrinsic satisfaction. Both forms can be used to report a measure of general job satisfaction.

## **2.5. Variables Associated with Job Satisfaction**

There are many factors that are associated with job satisfaction of employees. This study, however will focus on the following variables: - (1) Personal/demographic variables such as age, sex, education, services, and marital status; (2) Intrinsic factors such as responsibility, recognition, achievement; (3) extrinsic factors such as interpersonal relations, supervision, salary, promotion, etc.

### **2.5.1. Job Satisfaction and Demographic Variables**

When considering job satisfaction, demographic variables should be considered to thoroughly understand the possible factors that lead to job satisfaction and dissatisfaction.

Research findings indicated that many personal characteristics affect job satisfaction in different and complex ways (Koustelios, 2001). Among these demographic/personal factors are gender, age, marital status, working experience, and educational level.

1) **Age:** -Mixed evidence exists in the literature concerning the relationship between age and job satisfaction.

The general findings reported by Herzberg et al., (1957) on the relationship between job satisfaction and age show that job satisfaction started high, declined, and then started to improve again with increasing age in a U-shaped curve. These results were substantiated by Kacmar and Ferris (1989). Their study resulted in a U-shaped curvilinear association between age and job satisfaction for the factors measured on the JDI (Smith et al., 1969). These included satisfaction with pay, promotions, supervision, and co-worker.

One important consideration as the work force grows older is 'Why' job satisfaction varies with age. Herzberg (1957) suggested that job satisfaction increased with age because the individual comes to adjust to his/her work and life situation. Job satisfaction might tend to increase, as workers grow older because the extrinsic rewards of work tend to increase with age. There might also be a positive relation between age and job opportunities since the upper levels of administration are usually not open to young men and women (Newby, 1999).

Similar conclusions were made by Hulin and Smith (1965) who indicated that job satisfaction increase in a positive linear fashion with respect to age. As workers grow older, they tend to be more satisfied with their job. In relation to this the study of Bensa(1996) in Addis Ababa public school teachers found that teachers' job satisfaction increases as their age increases while remaining in their profession. Older workers have lower expectations than younger workers, and they tend to be better adjusted to the work situation.

Saleh and Otis (1964) proposed a positive and linear function between age and job satisfaction until the pre-retirement period during which job satisfaction significantly declines. They attributed the increasing level of job satisfaction to the general adjustment to life, and the decreasing level of job satisfaction to a decline in health and an obstruction of channels for self-actualization and psychological growth.

Iacqua et al., (1995) did a study to analyze factors that affect job satisfaction and dissatisfaction of faculty in higher education institutions. Age was among the factors found to affect job satisfaction. Younger, less experienced faculty experienced more job dissatisfaction than experienced tenured faculty.

Still another body of research contended that age and job satisfaction are not related. For example, Scott et al., (2005) in their study of job satisfaction of extension agents found that age was not related to the job satisfaction constructs. This conclusion is consistent with other studies (Castillo et al., 1999; Cano and Miller, 1992a, b).

Studies continue to validate the fact that job satisfaction varies with age. Researchers continue to explore this relationship in an attempt to address the needs of various populations in various positions within the work force.

**ii) Gender:** - Research investigating the relationship between gender and job satisfaction uncovered three situations. First females are more satisfied than males (Hoppock, 1935; Hutton and Jobe, 1985; Konicek, 1992; McKee, 1991; Scott et al, 2005; Bansa,1996). Second, males are more satisfied than females (Hulin and Smith, 1964; Locke, Fitzpatrick, and white, 1983; Bishay, 1996). Third no difference exists between males and females with respect to job satisfaction (D'Arcy, Syrotuick, and Siddique, 1984; Golding, Resnick, and Crosky, 1983; Iiacqua et al., 1995; Green, 2000; Herzberg et al., 1957).

Gruneberg (1979) presented several reasons for the inconsistent results of the investigators concerning the relationship between gender and job satisfaction. Males and females might occupy different job levels in the same organization. Their promotion prospects might vary, as might pay and the level of need satisfaction in the same job. Women might perceive strong social satisfaction in a position that requires few skills and offers limited promotion opportunities than males do and thus might experience greater job satisfaction than men. Consistent with this study, women administrators ranked work itself, responsibility, possibility of growth, and peer relationships as contributing most to job satisfaction while men reported high scores with opportunities for promotion ,Vaughn& Patitu ( in Newby, 1999).

The general consensus concerning gender differences in job satisfaction is that there is little practical significance between the two sexes. Hulin and smith (1964) indicated the differences in job satisfaction by sex are negligible when the factors of pay, tenure, and education are controlled statistically.

**iii) Education:** - A review of job satisfaction studies that included education as a variable indicates that the relationship between education and job satisfaction can be negative or positive (Glenn and Weaver, 1982). One point of view suggests that education may increase job satisfaction by increasing both intrinsic and extrinsic rewards of work. A second point of view suggests that education may reduce job satisfaction by raising work expectations that may not be fully realized in the work place (Mottaz, 1984).

The extensive related literature reviewed by Scott et al., (2005) indicated that workers with more education have higher job satisfaction level while other studies indicate that workers with more education have lower job satisfaction level.

Mottaz (1984) in his extensive review of related literature indicate that education tends to increase job satisfaction. Besides, Quinn and Mandilovitch (1975) (Cited by Mottaz, 1984) found the effects of education on satisfaction to be positive but quite modest in magnitude. A study by Glenn and Weaver (1982) also showed a small positive relationship between education and job satisfaction, but they sum up the relationship to be somewhat stronger among females than males. In contrast, a number of studies have reported negative relationship between education and job satisfaction (Klein and Maher, 1966; Sulkin and Pramis, 1967; Campbell et al., 1976; Gruneberg, 1980; cited by Mottaz, 1984), no relationship (Scott et al., 2005).

**(iv) Experience:** -regarding working experience the underlying assumption appears to be that dissatisfied workers resign while satisfied ones stay with the organization (Oshagbemi, 2000a; Home and Griffeth, 1995;( cited by Sarker et al., 2003).

In a study of the effects of working experiences on job satisfaction levels of university teachers. Oshagbemi (2000a) found experience to be positively and significantly related to overall job satisfaction. This appears to bear out the findings of earlier research by Ronen (1978), who suggests that intrinsic satisfaction in a job is a major contributor to changes in the overall satisfaction of workers overtime; where tenure is related to job satisfaction and dissatisfaction. Other explanations are that workers tend to adjust their work values to the conditions of the work place resulting in greater job satisfaction (Baldamus, 1961; Mottaz, 1987, cited by Sarker et al.,

2003), or that workers who experience little responsibility, interest, recognition or achievement are more likely to experience dissatisfaction and leave the organization (Sarvey, 1996). Workers with longer service may experience higher satisfaction because they have found a job that matches their needs (Clark et al., 1996), or find opportunities for promotion, which might lead to higher job satisfaction (Kalleberg and Maste Kaasa, 2001).

In some studies, experience seems to be more evidence in-favor of no relationship (Oshagbemi, 2000; Saiydain, 1985) both positive (Sinha and Naire, 1965; Reddy and Bavikumar, 1980), and negative (Clark et al., 1996; Hulin and Smith, 1965; Gazel, 1986) relationship also been observed. Additionally, Dinham and Scott (1996) found no relationship between length of service as a teacher and self ratings of satisfaction.

Experience is an important topic deserving further study. Unlike related demographic variables such as age or sex, experience has been judged a legal and defensible basis for disturbing organizational rewards and making decisions, Gordan and Johnson ( in Newby, 1999).

*(vi) Marital Status:* - Bowen et al., (1994) (cited by Scott et al., 2005) found that married agents were more satisfied in their jobs than those who were single. This was supported by king et al., (1982). Similarly, the literature of Saiydain (1985) discusses that through a few studies on the Western samples show that the married employees are more satisfied than the unmarried ones (Inlow, 1951; 1964; McDonaled and Gunderson, 1974).

However, Scott et al., (2005), in their study of job satisfaction of extension agents found that marital status was not related to any of the job satisfaction of extension agents. This was consistent with other studies (Herzberg et al., 1957; Ghosh and Shukla, 1967; Sinha and Agarwala, 1971; Saiydain, 1985, cited by Saiydain, 1985).

### **2.5.2. Job satisfaction and selected independent variables**

**(1) Salary:** - Herzberg and his associates classify salary as maintenance or care factor (Herzberg et al., 1959). Salary provisions can either contribute to, or seriously undermine, teacher

satisfaction. This, low salary can generate such dissatisfaction that teachers may not respond to opportunities for achievement, recognition or professional growth (Owens, 1995).

According to Maslow's need hierarchy, money is usually considered relatively unimportant for satisfying higher-level needs, and is therefore not considered an effective motivator (Steers and Porter, 1991). Dunwell (in Hayden, 1993) found that "... money is an uncertain motivator among teachers ". In a study conducted in South Africa by pager (1996) very few teachers cited salary increases as an important motivator for teachers. National Center for Education Statistics (Thompson et al., 2003) found that teacher satisfaction showed a weak relationship with salary and benefits. Moreover, Sylvia and Hutchison (1985) concluded that teacher motivation and satisfaction is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements rather than pay.

On the other hand, Hoy and Miskel (1996) argue that teachers are motivated and satisfied by the opportunity to earn more money; money matters, particularly to educators whose income falls short of meeting basic needs. A guaranteed salary meets the teacher's physiological and security needs posited by Maslow. While teachers are not necessarily motivated by money, they can be dissatisfied by a lack of money when this is viewed as not reflecting their contribution to society and affects their families (NUE comment, 1999).

According to Steyn (1996), while it may be a motivator to some, a source of status and security to others or a form of recognition, money is primarily used to assuage the physical demands made on teachers. Similarly, the studies of O'Reilly and Caldwell (1980) have reported that people's wage level significantly predicts how satisfied the employees are with their income. Higher earnings gave them gratification in themselves.

**(2) Fringe benefits:** In the context of the present study fringe benefits refers to such benefits as annual bonuses, medical schemes, retirement income, further education and training and traveling allowances. According to Herzberg et al., (1959) fringe benefits are care factors and people are dissatisfied if they are missing, but their existence is worth nothing in terms of getting real motivator for teachers. Consistent with Hertzberg, educators in Hofmeyr's (1992) study did not

see benefits such as housing subsidy as particularly motivating; but, however, working hours and holidays were seen as motivating and satisfying.

In Herzberg's view, improving the fringe benefits is in itself not motivating but may reduce or eliminate the dissatisfaction of teachers and create conditions wherein they may be motivated (Owens, 1995).

### **(3) Interpersonal relationships**

According to Maslow (1954) interpersonal relationships result from the need for belongingness. Herzberg and his colleagues classify interpersonal relations under maintenance factors (Herzberg et al., 1959), and suggest that it is not possible to motivate people at work through maintenance factors (Owens, 1995). However, Van der Westhuizen (1991) regards positive interpersonal relationships as strengthening satisfaction.

Interpersonal relationships in this study refer to the relationships between teachers and their students, colleagues, and parents.

Teachers' relationship with their students is an important element of their job satisfaction. Fink (Steyn, 1996) argues that the relations between the teacher and students appear to be the most important of all. Teachers reported deriving their greatest satisfaction from positive and successful relationships with students and from observing their students' success (Tarr, Ciriello and Convey, 1993). Clarke and Keating (Wright and Custer, 1998) also found that interaction with students was most satisfying aspect of teachers. The relationship between the teacher and student is very critical for the performance and satisfaction of both parties to the educational endeavor (Steyn, 1996)

Job satisfaction and motivation among teachers can be affected positively or negatively by matters such as student responsiveness and behavior, students' attitudes to work, the level of student achievement, and the teacher\_ student relationship (Steyn, 1996). Research findings indicate that secondary school teachers' morale depends in part on student achievement (Wright &Custer, 1998)". Teachers teach because of the intrinsic rewards they get from results in student achievement "(Vojtek and Vojtek, 2000). Hofmeyr (1992) found that teachers viewed poor

student response to their input as demotivating, and constructive feedback from students as motivating.

Interpersonal relations with colleagues is another type of relations that teachers have in the school compound. Although much of the teacher's work is carried in self-contained classrooms that isolate them from the support and interaction of their colleagues, the nature of interpersonal relations with colleagues can contribute to job satisfaction or dissatisfaction (Steyn, 1996). Teachers with a strong desire for professional growth and achievement welcome collegial opportunities; and job dissatisfaction results when teachers' needs for affiliation are not met (Frase & Sorenson, 1992).

Kloep & Tarifa (1994) found that good relationships with colleagues was one of the factors which explained considerable job satisfaction among teachers in Albania. This is supported by Perkins' (Wright & Custer, 1998) finding that teachers are most satisfied with their co-workers. Teachers need to identify themselves with others; they need the support & co-operation of colleagues and really enjoy the sense one has of working in a team. Collegial opportunities such as team teaching, learning new teaching techniques, working on projects together, conducting workshops, experiencing stimulating and challenging work, and creating school improvement plans will have a motivational effect on teachers with high growth needs (Frase & Sorenson, 1992).

Teachers' relationships with students' parents is another type of interpersonal relationship to be dealt with. According to Mc Afee (Steyn, 1996), the interest, encouragement and support of parents can have a significant impact on their children's academic achievement. Parental involvement can affect teachers' job satisfaction because student achievements and attitudes do affect job satisfaction (Steyn, 1996).

Kloep and Tarifa (1994) found that Albanian teachers were satisfied with their job because they feel highly respected in the communities where they live and work, were very well integrated in the communities' social life, and frequently found in their students' families. This implies that the teacher-parent relationship has an influence upon the teachers' perceptions of themselves. The parents' attitudes to teachers and education can be an added boost to the morale of both teachers

and students (Steyn, 1996). Rosenholtz (Tarr et al., 1993) found that teachers derived intrinsic or psychic rewards from external recognition of their work by parents. A report by the National Center for Education Statistic (Thompson et al., 2003) reported that teachers who received a great deal of parental support are more satisfied than teachers who do not.

**4) Supervision:** - supervision of workers is an important organizational task, which may affect the job satisfaction or dissatisfaction of employees. It is one of the five indices incorporated in the job descriptive index (JDI), a formulation which is used internationally as a measure of overall job satisfaction (Oshagbemi, 2000).

An education manager has to deal with individual teachers as well as having a particular job to do within the organization and should, therefore, strike a balance between the job on one hand and the people on the other (Steyn, 1996). This means that the school head should create and maintain good relations with subordinates so that a healthy socio-emotional atmosphere in which effective teaching and learning prevails.

The school head's leadership style has a definite influence on the job satisfaction of staff members (Steyn, 1996). Education leaders who are autocratic, impersonal and unwilling to staff in decision-making can destroy the job satisfaction of their staff. According to Herzberg and his colleagues (Steyn, 1996) the quality of supervision, poor quality in particular, can lead to strong feelings of job dissatisfaction. Lemmon (1991) asserts that supervision is a shared responsibility, and Steyn (1996) observes that the extent to which teachers are satisfied with being supervised in the execution of their tasks is an indicator of their acceptance of supervision. In line with this, Wisniewski (1990), in his study of job satisfaction of teachers has found that in teachers' work the help offered by one's immediate supervisor favors high job satisfaction. According to Wisniewski teachers who maintain that the help of their immediate supervisors is important for their job satisfaction are more often pleased among those having weaker job satisfaction than others.

The appraisal system should be flexible and democratic while supplying the individual teachers with information that is quantitative and objective (Lemmon, 1991). Charles and Center (1995)

suggest that the education leader should be assertive in providing feedback, and that feedback must be supportive and corrective. Mutshinyani (1997) regards such feedback as liable to motivate teachers and encourage them towards the achievement of competence. Feedback is strongly related to job satisfaction and motivation, and teachers need adequate, regular, accurate feedback regarding their performance (Frase and Sorenson, 1992).

**5) Achievement-**Achievement refers to the personal satisfaction of completing a task, solving a problem, performing work particularly well, and seeking the results of one's efforts. In terms of Maslow's hierarchy of needs, achievement satisfies esteem needs (Hoy and Miskel, 1996). Herzberg points to the experience of achievement or success as a motivating factor and also a factor which can influence job satisfaction for teachers (Steyn, 1996).

According to Owens (1995) every individual has two different motivational traits: the desire to achieve success or the desire to avoid failure. The need for achievement is characterized by personal responsibility for solving problems, a tendency to set challenging goals, the need for concrete feedback and a preoccupation with task and task accomplishment (Hofmeyr, 1992). Hofmeyr argues that motivation is based on performing to the best of one's ability, status aspiration and on the intrinsic satisfaction of tackling difficult tasks and achieving.

It is a motivational need for teachers to achieve feeling of professional competence and respect; to be seen increasingly as people of achievement, professionals who are influential in their work places, growing persons with a sense of accomplishment or success (Owens, 1995).

**(6) Recognition:** Recognizing teachers for a job well done or personal achievement is a means of maintaining and promoting teacher confidence and satisfaction (Gullatth and Bennet, 1995). According to Maslow, recognition satisfies esteem needs (Hoy & Miskel, 1996). In terms of the two-factor theory, recognition is a motivator and its gratification increases job satisfaction (Hoy and Miskel, 1996).

Teachers need to be recognized for their accomplishments, and appreciate feedback from the school head, parents, and students for their efforts; the need for such recognition is partly met by

praise, compliments and promotions (Steyn, 1996). As Bedassi (1990) points out, a school head can directly motivate teachers by praising them and giving credit when warranted. Hofmeyr(1992) argues that recognition of staff achievement could be of considerable motivational value. In connection with this, Kassahun (1996) in his study of job satisfaction of employees of the Ethiopian insurance corporation found recognition as one of the significant predictors of their job satisfaction.

Blase and Kirby (1992) found that the teachers who viewed praise as a positive reinforcement strategy felt encouraged, appreciated and recognized; in addition to greater esteem and satisfaction, praise increased teachers' sense of belonging. Recognition in the form of public praise can also create the opportunity for the teaching profession to obtain the respect, status and prestige it deserves in the community (Steyn, 1996).

Teachers with a poor self- image are highly dependent on recognition and more likely to be positively or negatively influenced by it resulting in job satisfaction or dissatisfaction (Steyn, 1996). Non- recognition of success has a dissatisfying and demotivating effect on teachers (Van der Westhuizen, 1991).

#### **(7) Advancement and Promotion**

Advancement refers to actual change upward in status and can be realized through promotion. According to Herzberg et. al., (1959), both advancement and promotion are motivational factors and they satisfy the need for esteem. Advancement is a major force in motivating teachers to lift their performance to approach their maximum potential. Sergiovanni (Owens, 1995) observes that advancement that is an important motivator is missing in the occupation of teaching. Advancement in teaching can be realized when one is promoted to a head of department, deputy head or head. However, in support of Sergiovanni, teaching as an occupation offers very little opportunity for promotion and advancement.

Promotion on the basis of quality performance is potentially motivating and satisfying. According to Vroom's expectancy theory (Vroom, 1982), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards such as promotion. In terms of

equity theory (Vroom, 1982) visible rewards such as promotion are more likely to figure into teachers' equity perceptions than invisible rewards. Bedassi (1990) calls for the provision of opportunities for advancement, promotion and professional growth to enhance and supplement existing rewards.

According to Steyn (1996), because of its long- lasting effects, promotion is regarded as a strong element in job satisfaction than recognition and achievement. Promotion gives a sense of growth; and the desire for promotion originates from the need for status, respect, security in form of higher income, esteem and recognition in society.

### **(8) Responsibility**

Herzberg(1959) proposed that responsibility as a motivator or satisfier factor can lead workers to feel satisfied, but its absence will not necessarily lead to dissatisfaction. Responsibility refers to the teachers control of his /her own job, or to his or her being given responsibility for work of others. Feeling of responsibility for work outcomes is the degree to which the individual teacher feels personally accountable for the results of the work he or she performs (Hoy & Miskel, 1996). When focus, empowerment and positive reinforcement are present, teachers assume responsibility for results (Mc Coy, 1992). To meet the need for responsibility, teachers should have opportunities for participation in formulating school policies and making decisions (Steyn, 1996). Involvement and accountability appear to be major job satisfaction elements in the work place. Increased responsibility for one's own job is one of the several criteria for meaningful work identified by Herzberg (Ellis & Bernhardt, 1992).

### **(9) Work Itself**

Herzberg's two- factor theory posits that the work itself is a motivator (satisfier) and that satisfaction at work arises from the work itself (Owens, 1995). This view is supported by Tarrant (1991) who found the job itself highly motivating and satisfying. The challenge of the work itself appears to motivate people, and is, therefore, associated with job satisfaction as proposed by Herzberg and his colleagues (Owens, 1995). Owens (1995) agrees with Robbins that the intrinsic motivational factor of the work itself tends to be closely related to the individual's desire for esteem and self- actualization. Similarly, Seco (2002) in his study of teacher satisfaction in

Portugal found that the work itself is a satisfier that is more significantly associated with teachers' job satisfaction.

Campoy and Hoewisch (1998) found that intrinsically motivated teacher is inspired by work that is personally interesting and satisfying. Teachers' professional commitment is enhanced when they experience their work as meaningful and intrinsically rewarding (Tarr et al., 1993). When a job provides very little challenge and meaning and when it is monotonous and routine, boredom, frustration and lack of satisfaction and also lack of motivation will prevail (Van der Westhuizen, 1991).

#### **(10) Working Conditions**

In the present study working conditions refers to the physical environment and administrative support. People want to be comfortable and safe while they work. Appropriate lighting, temperature and noise level are several aspects that keep people from being uncomfortable and therefore, from experiencing dissatisfaction (Green, 200).

Physical environment refers to class size, teaching loads, the materials and equipment available, and the overall condition of the school site. According to Herzberg, the physical environment as an aspect of working conditions is a maintenance factor and is, in Maslow's hierarchy, a lower-level need. It can cause dissatisfaction if inadequately provided for.

Pager (1996) found that the physical working environment is one of the most important factors in the motivation and satisfaction of teachers. Teachers are likely to work hardest and accomplish most in their jobs if working conditions such as class room space, equipment, supplies and basic physical necessities, are modern and adequate. Physical discomfort caused by large and difficult classes, poorly constructed classrooms, heavy schedules, and lack of resources affects teacher satisfaction, motivation and output (Bedassi, 1990).

Teachers interviewed in an urban secondary school in the United States by Winter and Sweeney (1994) identified five types of administrative support that affect school climate: recognizing achievement, backing up teachers, encouraging teachers, caring and administering school rules

fairly. Teachers need recognition for their achievements, they need to be backed up when they are having problems with parents or students, thus providing for Maslow's need for security and trust (Winter and Sweeney, 1994).

According to Hofmeyr (1992) school management has the responsibility of providing a supportive extrinsic climate within which teachers' intrinsic drive can best be actualized. Support, encouragement, caring, and fairness and consistency in policy and rule enforcement can create a positive school climate (Winter & Sweeney, 1994), and thus enhance satisfaction and motivation. Teachers' in Hofmeyr's (1992) study reported that poor administrative support impacted negatively on their motivation and satisfaction, and they felt such poor support an attack on their professional integrity. In line with this, Bogler's (2001) study on the influence of leadership style on teacher job satisfaction in Israel found that principals' leadership style affected teachers' job satisfaction. Thus, teachers are highly motivated and satisfied by the administrative support and professional support they get from school management.

### **2.6. Job Satisfaction of Teachers**

The education mission seems to be dependent on the teachers feel about their work and how satisfied they are with it. Therefore, it is not surprising that researchers suggest, "Schools must give more attention to increasing teacher job satisfaction" (Heller, clay, and Perkins, 1993).

The decaling quality of education, particularly the quality of teachers has been described as one of the most serious problems facing many African countries (Chapman, Snyder, and Burchfield, 1993). Among the reasons for this quality erosion are the failures of schools to attract and retain able teachers, high teacher turnover, low teacher morale and motivation, as well as a declining quality of teacher work life (Chapman et al., 1993). Dissatisfied teachers are lethargic and indifferent to their duties, uncommitted and reluctant to work and show poor attendance at work resulting in a dramatic decline of the performance and achievement of both teachers and pupils.

Many studies attempted to identify the sources of teacher satisfaction and dissatisfaction (Farber, 1991; Friedman and Fraser, 1992; Kyriacou, and Sutcliffe, 1979). According to the majority of these studies, teacher satisfaction is clearly related to levels of intrinsic empowerment, i.e. motivation. Motivated Staff make an organization more effective because they are always

looking for better ways of doing the job, are usually concerned about quality and more productive than apathetic or demotivated staff (Steyn, 1996). In effective and successful schools, motivated teachers, "...tend to be committed, hardworking, loyal to their school and satisfied with their job" (Sergiovanni and Starrat, 1993). These teachers have positive impact on student learning, are able to create appropriate classroom atmosphere, have reasonable control of their work activities, are willing to accept responsibility and are personally accountable for outcomes (Sergiovanni and Starrat, 1993).

Teacher satisfaction and motivation has been the focus of numerous empirical researches worldwide. Ellis and Berhardt (1992) studied 207 teachers in the United States. The results of the study indicated that classroom teachers viewed teaching as an intrinsically motivating, fulfilling and satisfying profession which offered feedback, a relatively high degree of autonomy, and a feeling of responsibility and satisfaction. However, the quality of feedback from peers, and supervision were regarded as relatively low and those teachers with high growth and achievement needs were significantly less satisfied with teaching than were their counterparts with lower growth needs. Other studies in teacher satisfaction and motivation in the United States (Blasé and Kirby, 1992; Frase and Sorenson, 1992; Greenan, Wu, Mustapha and Ncube, 1998) indicate that the following factors influence teacher satisfaction and motivation: teacher autonomy, praise, caring for students, collegial relationships, and the need for professional growth and achievement. However, Greenan et al., (1998) found that personal recognition was not a major factor in motivating educators.

The results of Riseborough and Poppleton's (1991) study of 160 teachers in England show that experienced teachers reported that low pay, low status, minimal chances of promotion, job security, and low motivational investment resulted in low levels of satisfaction and motivation. Beginning teachers, on the contrary, viewed the job of teaching as offering satisfaction, variety and intrinsic feeling. Inexperienced teachers were reportedly motivated and satisfied with adequate pay, promotion opportunities, job security, morale involvement and investment; showed a great desire to participate in in-service training and, liked holidays associated with teaching.

A study of Albanian teachers by Kloep and Tarifa [1994] showed that despite the poor physical conditions, the teachers seemed to be satisfied and motivated by the following factors: collegial

relationships, job autonomy, job security, support and co-operation of colleagues, superiors and parents, status and prestige, responsive pupils and the work itself.

In his study of job satisfaction among English primary school teachers in England, Chaplain (1995) found the least satisfying job facets to be working conditions and the lack of teaching resources. Alienation, feelings of ineffectiveness in the classroom and frustrating working conditions all contribute to lack of satisfaction. The study of the perceptions of Zimbabwean teachers concerning aspects of their work and employment conditions by Nhundu (1994) also found that working conditions emerged as the greatest area of dissatisfaction for teachers. The teachers in his study were dissatisfied with low salaries, prospects of promotion, poor accommodation and insufficient educational resources whilst they were satisfied with school holidays, job security, relationships with teachers, administrators and students, and freedom to choose teaching methods (Nhundu, 1994).

Moreover, in Nhundu's study female teachers expressed greater satisfaction with teaching and employment conditions than male teachers; married teachers were generally more satisfied than the other marital statuses; the most experienced teachers or those in the older age group were the least satisfied as compared to other sub-groups classified by teaching experience or age; and teachers in government schools were the most satisfied compared with teachers from other non governmental schools.

The factors which can impact negatively on job satisfaction levels include:-lack of public and parental support, lack of equipment/materials, large class size, poor administration and little administrative support, and lack of security. Hayden (1993) contends that school heads can boost morale and motivate teachers to excel through participatory governance, in-service training, support from colleagues and administrators, and supportive evaluation.

While satisfaction could be said to be complex and affected by a whole array of factors, we can however, measure whether people are satisfied or dissatisfied by finding out whether they are satisfied with working conditions, interpersonal relationships, supervision, achievement,

advancement and promotion, salary and fringe benefits, responsibility, recognition, work itself and security.

## CHAPTER THREE

### 3. RESEARCH METHOD

#### 3.1. Introduction

Sampling procedures, data collection, method of analysis and related methodological issues employed in the study are presented in this section.

#### 3.2. Sampling Procedure

For this study the target population is all government secondary school teachers in Addis Ababa. Addis Ababa is selected by the researcher because he feels that the familiarity of the researcher with the region may facilitate easy access to the respective schools. Additionally, the researcher feels that the working condition for teachers is not attractive.

At the time of the investigation, in the year 2006/7 (1998E.C.) there were 22 government secondary schools in Addis Ababa. In these schools, there were 1852 teachers. The 1852 teachers comprise of 252(14%) females and 1600 (86%) males (Addis Ababa education bureau).

In Addis Ababa, there were 10 sub cities in 2006/7 (1998E.C.). Five sub cities were randomly selected from the 10 sub cities. Using proportionate stratified random sampling technique eight schools were selected in the five sub cities.

A stratified random sample of 340 teachers was obtained for the present study from the population of 1852(from the 22 schools) teachers in Addis Ababa government secondary schools. Isaac and Michael (in Green, 2000) advise a sample size of at least 370 for a population of 10,000. Since the issue of response rate, which tended to be considerably lower than 100% in reviewed studies, had to be considered, 340 among 1852 teachers were selected following random sampling technique. Questionnaires were distributed to these teachers and 290 returned to the investigator. Of these returned materials, 20 had to be discarded because they were incomplete. So the final work was based on the responses of 270 subjects. Of these subjects, 72 (27%) were females and 198 (73%) were males.

Some of the characteristics of the subjects in the sample are shown in Table 1.

**Table 1. Personal characteristics of teachers selected in sample.**

Variable	Category	Frequency	% frequency
Age	Under 30	91	33.7
	30-39	68	25.2
	40-49	56	20.7
	50 and above	55	20.4
Sex	Male	198	73.3
	Female	72	26.7
Education	Diploma	20	7.4
	Degree	236	87.4
	Masters degree	14	5.2
Service	0-5 years	65	24.1
	6-10 years	58	21.5
	11-16 years	33	12.2
	17-22 years	19	7.0
	More than 22 years	95	35.2
Marital status	Married	130	48.1
	Single	140	51.9

### **3.3. Procedure of data collection**

#### **3.3.1. Designing and organization of the questionnaire**

A questionnaire was designed by the researcher and used to collect relevant data from all the subjects in the sample. The questionnaire technique was chosen because it has several advantages. It is amenable to statistical data analysis with minimal manipulation of raw data.

Questionnaires can access a large sample; they place minimal demands on personnel, and can be totally anonymous (Plub and Spyridakis, 1992).

The questionnaire approach also provides for the impersonal collection of data. Bias due to personal characteristics of interviews of respondents is avoided. Ary et al., (1992) state that one advantage of the questionnaire is that it can guarantee confidentiality and this may elicit more frank and truthful responses than would be obtained with a personal interview.

The instrument's items, format and procedures were derived and constructed based on the existing research studies and the literature related to job satisfaction. For this study, the instrument's items were taken from the Job Descriptive Index (JDI), developed by Smith et al., (1969), the Teacher Job Satisfaction Questionnaire (TJSQ), developed by Lester (1987), the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss et al., (1967), and Blum and Naylor (1984). The final questionnaire for this study consists of 50 items (see Appendix B). The first part of the instrument ( in Appendix B ) contains a statement of purpose and directions and 50, five point Likert- scale items for rating the teachers' perceptions of , and satisfaction , with certain aspects of their work. The second part of the questionnaire was designed to collect biographical or personal data that include age, sex, teaching experience, marital status and level of education. The items ask the participants to rate the extent to which they agree or disagree with certain aspects of their job. The rating scale has the following designations: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; 1 = strongly disagree (if the statement is negative, this scoring is reversed).

The Likert type scale was employed because it provides greater flexibility since the scale descriptors can vary to fit the nature of question (McMillan and Schumacher, 1993) and the format provides "... unambiguous ordinality of response categories (Babic, 1989). Scaled questions are useful to obtain information about non- exact and more subjective aspects such as the degree of job satisfaction.

Fifty items in the questionnaire were formulated from each independent variable and dependent variable (job satisfaction). Of these items 24 are negative and 26 are positive. A high rating for

the negatively stated items indicate agreement with a negative statement while a low rating indicates disagreement with a negative statement.

Formulating a question positively and negatively is checking the honesty of the respondents and to minimize response set of bias. According to Huysamen (1995), having the same number of positively and negatively formulated items counteracts the response style of acquiescence. Questions from each independent and dependent variable are spread throughout the questionnaire. This placement causes questions or items from each main variable to be widely separated throughout so that no specific pattern could be guessed at. Thus, response set (the tendency of participants to answer all questions in a specific direction regardless of the content of questions) is counteracted by breaking the monotonous sequence and format of questions. In cases where respondents may be tempted to give prudent rather than true responses, countercheck questions at some distance from each other were incorporated. Thereby, consistency of the questionnaire is maintained and verified.

### **3.3.2. Development and focus of items in the questionnaire**

Prior to the development of the questionnaire, a thorough study of concepts, theories, and methodological issues related to job satisfaction was undertaken. In order to generate a taxonomy for the development of this instrument, the theories of Herzberg and Maslow were explored as sources of job satisfaction. According to Herzberg the satisfiers also called motivators or intrinsic factors include achievement, advancement, work itself, responsibility, and recognition. The dissatisfiers or hygiene factors or extrinsic factors on the other hand are supervision, salary, promotion, working conditions, interpersonal relations, and security.

A sample of items was developed generating an initial pool of 114 items. A primary concern was the inclusion of those items considered to be indicative of job factors thought to represent job satisfaction. The different factors to account for teachers' job satisfaction were: work itself, working conditions, salary, supervision, responsibility, promotion, recognition, interpersonal relations, achievement, security and fringe benefits.

Once the preliminary selection process was completed the items of the job factors were presented to colleagues', graduate students, instructors from A.A.U. and the university teachers in

Psychometry for content validation. A modest number of suggested modifications were made and the necessary changes, adjustments, and refinements were made to insure validity and reliability.

Factor analysis was undertaken to the items of each independent variable to select best items. For example, for working conditions, six items were selected from ten items using factor analysis. Similar procedures were employed for the other independent variables to select the best items that are indicated in Table 2 below (see more details in the pilot study and Appendix C for factor analysis).

On the basis of validity of each item and factor analysis, nine factors were identified for further study. A list of these variables and the criterion is given in Table 2. Table 2 indicates 50 of the 114 items could be used through the selected factors, while the remaining 64 items and variables (such as fringe benefits, achievement) had to be discarded on the bases of factor analysis.

**Table 2: Variables and selected items**

Variables	Number of items	Item number
Working conditions	6	2*,12*,22*,32,40,46*
Supervision	5	4*,14,24,34*,42*
Promotion	4	5,15*,25,35
Security	4	6*,16,26*,50
Salary	4	1,11,21*,31
Work itself	5	9,20,27,29*,38*
Interpersonal relations	6	3*,13,19,23,33*,41*
Recognition	5	8,18,28*,37*,48*
Responsibility	5	7,17,44*,47*,49*
Job satisfaction	6	10,30,36,39*,43*,45
Total	50	50

*\* indicates negatively stated items*

Table 2 indicates that working conditions is measured by the sum of the six item scores. The other variables are also measured in a similar manner by the sum of the items indicated above.

### 3.3.3. Research procedures

The researcher visited the Addis Ababa Education Bureau to seek permission from the office to access information at the office, to access all government secondary schools in the region. The nature and purpose of the research was explained to the concerned education officer. The education officer gave the researcher all the required information. The officer made the latest (1998E.C.) documents for all the schools available to the researcher. These documents list the schools and the teachers therein, the number of teachers in each school and the level of education of teachers in each school and number of male and female teachers in the respective schools. The information from these documents was used to sample the eight schools and the teachers therein.

All the eight schools were visited by the researcher to discuss with the school heads, to seek permission from the school heads to administer the questionnaire in their schools, to negotiate terms of access and other related issues. In all cases permission to administer the questionnaire was secured.

The researcher made appointments with school heads of selected schools to arrange dates for the administration of the questionnaire to the teachers in their schools. On the agreed upon dates, the researcher and his assistants visited the schools and administered the questionnaires to the respondents. The respondents returned the questionnaires to the researcher and his assistants on the agreed upon dates (after 2 days). In collecting the questionnaires the school heads and deputies (in some schools) gave the researcher and his assistants full co-operation.

### 3.4. Variables Included in the Study

#### 3.4.1. Independent variables ( $X_i$ 's)

The different variables included in this study are given as follows:

$X_1$ = age	$X_5$ = responsibility
$X_3$ = education	$X_6$ = work itself
$X_4$ = service	$X_7$ = working conditions
$X_9$ = supervision	$X_{13}$ = promotion
$X_{10}$ = salary	$X_{14}$ = recognition
$X_{11}$ = interpersonal relations	
$X_{12}$ = security	

### **3.4.2. Dummy independent variables**

There are two variables in this study that employ dummy coding.

These are:

$X_2$ = sex (1= male, 2= female)

$X_8$ = marital status (0= married, 1= single)

### **3.4.3. The dependent variable (criterion variable) (Y).**

In this study job satisfaction is taken as the dependent variable.

## **3.5. Methods of Data Analysis**

The data analysis is indicated below in two parts: the pilot study and the final study.

### **3.5.1. The pilot study**

The questionnaire containing 114 items (see Appendix A) was pilot tested in 4 secondary school teachers who were randomly drawn from the population considered in the study but who were not parts of the sample and therefore not participate in the main study.

The researcher personally administered the questionnaire to individual teachers. The respondents answered the questions and provided feedback to the researcher on any difficulties they had with the items.

The pilot study uncovered the following failings: ambiguous or poorly worded items and an item lacking discriminability. The item that lacked discriminatory value was dropped while the poorly worded items were reworded.

Factor analysis which is a technique used to reduce data and to reproduce the correlation matrix as closely as possible with the smallest number of factors, was undertaken as an explanatory technique to help discover underlying factors and as a psychometric procedure for the development and refinement of the instrument (Lester, 1987).

Factor analysis was made for the pilot study: (1) to select best items; (2) to select some important variables for the analysis of the final study; and (3) to explore factors underlying the variables under study.

By applying random sampling technique 120 subjects were selected as a sample from 4 secondary schools. The SPSS statistical package was used to analyze the data. Consequently, the numbers of cases used in the factor analysis were 90. Items whose factor loadings are less than 0.500 were excluded (see Appendix C).

The researcher set the above criteria because when the numbers of items are too long and too many the respondents would not have patience for answering the items. Additionally, the researcher observed from the pilot study that some respondents were not patient enough in answering all the 114 items.

Finally, factor loadings, communalities, percent of variance, and cumulative percent of variances of the nine factors from the varimax matrix are given in Appendix C.

The reliability ( $\alpha$ -coefficient) of the 114 items for the sample (N=90) is found to be 0.95. The mean, standard deviation, and the reliabilities of the variables for the pilot study are given in Appendix D. But the reliability for the final study of 270 samples is found to be 0.93.

### **3.5.2. Statistical analysis of the final study**

The statistical package for the social sciences (SPSS) was used to analyze the data. The statistical procedures used were descriptive (means, standard deviations, and correlations) and inferential (F-ratio, multiple regression analysis). Descriptive statistics were computed to examine level of satisfaction with specific aspects of job. A multiple regression was performed between personal characteristics of teachers as independent variables and job satisfaction and between job satisfier and dissatisfier factors and job satisfaction and between job satisfaction and all the combined variables (personal, job satisfier and dissatisfier factors). Finally the descriptive statistics of the different variables for the final study were given in Appendix F.

## CHAPTER FOUR

### 4. RESULTS AND DISCUSSION

In the last chapter an attempt was made to show the research design and methodology of the study. The proceeding section will try to report the results and discussion of the study.

The results of the study are presented in three parts: first, results of correlation analysis, second results of regression analysis, third, stepwise regression analysis.

Finally, the discussion that compares the results of this study with other findings follows.

#### 4.1. Results

##### 4.1.1 Correlation Analysis of Job Satisfaction

This portion deals with results of inter correlation coefficients.

Table 3

Inter correlation matrices for independent variables and job satisfaction.

Variables		Job satisfaction
Service	(X <sub>4</sub> )	- 0.007
Marital Status	(X <sub>8</sub> )	-0.012
Age	(X <sub>1</sub> )	- 0.024
Education	(X <sub>3</sub> )	-0.064
Sex	(X <sub>2</sub> )	0.186*
Salary	(X <sub>10</sub> )	0.353*
Supervision	( X <sub>9</sub> )	0.366*
Recognition	(X <sub>14</sub> )	0.401*
Promotion	(X <sub>13</sub> )	0.428*
Security	(X <sub>12</sub> )	0.455*
Interpersonal relations	(X <sub>11</sub> )	0.472*
Working conditions	(X <sub>7</sub> )	0.472*
Responsibility	(X <sub>5</sub> )	0.555*
Work itself	(X <sub>6</sub> )	0.739*

*N of cases: 270*

*2 tailed sig: \* 0.05*

Correlations were calculated to describe the relationships between job satisfaction and the selected independent variables. These relationships were determined by Pearson product-moment correlation. The intercorrelations between the criterion and the independent variables is shown in Table 3. The entire intercorrelation matrices between the variables is shown in Appendix E.

There are 105 intercorelations between job satisfaction and among the independent variables. Of these intercorrelations 65 were found to be significant (Appendix E)

Table 3 shows that the coefficients of correlation ranged from negligible to high. From the table it can be seen that the relationships between job satisfaction and the demographic variables (age, sex, education, service and marital status) was not significant except sex. Sex was the only independent personal variable that was found to have significant relationship with job satisfaction.

Moreover, all the personal variables except sex have low and negative correlation coefficients with the dependent variable (job satisfaction). On the other hand, the correlations between job satisfier and dissatisfier factors (responsibility, recognition, work itself, salary, promotion, supervision, working conditions, interpersonal relations, security) and job satisfaction ranged from 0.353 to 0.739. These correlations are of from moderate to high and they are all significant at the 0.05 level of significance.

The correlation matrix (Tables 3) also shows that all the satisfier and dissatisfier factors are significant with salary having lower correlation coefficient (0.353). These significant correlation coefficients (the correlation coefficients between job satisfaction and sex, job satisfaction and work itself, job satisfaction and interpersonal relations, job satisfaction and salary, job satisfaction and supervision, job satisfaction and promotion, job satisfaction and responsibility, job satisfaction and recognition, job satisfaction and security) represent 3.5, 54.6, 22.2, 22.2, 12.5, 13.4, 18.3, 30.8, 16.1 and 20.7 percent association respectively.

Hence it can be said that 3.5, 54.6, 22.2, 22.2, 12.5, 13.4, 18.3, 30.8, 16.1, and 20.7 percent of job satisfaction measure are predictable from the variances of sex, work itself, interpersonal relations, working conditions, salary, supervision, responsibility, recognition, and security respectively.

The above results indicate the importance of independent variables when each one is used alone to predict job satisfaction.

The sign of indices of correlations of dummy variables with others indicate as to which group of the category is performing higher on the variable with which they are to be correlated. In this study, there are two variables that employ dummy coding: sex and marital status. In the case of sex, the category represented by 2 is performing higher if the correlation is positive and lower if the correlation is negative. For instance,  $r_{y,2} = 0.186$  (Table 3) indicates that females do have higher score in job satisfaction than males. Similarly,  $r_{y,1} = -0.024$  shows that females do have lower score in job satisfaction than males.

The other variable employing dummy coding is marital status. In this case again, if the correlation is positive, those teachers who were single do have higher score in job satisfaction than the married ones. For example,  $r_{y,8} = -0.012$  (Table 3) indicates that teachers who were married do have higher score in job satisfaction than the single ones.

#### **4.1.2. Results of Multiple Regression Analysis**

The intercorrelation matrices for selected variables were subjected to multivariate regression analysis: (1) to try to determine the extent of the relationships; (2) to identify the combination of the independent variables which explains maximum variation in job satisfaction; and (3) to find out relative contribution of each independent variable in the 'best' equation.

Since the present study deals with issues involving various predictors to tackle the problem under investigation, the multiple regression analysis technique is considered to be appropriate to apply in this study. Moreover, Snedecor and Cochran (1975) stated that the combined influence of independent variables on dependent variable was determined by multiple regression analysis, computation of  $R^2$  and F- value.

Therefore, in order to evaluate the contribution of the independent variables in a linear combination for the prediction of the dependent variable: first, the personal variables, second, the job satisfier and dissatisfier factors, and third all the variables will be considered.

#### 4.1.2.1. Results of Multiple Regression Analysis of Personal Variables.

Table 4

Results of Multiple Regression Analysis of Personal Variables (age, sex, service, education and marital status) with Job Satisfaction.

Variables	Unstandardized Reg. coeff (B)	Stand. Reg. coeff ( $\beta$ )	R	R <sup>2</sup>	F- value
X <sub>1</sub>	- 0.251	- 0.054			F <sub>(5,264)</sub>
X <sub>2</sub>	2.224	0.188			
X <sub>3</sub>	-1.122	- 0.076			
X <sub>4</sub>	0.130	0.041			
X <sub>8</sub>	- 0.112	- 0.011			
Combined	15.477(const)		0.2025	0.041	2.258*

Note: \*  $p < .05$

As indicated in Table 4, the first regression that was performed examined whether the satisfaction level of the teachers could be predicated from their age, sex, education, service and marital status. The overall model was significant ( $F=2.258$ ,  $p < .05$ ) and it explained 4.1 percent of the variance of the teachers' satisfaction. The only independent variable in this regression that was significant in predicting the satisfaction of the teachers was that of sex. Since the  $\beta$  coefficient for this variable was positive, this indicated that female teachers do have higher score in job satisfaction than males.

In terms of the magnitude of the standardized regression coefficients, the variables in descending order are sex( $X_2$ ) (0.188), service( $X_4$ ) (0.041), marital status( $X_8$ ) (-0.011), age( $X_1$ ) (-0.054), and education( $X_3$ ) (-0.076). As regards the independent contributions of each variable to the prediction of job satisfaction from the weighted combination of five personal variables, sex has the highest contribution (0.188) while education has the lowest (-.076).

4.1.2.2. Results of Multiple Regression Analysis of Job Satisfier and Dissatisfier factors (N = 270).

Table 5

Results of Multiple Regression Analysis of Job Satisfier and Dissatisfier Factors (N=270) with Job Satisfaction.

Variables	Unstandardized Reg. coeff (B)	Standardized Reg. coeff ( $\beta$ )	R	R <sup>2</sup>	F- value
X <sub>6</sub> (WI)	0.618	0.570	0.7874	0.620	F <sub>(9,260)</sub>
X <sub>11</sub> (IR)	0.131	0.125			
X <sub>7</sub> (WC)	0.171	0.139			
X <sub>10</sub> (SLR)	0.115	0.068			
X <sub>9</sub> (SUP)	0.0539	0.047			
X <sub>13</sub> (PRO)	0.03829	0.027			
X <sub>12</sub> (SCR)	0.03445	0.025			
X <sub>5</sub> (RES)	0.09656	0.075			
X <sub>14</sub> (REC)	- 0.103	- 0.079			
Combined	-1.174(const)	-			

Note: \*  $P < 0.05$

The second regression that was performed examined whether the satisfaction levels of the teachers could be predicted on characteristics related to job satisfier and dissatisfier factors (Table 5). The overall model was significant ( $F=47.191$ ,  $P < 0.05$ ) and it explained 62.0 percent of the variance of the teachers' satisfaction.

The magnitude of the standardized regression coefficient can also be presented in descending order based on the significant contribution of each variable predicting the dependent variable (job satisfaction). These significant variables are work itself( $X_6$ ) ( $\beta=0.570$ ,  $P < 0.05$ ), working conditions( $X_7$ ) ( $\beta=0.139$ ,  $P<0.05$ ), and interpersonal relations( $X_{11}$ ) ( $\beta=0.125$ ,  $P<0.05$ ).

As indicated in Table 5, in the prediction of job satisfaction from the weighted combination of job satisfier and dissatisfier factors, work itself has the highest contribution (0.618) while recognition has the lowest (-0.103).

#### 4.1.2.3. Results of Multiple Regression Analysis of all the Variables (Personal, Job Satisfier & Dissatisfier Factors).

**Table 6**

**Results of Multiple Regression Analysis of all the Variables ( $X_1$  to  $X_{14}$ ) with Job Satisfaction (N=270)**

Variables	Unstandardized Reg. coeff (B)	Standardized Reg. coeff ( $\beta$ )	R	R <sup>2</sup>	F- value
X <sub>1</sub>	- 0.195	-0.042	0.7949	0.632	F <sub>(14,255)</sub>
X <sub>2</sub>	1.263	0.107			
X <sub>3</sub>	- 0.09918	-0.007			
X <sub>4</sub>	0.210	0.065			
X <sub>8</sub>	0.194	0.018			
X <sub>6</sub>	0.623	0.575			
X <sub>11</sub>	0.138	0.132			
X <sub>7</sub>	0.165	0.134			
X <sub>10</sub>	0.136	0.080			
X <sub>9</sub>	0.05981	0.051			
X <sub>13</sub>	0.03359	0.024			
X <sub>12</sub>	0.03445	0.024			
X <sub>5</sub>	0.05625	0.044			
X <sub>14</sub>	-0.103	-0.079			
Combined	-2.526(const)		0.7949	0.632	31.256*

Note: \*  $P < 0.05$ .

Finally, the third regression that was performed examined the satisfaction levels of the teachers could be predicted from the weighted combination of personal, job satisfier and dissatisfier factors (Table 6). As it can be seen from Table 6, the overall model was significant at the 0.05 level of significance. In the prediction of job satisfaction from the weighted combination of all the variables, work itself( $X_6$ ) has the highest amount of contribution (0.575), followed by

working conditions( $X_7$ ) (0.134), interpersonal relations( $X_{11}$ ) (0.132), sex( $X_2$ ) (0.107), salary ( $X_{10}$ )(0.080), service( $X_4$ ) (0.065), supervision( $X_9$ ) (0.051), responsibility( $X_5$ ) (0.044), promotion( $X_{13}$ ) and security( $X_{12}$ ) (each 0.024), marital status( $X_8$ ) (0.018) and the remaining variables have negative contributions (such as education( $X_3$ ) (-0.007), age( $X_1$ ) (-0.042), and recognition( $X_{14}$ ) (-0.079)).

The overall model was significant ( $F=31.256$ ,  $P<0.05$ ) and it explained 63.2 percent of the variance of the teachers' satisfaction.

#### **4.1.3. Results of Stepwise Multiple Regression Analysis**

The stepwise regression method has been employed in this study to evaluate the relative contribution of each independent variable in predicting the criterion variable and to identify the "best" equation, i.e., the combination of independent variables that explained maximum variation in the criterion, as measured through R.

This procedure involves different steps while building the regression model by selecting the predictor (independent) variables in accordance with their size of correlation with the criterion variable. In the first step, the predictor variable which has the highest correlation with the criterion variable is entered in the regression model. In the second step, the independent variable which has the highest partial correlation with the criterion variable is entered. The procedure continues until the last regression model is built and no more variable can be entered or removed from the model. Therefore, in this study predictor variables are selected and some are deleted in the prediction of the criterion variable using the SPSS computer program.

**Table 7**

**Results of Final Summary of Stepwise Regression on the five Selected Variables on Job Satisfaction**

Multiple correlation = 0.7912 ( $R^2 = 0.626$ )

Multiple regression F - value = 88.235.

Constant = -2.387

Step No	Variables entered	Unstandardized Reg. Coeff(B)	Standardized Reg. Coeff ( $\beta$ )	Multiple correlation related to variables			F- ratio	P-value
				R	$R^2$	Ch $R^2$		
1	X <sub>6</sub>	0.800	0.739	0.7389	0.546	0.546	321.835	0.000
2	X <sub>7</sub>	0.276	0.224	0.7668	0.588	0.042	190.885	0.000
3	X <sub>11</sub>	0.160	0.153	0.7791	0.607	0.019	136.871	0.000
4	X <sub>2</sub>	1.275	0.108	0.7861	0.618	0.011	107.313	0.000
5	X <sub>10</sub>	0.161	0.095	0.7912	0.626	0.008	88.235	0.000

*All F - values are significant at  $P < 0.05$  levels*

**Best regression Equation**

$$\hat{Y} = A + B_6X_6 + B_7X_7 + B_{11}X_{11} + B_2X_2 + B_{10}X_{10}$$

$$= -2.387 + 0.800X_6 + 0.276X_7 + 0.160X_{11} + 1.275X_2 + 0.161X_{10}$$

As it can be seen from Table 7, the variable which has been first entered the regression model is work itself (X<sub>6</sub>) since it has the highest zero-order correlations with the dependent variable. This predictor variable alone improved the accuracy of the prediction by 54.6 percent. The second independent variable which entered in the second step is working conditions(X<sub>7</sub>). The addition of this variable to the model added 4.2 percent to the squared multiple correlation coefficient. In the third step, the independent variable that entered in the linear regression model was interpersonal relations. The addition of variable X<sub>11</sub> to the regression model improves the prediction of Y by

about 1.9 percent. At the fourth step, predictor variable  $X_2$  is observed to be selected. The independent contribution of  $X_2$  at this step is about 1.1 percent. The search for possible predictor variables terminated when  $X_{10}$  is chosen at the final step. This variable explains only about 0.8 percent of the variance in job satisfaction.

The total variance in job satisfaction explained by the five selected variables is 62.6 percent. The rest of the predictor variables are removed from the model since they have low correlation with the criterion measure. As noted in Table 7, the F-values of the five predictor variables indicate that they are potential predictor variables and contribute significantly to the prediction equation. Adding or deleting other predictor variables does not bring a significant difference in the variance of job satisfaction.

Finally, for correlation and multiple regression technique in the study it has been assumed that, (1) the form of the regression is linear; (2) the distributions of the dependent variable for each independent variable are normal; and (3) the variances of the distributions of the dependent variable are the same for each value of an independent variable.

#### **4.2. Discussion**

The purpose of this study was to determine if the level of satisfaction that teachers hold in relation to their profession could be predicted based on variables related to some of their personal characteristics, to their intrinsic and extrinsic factors as well as from the combined variables (personal factors, intrinsic factors and extrinsic factors).

Using fourteen factors (variables) as the independent variables, an attempt was made to identify the combination of variables which explained maximum variation in job satisfaction among the Addis Ababa government secondary school teachers. Through multivariate regression analysis the following five factors were found to be the most important determinants of job satisfaction. The five factors in descending order are: work itself, working conditions, interpersonal relations, sex and salary. Together these five factors explain 62.6 percent of the variation in job satisfaction.

Based on the results obtained and the findings of other studies that were reported in review of related literature the discussion of each factors will be as follows:

### **Personal Variables and Job Satisfaction**

Table 4 illustrates the different personal characteristics of teachers that contribute to the prediction of job satisfaction of teachers. In predicting job satisfaction from these personal variables, sex was the only significant predictor variable. All the remaining variables weren't found to be significant.

It was also found that the personal variables considered in this study (age, sex, education, service, and marital status) couldn't adequately explain job satisfaction of teachers.

Moreover, none of the correlations between job satisfaction and the selected personal variables (except sex) were found significant. So it can be said that the demographic /personal variables investigated in this study were not related to the overall job satisfaction of secondary school teachers in Addis Ababa. That is, it would not be plausible to use these factors in predicting job satisfaction level of teachers.

The results of this study are consistent as well as inconsistent with the results of several of previous studies.

Saleh and Otis (1964), Newby (1999) and Herzberg (1957) found age to be positively and linearly related with job satisfaction. Konicek (1992) reported that older workers were found more satisfied than younger workers. The result of the present study is consistent with Scott et al., (2005), Cano and Miller's (1992a, b) finding, who found that age, was not related to job satisfaction. In the present study age was not related to job satisfaction of teachers.

Regarding sex, Hutton and Jobe (1985), Scott et al., (2005), Konicek (1992), Hoppock (1935) and Mckee (1991) found female employees to be more satisfied than male employees. The result of this study was consistent with the above mentioned researchers finding. On the other hand, Bishay (1996), Hulin and Smith (1964), and Locke et al., (1983) discovered the reverse to be true. In their study, women were less satisfied than men. Moreover, Herzberg et al., (1957), D'Arcy et al., (1984) and Iacquea et al., (1995) concluded that gender was not a significant predictor of job satisfaction.

Concerning education, Berns (1989) discovered that teachers with a master's degree were more satisfied with their teaching than teachers with only a bachelor's degree. Consistent with the results of the present study, no relationship (Scott et al., 2005) and negative relationship (Mottaz, 1984) were found between education and job satisfaction.

Considering experience, the results of this study are not congruent with the findings of Clark et al., (1996), Kallelberg and Maste Kaasa (2001) who found that the longer the service of an employee, the higher was his or her job satisfaction. But the results of the present study are consistent with Oshagbemi (2000), Saiydain (1985), and Dinham & Scott (1996) finding, who found that job satisfaction and length of service of an employee are not related.

Regarding marital status, the result of this study is consistent with Scott et al., (2005) & Saiydain (1985) who found that marital status was not related to job satisfaction but not consistent with the findings of Leung et al., (in Koustelios, 2001) who found that married teachers have greater satisfaction than single ones.

#### **Job Satisfier, Dissatisfier Factors and Job Satisfaction**

Despite several technical problems of comparison (like different work place conditions, the items that were taken to measure job satisfaction, the variables considered, etc.), it would be worthwhile to compare the findings of this study with those of other researchers with regard to employees' intrinsic (satisfier) and extrinsic (dissatisfier) factors and job satisfaction.

The main finding of the present study was that Addis Ababa government school teachers' job satisfaction is strongly related with the nature of the work itself. This finding was consistent with the findings of Seco (2002) who found that the nature of the work itself was more significantly associated with teachers' job satisfaction. Similarly, Oshagbemi's (1999) finding confirms the result of the present study.

Regarding interpersonal relationships, Kloep & Tarifa (1994) found that good interpersonal relationships with colleagues was one of the factors which explained considerable job satisfaction among teachers, a result which is consistent with the results of the present study. Similarly, Nias (1981), Kyriacou (1987), Kyriacou & Sutcliffe (1979), Fraser et al., (1998) reported that the main

factor found to contribute to the job satisfaction of teachers is working with children & developing warm, personal relationships with pupils.

Considering working conditions, Pager (1996) found this factor as one of the most important factors contributing to teachers' satisfaction. The study of Winter and Sweeney (1994) also found that good working conditions enhanced satisfaction of teachers. A large scale study conducted by US Department of Education (in Zembylas and Papanastasiou, 2004) showed that favorable workplace conditions were positively related to teachers' job satisfaction

In an article that deals specifically with job satisfaction in teaching profession, Ma and McMillan (in Fong, 2005), found that workplace condition was positively associated with job satisfaction. They also found that teachers' positive perception of their relation with school administration is a significant determinant of their job satisfaction.

With regard to salary, Sloane and Williams (in Fong, 2005) found that wage level is a significant determinant in the positive direction of job satisfaction, a result which is consistent with the result of the present study.

As variances due to the regression of job satisfaction on the selected variables was 62.6 percent and F-value of the corresponding ( $R^2$ ) ( $F_{5,264} = 88.235$ ) is significant at  $P < 0.05$  level. This implies that the school management can improve teachers' job satisfaction substantially by combining work itself, working conditions, interpersonal relationships, sex and salary. However, it should be recognized that such inferences can be questioned as the regression coefficients obtained in this study may lack stability for interpretive purposes in view of the significant intercorrelations between some of the independent variables and the criterion.

Finally it can be deduced that the remaining 37.4 percent variance in job satisfaction measure may be attributed to other factors such as problems related to supervision of workers, security, responsibility, recognition, work overload, declining respects for the profession, career promotion and so on. In short, teachers' job satisfaction is a function of complex interactions between the variables selected in this study and other variables.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1. SUMMARY

The purpose of this study was to determine if the level of satisfaction that teachers hold in relation to their profession can be predicted based on variables related to some of their personal characteristics, to their intrinsic and extrinsic factors as well as from the combined variables (personal, intrinsic and extrinsic factors). To achieve this purpose the following leading questions were formulated.

1. Are there any relationships between personal characteristics such as age, sex, education, service, and marital status and teachers' job satisfaction?
2. What is the contribution of each of these factors, and all combined together to teachers' job satisfaction?
3. Are there any relationships between selected job satisfier factors (achievement, advancement, recognition, responsibility and the work itself) and job dissatisfier factors (interpersonal relations, salary, supervision, working conditions, promotion) and the overall job satisfaction of secondary school teachers?
4. What is the relative contribution of each of these factors (job satisfier and dissatisfier) when combined together, to teachers' job satisfaction?
5. What is the relative contribution of each of these personal, job satisfier, and job dissatisfier factors when combined together to teachers' job satisfaction?

A quantitative research design which used the descriptive sample survey method to collect data by means of questionnaires was deemed most suitable. To answer these leading questions the participants were randomly selected from 22 government secondary schools in Addis Ababa. From these schools 340(198 males and 72 females) of the sample respondents were included for final analysis. Among these 70 teachers were excluded because 20 of them failed to answer all questions and the remaining 50 didn't return the questionnaire to the investigator. The variables included to measure job satisfaction were: working conditions, supervision, promotion, security, salary, work itself, interpersonal relations, recognition, and responsibility.

To analyze the data, the statistical procedures used were descriptive (mean, standard deviations, and correlations) and inferential (F-ratio, multiple regression analysis). The stepwise regression method has been employed to evaluate the relative contribution of each independent variable in predicting the dependent variable (job satisfaction) and to identify the "best" equation, i.e., the combination of independent variables that explained maximum variation in the criterion, as measured through R.

The finding of the study revealed that from all the independent variables only five were selected by the stepwise regression method and had a statistically significant relationship with the criterion measure. These independent variables are: work itself, working conditions, interpersonal relations, sex, and salary.

The combined contribution of work itself, working conditions, interpersonal relations, sex, and salary variables accounted for 62.6 percent of the variance in job satisfaction of teachers.

## **5.2. Conclusions**

On the bases of the findings of the study the following conclusions were drawn.

1. One of the significant findings of this study was work itself which accounted for 54.6 percent of variance in teachers' job satisfaction ( $R^2 = 0.546$ ). The multiple F-value ( $F_{1, 268} = 321.835, P < 0.05$ ) shows that the contribution of work itself for predicting job satisfaction of teachers is statistically significant at 0.05 level of significance.

This variable also has a high zero- order correlation ( $r_{y6} = 0.7389, p < 0.05$ ).

2. The other variable that is found as a contributor of job satisfaction was working conditions and it accounted 4.2 percent of variance in the criterion ( $R^2 = 0.588$ ). The multiple F-value ( $F_{2, 267} = 190.885, P < 0.05$ ) indicates that contributions of work itself and working conditions for predicting teachers' job satisfaction is statistically significant at 0.05 level. This variable also has a high zero- order correlation next to work itself ( $r_{y7} = 0.472, p < 0.05$ ).

3. Interpersonal relations contributed 1.9 percent of variance in the dependent variable ( $R^2 = 0.607$ ). The multiple F-value ( $F_{3, 266} = 136.871, P < 0.05$ ) indicates that the contribution of work

itself, working conditions, and interpersonal relations for predicting job satisfaction of teachers' is statistically significant at 0.05 level ( $r_{y11} = 0.472$ ,  $p < 0.05$ ).

4. The relative contribution of sex is 1.1 percent of variance in the criterion ( $R^2 = 0.618$ ,  $F_{4, 265} = 107.313$ ,  $P < 0.05$  and  $r_{y2} = 0.186$ ,  $p < 0.05$ ).

5. Salary which is an extrinsic factor has contributed 0.8 percent of variance in job satisfaction ( $R^2 = 0.626$ ,  $F_{5, 264} = 88.235$ ,  $p < 0.05$  and  $r_{y10} = 0.353$ ,  $p < 0.05$ ).

6. The combined contribution of work itself, working conditions, interpersonal relations, sex, and salary variables accounted for 62.6 percent of the variance in job satisfaction of teachers.

7. The combined contribution of all the independent variables on job satisfaction (demographic, intrinsic and extrinsic factors) accounted for by 63.2 percent (see Table 6) of the variance in the dependent variable. All five personal variables accounted for 2.258 percent, intrinsic and extrinsic factors accounted for 62.0 percent in teachers' job satisfaction.

### **5.3. Recommendations**

In light of the major findings of the study and conclusions made, it seems appropriate to suggest the following recommendations in order to improve job satisfaction of teachers.

1. Consider the nature of the work itself.

Teachers' professional commitment is enhanced when they experience their work as meaningful and intrinsically rewarding. On the contrary, when a job provides very little challenge and meaning and when it is routine and boredom then lack of satisfaction will follow. Therefore, the school heads in collaboration with educational officers at different levels should make work (teaching) interesting, creative, easy, and satisfying.

2. Improve the working conditions for teachers.

Policy should aim at improving the conditions for the professional practice of teachers. Proper working conditions must be ensured since this can serve as incentives or extrinsic motivators leading to better performance. Educational officers and school principals should improve the

working conditions in secondary schools because working condition was one of the determining variables that have an impact on teachers' job satisfaction.

### 3. Foster good interpersonal relations.

Teachers need environments that are emotionally safe and friendly; enhanced feelings of efficiency; feedback that is immediate; and the reassurance that their efforts are appreciated and rewarded. The school head should foster good interpersonal relations in the school and should create opportunities, invitations and strategies for parent involvement in the life of the school. Administrative policy should allocate time and resources to the development of cordial interpersonal relations in the school. The school head should be seen in and around the school and be able to acknowledge the teachers' efforts and offer constructive advice, feedback, direct assistance and access to information.

### 4. Provide incentives for teachers.

Educational planners, government officials and policy makers should consider the implementation of effective incentives for teachers as a way of improving their satisfaction, and accordingly improve their performance and overall school quality.

The remuneration for teachers should be as attractive as possible. Teachers should be rewarded for effective performance and provide with merit pay or bonuses contingent upon their performance. Educational policy makers should consider implementing teacher salary structures that provide pay increase on the bases of teachers' knowledge and skills, as well as offering incentives for improved performance and implementing school based performance award programs. Such policy innovations can have a significant positive impact on teachers' job satisfaction and school performance.

### 5. Examine teachers' working conditions.

Research is needed to examine how working conditions in different schools affect teacher satisfaction and commitment. If we are to address the serious problems of teacher dissatisfaction due to working conditions, we must continue to examine working conditions of teachers with the aim of making better interventions.

6. Explore satisfaction management studies.

Further research should focus on management strategies which can be used to satisfy teachers. The question should be: what management strategies may be employed to satisfy secondary school teachers so that the intended goal of the teaching- learning process can be achieved?

7. Research should seek to understand the relationships between teacher satisfaction and student motivation to learn, between teacher satisfaction and student performance, between teacher satisfaction and school quality.

8. Finally this research needs further investigation as to validate the instrument. Similarly, further research in this direction is hoped for exploring these hypotheses.

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**APPENDIX A**  
**Addis Ababa University**  
**Schools of Graduate Studies**  
**(Department of Psychology)**

**A Questionnaire on Teacher Satisfaction**

This questionnaire which you are being requested to complete intends to generate data on what satisfies or dissatisfies teachers. The data that are obtained in this way will form part of a bigger research project, the results of which may influence decision makers in making choices that may satisfy or dissatisfy teachers.

- Please answer all questions as honestly as possible. **There is no right or wrong answers.** Read all options before answering.
- All respondents will remain anonymous. The answers will be treated as strictly confidential.
- Thank you for your cooperation. It is truly appreciated.

**Instruction:**

Read each item carefully and put ( ✓ ) under the phrase that best expresses your feeling about the statement. Whenever possible let your own personal experience determine your answer. Do not spend much time on any item. If in doubt, put (✓) under the phrase that seems most nearly to express your present feeling about the statement. **BE SURE TO ANSWER EVERY ITEM.**

**Example:** My supervisor has a democratic management style. Strongly agree, agree, Undecided, disagree, strongly, disagree.

**Procedure:** If your choice is strongly disagree, you put (✓) under strongly disagree, if your answer is different you put (✓) under your preference.

statement	Strongly agree	agree	Un-decided	disagree	Strongly disagree
Example					
0. My supervisor has a democratic management style		✓			
1. I am satisfied with my teaching salary					
2. I am unhappy with the long school holidays.					
3. I am displeased with my excess work load.					
4. I have a positive feeling working in a team in my school.					
5. I have friendly relations with my supervisor					
6. Promotion opportunities are insufficient.					
7. I am satisfied with my occupation					
8. I am afraid of losing my teaching job.					
9. I am happy with greater responsibility					
10. I am pleased with the credit I get from my supervisor for any programs					
11. I am unhappy with the help I get from my supervisors					
12. I have freedom to teach.					
13. Teaching provides me for a secure future.					
14. There are opportunities for positional advancement in teaching.					
15. Teaching is interesting work.					
15. Teaching is interesting work.					
16. I am satisfied with the praise I get from my supervisor when I do a good job.					
17. If I were asked to choose a job, I would choose the job of a teacher again.					
18. I am dissatisfied with my interaction with students.					
19. I have inadequate materials/equipment to use in teaching.					

statement	Strongly agree	agree	Un-decided	disagree	strongly disagree
20. Long-term salary prospects are good in my teaching career.					
21. I am satisfied with the responsibility of supervising the work of others					
22. I am discontented with the cooperation of my supervisors.					
23. Teaching does not provide me the chance to develop my potentials in life.					
24. There is opportunity for enjoying the company of my colleagues.					
25. I am happy with the long school holidays.					
26. My job is a hobby to me.					
27. I am satisfied with the support I get from the administration					
28. I never feel secure in my teaching job.					
29. I have unfriendly relations with my supervisor.					
30. I am dissatisfied with my teaching salary					
31. I am displeased with the credit I get from my supervisor for any work I do.					
32. I am happy with the help I get from my supervisor.					
33. Teaching encourages me to be creative.					
34. There is lack of opportunity for positional advancement.					
35. I am happy with parental support I receive.					
36. Teaching provides me wit steady employment					
37. I am dissatisfied with the responsibility of supervising the work of others					
38. My job is usually interesting enough to keep me from getting bored					
39. I am satisfied with the prospects of a salary increase.					

statement	Strongly agree	agree	Un-decided	disagree	strongly disagree
40. I am discontented with the physical conditions of my classroom(s).					
41. My immediate supervisor gives me assistance when I need help.					
42. The work of a teacher consists of routine activities.					
43. I am often bored with my job.					
44. I am dissatisfied with the praise I get from my supervisor when I do a good job.					
45. I am happy with the provision of vacation leave.					
46. There is lack of opportunity for enjoying the company of my colleagues.					
47. I am not responsible for my actions in the school.					
48. Long -term salary prospects are poor.					
49. I am dissatisfied with the support I get from the administration					
50. My immediate supervisor praises my good teaching.					
51. I receive full recognition for my successful teaching					
52. Teaching provides me with an opportunity to use a variety of skills.					
53. I am unhappy with the cooperation of colleagues					
54. I feel that my job is no more interesting than other I could get					
55. Promotion opportunities are sufficient.					
56. I try to be aware of the policies of my school					
57. I am dissatisfied with the prospects of a salary increase.					
58. I am indifferent toward teaching.					
59. My immediate supervisor provides assistance for improving instruction.					

Statement	Strongly agree	agree	Un-decided	disagree	strongly disagree
60. I am pleased with my work load.					
61. I do not have the freedom to make my own decisions.					
62. I have good working relationships with my students					
63. I am dissatisfied with my job.					
64. I am well paid in proportion to my performance.					
65. The work of a teacher is very pleasant.					
66. I am contented with the physical conditions of my classroom(s).					
67. I am satisfied with my work					
68. My work lacks the opportunity to use all my skills.					
69. I am discontented with my achievements in teaching					
70. There is job security in teaching.					
71. I am happy with my relationships with parents.					
72. My immediate supervisor is not willing to listen to suggestions					
73. Teaching provides me with financial security					
74. I am unhappy with the provision of vacation leave.					
75. I am not getting ahead in my present teaching position.					
76. I am not interested in the policies of my school.					
77. There is lack of freedom to decide how I do my job.					
78. I have adequate materials/equipment for my work.					
79. Teaching provides limited opportunities for advancement					
80. My immediate supervisor treats every one equitably.					
81. I am happy with the cooperation of colleagues.					
82. There is lack of job security.					

statement	Strongly agree	agree	Un-decided	disagree	strongly disagree
83. Teacher income is barely enough to live on.					
84. My immediate supervisor makes me feel uncomfortable.					
85. I receive too little recognition					
86. My present work is a source of stress for me.					
87. I am responsible for planning my daily lessons.					
88. The administration in my school does not clearly define its policies.					
89. My immediate supervisor makes me available the materials I need to do my best.					
90. I do have responsibility for my teaching.					
91. I have poor working relationships with my students					
92. My teaching income is less than I deserve.					
93. Teaching provides a good opportunity for advancement					
94. The effort I expend does not determine the benefits I deserve					
95. My immediate supervisor turns one teacher against another.					
96. No one tells me that I am a good teacher.					
97. There is freedom to decide how I do my work.					
98. I am satisfied with my interaction with students.					
99. I don't really feel part of this school					
100. I am dissatisfied with my work					
101. Teaching Provides me with an opportunity to advance professionally.					
102. In this school, staff members are recognized for a job well done					
103. I am contented with my achievements in teaching.					

statement	Strongly agree	agree	Un-decided	disagree	strongly disagree
104. I am unhappy with parental support I receive					
105. Successes in my work are important to me as compared to successes in other spheres of life					
106. The administration in my school communicates its policies well.					
107. I am unhappy with greater responsibility.					
108. I am satisfied with the way teacher benefits are handled here					
109. I am unhappy with relationships with parents					
110. I am evaluated fairly by my supervisors.					
111. Recognition is important to my job satisfaction.					
112. I think my personal morale is high right now.					
113. I get more negative input than help from my supervisor.					
114. My job makes good use of my skills and abilities					

## APPENDIX B

Addis Ababa University  
Schools of Graduate Studies  
(Department of Psychology)

### A Questionnaire on Teacher Satisfaction

This questionnaire which you are being requested to complete intends to generate data on what satisfies or dissatisfies teachers. The data that are obtained in this way will form part of a bigger research project, the results of which may influence decision makers in making choices that may satisfy or dissatisfy teachers.

- Please answer all questions as honestly as possible. **There is no right or wrong answers.** Read all options before answering.
- All respondents will remain anonymous. The answers will be treated as strictly confidential.
- Thank you for your cooperation. It is truly appreciated.

#### **General Instruction:**

**Part I.** Read each item carefully and put ( ✓ ) under the phrase that best expresses your feeling about the statement. Whenever possible let your own personal experience determine your answer. Do not spend much time on any item. If in doubt, put (✓) under the phrase that seems most nearly to express your present feeling about the statement. **BE SURE TO ANSWER EVERY ITEM.**

Statement	Strongly agree	Agree	Un- decided	Disagree	Strongly disagree
	5	4	3	2	1
1. Long-term salary prospects are good.					
2. I have inadequate materials/equipment for teaching					
3. I am dissatisfied with my interaction with students.					
4. I have unfriendly relations with my supervisor.					
5. There are opportunities for positional advancement in teaching.					
6. I never feel secure in my teaching job.					
7. I am happy with greater responsibility in my school.					
8. I am pleased with the credit I get from my supervisor for any programs.					
9. Teaching is interesting work.					
10. I am satisfied with my occupation.					
11. I am satisfied with the prospects of a salary increase.					
12. I am discontented with the physical conditions of my classroom(s).					
13. I am happy with the support I receive from students' parents.					
14. My immediate supervisor gives me assistance when I need help.					
15. There is lack of opportunity for positional advancement.					
16. There is job security in teaching.					
17. I am satisfied with the responsibility of supervising the work of others.					

Statement	Strongly agree	Agree	Un-decided	Disagree	Strongly Disagree
18. I am satisfied with the praise I get from my supervisor when I do a good job.					
19. I am happy with my relationships with students' parents.					
20. I am satisfied with my work					
21. Long -term salary prospects are poor.					
22. I am dissatisfied with the support I get from the administration.					
23. I have good working relationships with my students					
24. My immediate supervisor treats every one equitably.					
25. Teaching provides a good opportunity for advancement					
26. There is lack of job security in teaching.					
27. The work of a teacher is pleasant.					
28. No one tells me that I am a good teacher.					
29. Teaching does not provide me the chance to develop my potentials in life.					
30. If I were asked to choose a job, I would choose the job of a teacher again.					
31. I am well paid in proportion to my performance.					
32. I am pleased with my work load.					
33. I am unhappy with parental support I receive					

Statement	Strongly agree 5	Agree 4	Un- decided 3	Disagree 2	Strongly disagree 1
34. My immediate supervisor makes me feel uncomfortable.					
35. Teaching Provides me with an opportunity to advance professionally.					
36. I think my personal morale is high right now.					
37. I am displeased with the credit I get from my supervisor for any work I do					
38. I am dissatisfied with my work.					
39. I feel that my job is no more interesting than others I could get.					
40. The administration in my school communicates its policies well.					
41. I am unhappy with relationships with parents.					
42. My immediate supervisor is not willing to listen to suggestions.					
43. I am dissatisfied with my job.					
44. I am unhappy with greater responsibility in my school.					
45. My job makes good use of my skills and abilities.					
46. I am displeased with my work load.					

Statement	Strongly agree 5	Agree 4	Un-decided 3	Disagree 2	Strongly disagree 1
47. I don't really feel part of this school					
48. I am dissatisfied with the praise I get from my supervisor when I do a good job.					
49. I am not interested in the policies of my school					
50. Teaching provides me for a secure future.					

**Part II.** Circle the letter which pertains to you.


1) Age

- a) Under 30 years
- b) 30-39 years
- c) 40-49 years
- d) 50 years and above

2) Sex

- a) Male
- b) Female

3) Education

- a) Diploma
- b) Degree (MA/MSC)
- c) Masters degree 

4) Service

- a) 0-5 years
- b) 6-11 years
- c) 12-17 years
- d) 18-23 years
- e) Above 23 years

5) Marital status

- a) Single
- b) Married

## APPENDIX C

Results of factor analysis for selected items of the pilot study (N=90).

Factors	item	Factor loading	communalities	% variance	Cumulative percent
Salary	1	0.703	0.787	16.116	16.116
	11	0.701	0.643	10.527	26.643
	21	0.629	0.503	8.126	34.769
	31	0.628	0.764	6.846	41.615
Working Conditions	2	0.774	0.6832	15.591	15.591
	12	0.691	0.648	11.399	26.990
	22	0.700	0.679	8.667	35.657
	32	0.585	0.747	6.650	42.307
	40	0.684	0.687	5.736	48.043
	46	0.571	0.768	27.119	75.162
Job satisfaction	10	0.539	0.607	31.671	31.671
	30	0.640	0.610	9.519	41.190
	36	0.733	0.689	2.204	43.394
	39	0.758	0.736	5.148	48.542
	43	0.549	0.666	4.857	53.399
	45	0.592	0.754	1.858	55.257
Promotion	5	0.732	0.536	47.320	47.320
	15	0.684	0.408	13.654	60.974
	25	0.773	0.597	6.367	67.341
	35	0.779	0.606	4.196	71.537
Interpersonal Relations	3	0.577	0.687	24.803	24.803
	13	0.756	0.642	12.036	36.839
	19	0.693	0.714	6.679	43.518
	23	0.821	0.746	7.168	50.686
	33	0.811	0.667	2.968	53.654
	41	0.612	0.607	2.323	55.977
Security	6	0.612	0.534	17.187	17.187
	16	0.736	0.632	9.009	26.196
	26	0.774	0.692	7.625	33.821
	50	0.771	0.678	18.061	51.882
Recognition	8	0.794	0.734	26.780	26.780
	18	0.885	0.810	16.906	43.686
	28	0.564	0.536	6.286	49.972
	37	0.808	0.700	14.089	64.061
	48	0.796	0.713	11.465	75.526

Responsibility	7	0.502	0.581	22.696	22.696
	17	0.595	0.612	15.939	38.635
	44	0.719	0.613	4.356	42.991
	47	0.781	0.649	5.166	48.157
	49	0.680	0.490	7.011	55.168
Work itself	9	0.687	0.718	30.862	30.862
	20	0.848	0.753	3.925	34.787
	27	0.713	0.619	4.975	39.762
	29	0.713	0.625	13.166	52.928
	38	0.747	0.669	3.176	56.104
supervision	4	0.564	0.582	6.962	6.962
	14	0.642	0.549	5.860	12.822
	24	0.693	0.658	3.368	16.190
	34	0.663	0.706	2.847	19.037
	42	0.613	0.616	4.359	23.396

## APPENDIX D

The mean, standard dev., and alpha of the factors (N=90).

factors	raw score	Number of items	mean	SD	alpha
Job Satisfaction	6-30	6	16.63	5.38	0.8040
Responsibility	5-25	5	16.04	3.58	0.8357
Recognition	5-25	5	14.67	4.01	0.7043
Supervision	5-25	5	14.50	3.97	0.7635
Salary	4-16	4	8.42	3.16	0.7716
Security	4-16	4	8.39	3.11	0.6778
Interpersonal Relations	6-30	6	18.64	4.87	0.7373
Working Conditions	6-30	6	16.57	4.02	0.5963
Work itself	5-25	5	15.41	4.35	0.7220
Promotion	4-16	4	10.30	3.90	0.7818
Total		50	13.924	29.16	0.9541

**APPENDIX E**  
INTERCORRELATION MATRICES

	AGE	SEX	EDU	SRV	MST	JS	WI	IR	WC	SLR	SUP	PRO	SCR	RES
AGE	1													
SEX	-0.074	1												
EDU	-0.022	0.062	1											
SRV	0.876**	-0.039	0.003	1										
MST	-0.667**	-0.022	0.065	-0.692**	1									
JS	-0.024	0.186**	-0.064	-0.007	-0.012	1								
WI	0.052	0.08	-0.039	0.054	-0.062	0.739**	1							
IR	-0.163**	0.054	-0.093	-0.149**	0.112	0.472**	0.419**	1						
WC	-0.067	0.125*	-0.123*	-0.068	-0.006	0.472**	0.380**	0.346**	1					
SLR	-0.137*	0.013	-0.054	-0.18**	0.071	0.353**	0.268**	0.297**	0.387**	1				
SUP	-0.203**	0.094	-0.115	-0.203**	0.204**	0.366**	0.292**	0.416**	0.534**	0.280**	1			
PRO	-0.11	0.077	-0.091	-0.12*	0.063	0.428**	0.438**	0.374**	0.359**	0.416**	0.233**	1		
SCR	-0.089	0.096	-0.127*	-0.079	0.012	0.456**	0.458**	0.369**	0.389**	0.396**	0.414**	0.414**	1	
RES	-0.116	0.223**	-0.069	-0.114	0.105	0.555**	0.556**	0.520**	0.522**	0.324**	0.547**	0.381**	0.538**	1
REC	-0.164**	0.125*	-0.042	-0.168**	0.137*	0.401**	0.432**	0.496**	0.4693*	0.216**	0.641**	0.302**	0.354**	0.59**

\*\* Correlation is significant at the 0.01 level

\* Correlation is significant at the 0.05 level

N of cases 270

## APPENDIX F

The mean, standard dev., and the reliability of the variables (N = 270).

variables	Raw score range	Number of items	mean	SD	alpha
Working conditions	6-30	6	16.359	4.25	0.5751
Supervisions	5-25	5	15.204	4.43	0.7949
Salary	4-16	4	7.852	3.09	0.6218
Promotion	4-16	4	10.111	3.72	0.6469
Work itself	5-25	5	15.0259	4.84	0.7021
Interpersonal Relations	6-30	6	18.582	5.02	0.7396
Recognition	5-25	5	14.644	4.01	0.6771
Responsibility	5-25	5	15.685	4.09	0.7041
Job satisfaction	6-30	6	15.844	5.24	0.7505
Security	4-16	4	10.422	3.74	0.6621
<b>Total</b>		<b>50</b>	<b>13.973</b>	<b>29.67</b>	<b>0.9268</b>

## DECLARATION

I, the undersigned, declare that this thesis is my original work and that all sources of material used for the thesis have been dully acknowledged.

Name: GEDEFAW KASSIE

Place: Department of psychology

Faculty of Education

Signature: \_\_\_\_\_

Date of submission: March, 2007

This thesis has been submitted for examination under my approval as a research advisor.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of submission \_\_\_\_\_

