



COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**TEACHERS' JOB SATISFACTION AND COMMITMENT IN GENERAL
SECONDARY SCHOOLS OF OROMIA SPECIAL ZONE AROUND
FINFINE, OROMIA REGION**

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DECEMBER, 2020

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SECONDARY SCHOOL OF OROMIA SPECIAL ZONE AROUND FINFINE,
OROMIA REGION

MA THESIS

A THESIS SUBMITTED TO THE ADDIS ABABA UNIVERSITY DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP

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DECEMBER, 2020

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Declaration

I, the under signed, declare that this thesis entitled “Teachers’ Job Satisfaction and Commitment in General Secondary School of Oromia Special Zone Around Finfine, Oromia Region” is my original work and has not been presented by any other person for award degree in any other university, and that all source of materials used for the purpose of this thesis has been duly acknowledge. The thesis has been submitted in partial fulfillment the requirements for degree master of Arts in school leadership.

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ACKNOWLEDGEMENT

Above all else, I thank the Almighty God for supporting me, my family and all mankind in this troublesome time.

I would like to offer my most profound thanks to my Advisor Fekadu Mulugeta (PhD) for his expert direction and important guidance without which I was unable to have finished my proposition. His encouragements and consolations have enlivened to invest my best energy in the examination. Furthermore, I have an extraordinary gratitude to teachers, directors, vice-directors, CRC chiefs and wereda schooling office experts who give important data through poll and meeting.

I have likewise extraordinary gratitude to my companions Soressa Fetene and Neway Taye who help me in this troublesome time.

Last, but not least, I would like to thank my family material and moral support.

ABBREVIATIONS/ACRONYMS

CPD: Continuous Professional Development

CRC: Cluster Resource Center

SPSS: Statistical Package for Social Sciences

TAP: Teacher Advancement Program

UN: United Nation

UNESCO: United Nations for Educational, Social and Cultural Organization

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ABSTRACT

The purpose of this study was to investigate teachers' job satisfaction and commitment in general secondary school of Oromia Special Zone Around Finfine. A descriptive survey design was employed to accomplish this research. The participants the study of 69, 53(76.81%) properly filled and returned the questionnaire. This includes 41(77%) teachers and 12(100%) principal, vice-principals, and supervisors and 4 wereda teachers, principal and supervisors coordinates interview were conducted. The analysis of the data was done by percentage, mean, standard deviation and Pearson product correlation. The Pearson product correlation shows that, there is solid and positive relationship between teachers' job satisfaction and their responsibilities. More significant level of teachers' job satisfaction is related with more elevated responsibilities and vice versa. However, the degree of teachers' job satisfaction and their dedication are not acceptable in investigated region. The restricted degree of satisfaction and dedication affects instructing and students' achievements in investigation zone. The finding also indicated that the internal and outer variables factors led for teachers' disposition to their present place of employments are not to be positives. However, as the mean and standard deviation shows, the external factors have more influence than internal factors. The result also indicated that there is restricted full feeling, durational and unregularized commitment of teachers in the investigation area. Finally, the researcher recommend that; the zone schooling office and wereda education office should attempt to improve teachers job satisfaction and then to improve teachers' job dedication. The school and wereda education office should work as a team to satisfy various materials and administration which causes teachers to apply their maximum knowledge and ability then to make students more pragmatic. Such as: the access to laboratory, library, pedagogy and ICT centers especially in the newly opened high schools, improving the school leadership, cooperative work of the school, the community, government and none governmental organization to improve the school infrastructure, and above all, improving teachers' income and others incentives. The wereda education office and CRC supervisors should work to develop the culture of recognition promotion, should improve the act of oversight to be continual and pointed towards academic instruction than side issue finding. The principal and other management personals should work to create strong social relationship among staff members. This may develop psychological belongness to the school and the staff. Finally, the collaborative work of the zone, wereda educational offices as well as the school to improve the full feelings, durational responsibilities and regularizing the duties of teachers is very essential.

CHAPTER ONE

1. INTRODUCTION

This part manages the fundamental issue of the examination involved the foundation of the investigation, explanation of the issue, goal of the investigation, criticalness of the examination, delimitation of the investigation, restriction of the investigation, operational meaning of key terms and association of the examination.

1.1 Background of the Study

Education is broadly perceived as one marker of advancement. One of the fundamental motivations behind instructions is to deliver prepared human asset, which can conquer advancement obstructions of a given nation. To accomplish this, there should be a fulfilled work power in the area. Representatives who have significant level of occupation fulfillment submit their time, energy and endeavors to work which bring about high profitability (Scott, 2004). As Kousteliou (2001), work fulfillment is a most intriguing field for some scientists to contemplate work disposition in laborers. Because of better execution appeared by fulfilled laborers, it is the main concern, all things considered, to accomplish the ideal objectives by expanding their fulfillment. Appropriately, Armstrong (2006) work fulfillments as the perspectives and sentiments individuals have about their positions. For Armstrong, positive or ideal mentalities about the work and the workplace show work fulfillment, and the converse, alluding to negative or ominous perspectives towards the work demonstrate work disappointment.

In my view and the overall experience of in educates in my staff work fulfillment is identified with the advantage of an instructor being engaged with the showing calling and occupation disappointment is connected in to the negative longing being associated with educating calling. This is comparative with being associated with other non instructing calling. Contrasting with other non showing calling most educators in my staff feel that as they lost their preferred position in light of their inability to be associated with non instructing calling. In present setting most educators in our nation actually request the satisfaction of the essential requirements like lodging, food and garments than extravagance merchandise comparative with some other calling this shows disappointment of instructors. On the other there are not many educators who feel better in including in showing calling these gathering of instructors related instructing as the showing

calling of liberated from outside impact and the advantage of showing commitment for self-improvement of understudies and the advancement of the country when all is said in done.

Zembylas, M., and Papanastasiou, E.(2006), saw educator work fulfillment as an element of the apparent connection between what one needs from instructing, and what one sees instructing is offering to an instructor. Hongying, (2008) adds, work fulfillment alludes to the general demeanor and perspectives on instructors toward their working conditions and calling

Teachers are the main assets in a school. They are the critical figures for any changes (e.g., instructive changes) required in schools. The arrangement excellent training framework relies upon great instructors Jyoti& Sharma, (2009). High educator confidence, significant subject information, and the instructors' particular showing aptitudes (academic information) are key to quality instructing and learning (Bolin, 2007).

Identified with this, Majasan (1995) characterized an educator as, one who educates (particularly with youthful ones), develops, teaches, prepares and controls them for sound development and stable grown-up life. His occupation goes past educating into trim youthful carries on with, directing youth, propelling understudies and general character preparing. An instructor can be seen as one whose calling incorporates educating, teaching, affecting information and advancements, and managing students to go through the learning cycle. An instructor is a study hall professional, the person who interprets instructive way of thinking and destinations into information and abilities. During formal guidance, instructors encourage learning in understudies in the homeroom (Ofoegbu, 2004).To understand this; one of the significant key to giving training in the schools is educators. Consequently, educators play the most unequivocal situation in impacting social and monetary advancement of the understudies. They are relied upon to commit themselves expertly, with giving information, aptitude and mentality.

The nature of the instructors, their responsibility, fulfillment and inspiration are the determinant factors for the understudies to profit by the training framework. Instructors go about as good examples, since they are the mainstays of the general public (Jyoti& Sharma, 2009) who help the understudies, not exclusively to develop, yet additionally to be the likely heads of the future, and to bear the duty of taking their country ahead.

Fulfillment with the encouraging part has significant outcomes. It implies that the instructors are upbeat, dedicated and submitted, and it additionally causes them to carry their best characteristics to their schools, so understudies, guardians, and the general public may profit by their administrations (Ofoegbu, 2004). Educators, as different representatives have moral commitment for over all advancement of their nation. In transit of doing that, they need to be expertly viable and fulfilled on their work. As demonstrated by Jaiyeoba and Jibril (2008), fulfilled and inspired educators are significant for any instructive framework. The achievement or disappointment of the training framework relies basically upon fulfilled instructors, yet additionally on fulfilled school chiefs and heads. Instructors, explicitly, invest a lot of energy with their understudies in class, and henceforth they significantly affect understudy accomplishment (Correnti, Miller and Rowan, 2002; Jyoti& Sharma, 2009).

The accessibility of equipped educators with the necessary information, aptitude and mentality is a critical factor for giving of nature of schooling, yet absence of employment fulfillment may influence the

Profitability of even those all-around qualified and profoundly talented straightforwardly or in a roundabout way through wear out, non-attendance, aloofness and turnover, all of which can prompt an absence of work progression. Supporting this thought Lussier (1990) demonstrate, work fulfillment can contribute generously to the viability of an association. It adds to gainful yield as high amount and quality items and administrations, just as to support destinations of low non-appearance and turnover. Appropriately Shann (2001) portrays that instructor fulfillment has been demonstrated to be an indicator of educator maintenance, determinates of instructor responsibility, and, thusly, a supporter of school viability. Duty alludes to a person's fascination and connection to the work and the association.

It alludes to the socio-mental holding of a person to his gathering or association, its objectives and values or to his occupation and calling. It could show regarding three different ways i.e., full of feeling, regularizing and continuation and each kind of responsibility attaches the person to the association in various manners and will diversely influence the way wherein the representative behaviors him/herself in the working environment (Meyer et al, 2002). Encouraging duty among teachers' is significant in light of the fact that teachers", who are exceptionally dedicated remain

longer, perform better, effectively associated with the work and participate in authoritative citizenship conduct.

Also, the responsibility and viability of educators rely upon their inspiration, assurance and occupation fulfillment. This infers that instructor work fulfillment and their responsibility is a significant wonder for commonly auxiliary teachers, their managers and understudies on the loose. For the accomplishment of any association, submitted and fulfilled HR are considered as the main resources of an association. In like manner, for the school better alluring and instructive effectiveness submitted instructors are basic

As opposed to this, teachers' less fulfillment on their occupation makes them to reflect dissatisfaction in workplace. Their dissatisfaction will be showed through various conditions. Concerning nature of schooling, Pigozzi (2008) states, low qualities disappoint endeavors to utilize instruction as a successful gadget for monetary development and improvement in this period of quickening globalization.

The non-submitted, disappointed teachers are the greatest peril as it prompts nonappearance of advancement, satisfaction of schools objectives and destinations. As indicated by Mwamwenda (in Badenhorst, George & Louw, 2008), an absence of educator work fulfillment brings about successive instructor non-appearance from school, forceful conduct towards partners and students, early exits from

The calling, and mental withdrawal from the work. These negative outcomes lead to low quality educating. Different investigations indicated that an absence of employment fulfillment is regularly joined by sentiments of misery, despair, outrage, hatred and pointlessness (Pinder, 2008). Subsequently, an absence of occupation fulfillment has genuine ramifications for the educator, just as for the instructive framework in which the individual in question is utilized. Furthermore, it appears to be that one of the prime factors that influence the accomplishment of instructive goals of understudies is the shortage of educated and submitted educators in schools with required quality and amount. Deficiency of expertly gifted labor and absence of clear information in school encouraging frameworks are the major instructive issues these days in schools which influence understudy's accomplishments (Hargreaves, 2004).

Educators' open doors for advancement are additionally liable to apply an effect on employment fulfillment. By supporting this Robbins (1998) keeps up that advancement openings accommodate self-awareness, expanded duty, and expanded societal position. Restricted or absence of chances of educators for advancement influences instructive yields adversely. As indicated by Luthans (1998), compensations not just help individuals to accomplish their fundamental requirements, but on the other hand are instrumental in fulfilling the more significant level necessities of individuals. Financial and different sorts of fair motivators support educators work fulfillment. As indicated by Boone and Kuntz (1992), offering representatives reasonable and sensible remuneration, which identifies with the information the worker offers the association, should be the principle goal of any pay framework. Remembered for the classification of remuneration are such things as clinical guide plans, benefits plans, rewards, paid leave and recommendations.

1.2 Statement of the problem

Clearly the reason for any instructive framework is the readiness of able residents that help for political, social and monetary improvement of the nation. These were refined when the segments of the instructive frameworks are in acceptable conditions. Among a few segments of the instructive framework practical, useful and gainful upkeep of fulfilled,

Submitted and inspired instructing power in the framework is essential. On the off chance that the educators are not fulfilled in their work, their good would be poor and a ton of harm is happened to the gifted labor gracefully (Naylor, 1999).

Green (2000) has proposed three hypothetical edge attempts to comprehend the employment fulfillment at the work place: substance or necessities hypotheses, measure speculations, and situational models of occupation fulfillment. These systems might be valuable to a more prominent or lesser degree to comprehend the employment fulfillment of instructors. To accomplish more elevated level of instructors work fulfillment, endeavors were made to get past alluring working conditions and to encourage among educators the satisfaction of those necessities related with the work itself, for example, acknowledgment, duty and accomplishment. As indicated by Luthans (1998), if individuals work in a perfect, cordial climate they were think that its simpler to come to work. On the off chance that the inverse occur, they think that its hard to achieve undertakings. At the point when necessities are not satisfied an individual might be influenced mentally, ethically

and financially. Corresponding to this thought, the social setting of work is additionally liable to significantly affect a specialist's mentality and conduct (Marks, 1994). In the event that educators' good is differently influenced, it isn't be anything but difficult to anticipate ideal dedication in their calling. As West and Belington (2001:103) expressed, instructors are the main assets accessible inside the school, subsequently, the example of and uphold for teachers' improvement were the main determinant of the schools productively.

There are plentiful worldwide and neighborhood explores have been led in the regions educators' occupation fulfillment. These investigations concoct various discoveries. Some contend that instructors are happy with their work while others state the inverse. For example, the consequence of an overview done in Botswana by Monyatsi (2012) designates, "educators for the most part fulfilled are with their positions" (p.219).

An exploration done on auxiliary teachers in Taiwan uncovers that educators of the objective zone were happy with their work (Abdullah et.al, 2009). They directed the investigation by contrasting subjects and a few factors: sex, capability, level and age. In their decision:

... the male teachers were commonly more fulfilled than female teachers. The alumni teachers were more fulfilled than non-graduate teachers. The higher positioning teachers were more fulfilled than the conventional teachers while the more seasoned teachers were more fulfilled than their more youthful partners (p.11).

Adjacent to these different discoveries uncovers that educators are fulfilled in their employment as to some viewpoint and disappointed regarding a couple of angles. Concerning this, Rawat and Singh (2010) state, Most of the educators are happy with the conduct of their head and different associates however, lion's share of instructors was denied from fundamental offices (p.188).

As far nearby investigations are concerned, couples were directed according to educators' occupation fulfillment. Gedefaw (2012) PhD studies on occupation fulfillment of optional schools teachers of Addis Ababa, His finding of the investigation uncovered that teachers, were altogether disappointed with most parts of their work. The zone of disappointment educators work factors incorporates compensation, helpless advantages and open doors for advancement, the

administration style of the administrators, the absence of dynamic chances, and the helpless connections educators have with the chiefs and the guardians.

As an accomplished teachers' in the investigation territory for around five years, the investigator has been knowledgeable about certain grumblings that made teachers' disappointed with their work. In any case, these components didn't uncovered by any global and nearby investigations of previously mentioned. These incorporate of habitations troublesome, move access issue and other related variables. This strikes an inquiry to the scholars mind. Is instructors' employment fulfillment varies all around? Hence, this hole made the scientist to direct the current examination in the objective territory, Oromia Special Zone around Finfine. Things being what they are, how does the degree of teachers' occupation fulfillment related with responsibility when all is said in done optional school? To adders this reasons, the accompanying exploration questions have been raised.

1. What is the relationship between teachers' job satisfaction and their commitment at work?
2. What are the internal and external factors influencing teachers' job satisfaction in general secondary school of Oromia Special Zone Around Finfine?
3. What does the extents of teachers' commitment look like in general secondary Schools Oromia Special Zone Around Finfine?

1.3 Objectives of the Study

1.3.1 General Objective

- ❖ The general objective of this study was to investigate relations of teachers' job satisfactions and their commitment in general secondary schools of Oromia Special Zone Around Finfine.

1.3.2 Specific Objectives

The specific objectives of this study:

1. To investigate the relationship between the level of teachers' job satisfaction and commitment in general secondary school of Oromia Special Zone Around Finfine.

2. To examine the extent of internal and external factors that influence on teachers' job satisfaction in Schools of Oromia Special Zone Around Finfine

3. To investigate level of teachers' commitments in the current job in general secondary schools of Oromia Special Zone Around Finfine.

1.4 Significance of the Study

The functions of educators are urgent and significant instrument for the exchange of information and abilities to understudies in the schools. By leading this examination, distinguishing the connection between teachers' employment fulfillment and duty in the chose general auxiliary school of Oromia Special Zone Around Finfine will give data on which activity or measure to be taken to advance teachers' work fulfillment and their responsibility. Hence this examination:

- It may help education policy makers to understand the level of teachers' job satisfaction then to work improve teachers' job satisfaction and increase their commitment.
- May fill in as contribution to upgrade the instructing and learning measure through improving teachers' occupation fulfillment and their responsibilities by utilizing finding of this investigation.
- May contribute for consolation educators inside the schools by starting schools the executives and division heads in Schools to improve teachers' employment fulfillment and their responsibility by extending to the away from of instructors' occupation fulfillment and their dedication rehearses for schools.
- May energize different investigators who have an interest in the connected issues that they can utilize this investigation as reference material for additional examinations.

1.5 Delimitations of the Study

The examination was geologically delimited to the overall optional schools of Oromia Special Zone Around Finfine to make the investigation more reasonable. This investigation was additionally delimited distinctly to legislative schools. This examination centers around educators work fulfillment and duty with specific accentuations on distinguishing inside components, for example, work, proficient turn of events, acknowledgment, accomplishment, and obligation and outer factors, for example, advancement opportunity, hierarchical strategy and organization,

management, teachers pay, work relationship, and working condition factors that influence teachers' work fulfillment and teachers' responsibility, for example, full of feeling, duration, and regulating duty.

1.6 Limitation of the Study

This finding was led on broad optional Schools of Oromia Special Zone Around Finfine. As the idea of employment fulfillments and duty in schooling is wide and takes various structures, it is hard to assess the size of all occupation fulfillment and responsibility because of various structures inside brief timeframe.

1.7 Research design

In the investigation of the study, the descriptive survey design was employed. Consequently, both subjective and quantitative techniques will be utilized to explore the degree of occupation fulfillment and responsibility in General Secondary School of Oromia Special Zone Around Finfine

1.8 Definition of basic terms

Internal factor of job satisfaction: are factors related with job context or what people actually do in their work such as achievement, recognition, work itself, responsibility and advancement (Herzberg, F., Maunser et al 1959). In this study it is related with recognition of teachers' achievements for better performance.

Teacher commitment: is the emotional bond between the teacher and school with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values (Meyer, J.P and Allen, N.J.1997)

Teachers' job satisfaction: The term job satisfactions refer to the attitude and feelings teachers have about their work. Positive and favorable attitudes towards the job indicate job satisfaction (Aremstrong. M. 2006).

1.9 Organization of the Study

The explores have five sections. Section one presents the idea of the issue and its experience of the examination, explanation of the issue, goals of the investigation, hugeness of the investigation, delimitation of the investigation, meaning of operational terms and association of the investigation. Section two examines about the key ideas that utilized in the paper to put the issue in a more extensive viewpoint of writing or survey of related writing. Section three focuses on the examination plan and procedure explicitly which incorporates research configuration, research strategy, study populace, test size and inspecting strategies, information gathering instruments, information investigation and translations and furthermore moral contemplations. Part four incorporates introduction, investigations and translation of the information. At long last, section five sums up the primary discoveries, ends and made an endeavor to gives proposals for the issue recognized through the finding.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section manages the audit of the writing concerning elements of teachers' employment fulfillments. To build up a hypothetical system for the issue, the present status of information identified with the examination was explored from the accessible writing.

Along these lines, the primary subject and subtopic territories that are basically inspected and talked about all through this part are: ideas of occupation fulfillment, hypotheses of employment fulfillment, significance of employment fulfillment, teachers' responsibility, factor for work fulfillment and different subtopics were introduced.

2.1 Concept of Job Satisfaction

Up on investigating different written works, it has been discovered that numerous specialists have investigated in to the subject of job satisfaction and have come out with different sorts' meaning of job satisfaction. Notwithstanding its wide utilization in logical examination, just as in regular daily existence, there is still no broad understanding with respect to what job satisfaction is. Indeed there is no last definition on what job speaks to. Thusly before a definition on job satisfaction can be given, the nature and significance of work as a widespread human action must be viewed as various writers have various methodologies towards characterizing of job satisfaction. The most generally notice definitions on job satisfaction are:

Anderson (2001) characterizes job satisfaction as a pleasurable or positive passionate state coming about because of the evaluation of one's job or job insight. Anderson (2001) takes note of that the definition joins both cognizance (evaluation) and influences (passionate state) in this manner, Anderson expects that job satisfaction results from exchange of comprehension, and influence, or put in an unexpected way; musings and sentiments. Robbins (2005) adjusts to Anderson (2001) by characterizing job satisfaction as an assortment of sentiments an individual holds towards their job. An individual with an elevated level of job satisfaction holds good sentiments towards the job while an individual who is disappointed with their job holds negative emotions towards it. In this manner job satisfaction is a consequence of the general response towards a job.

Job satisfaction is found regarding the error between what one expects and what one really gets in the workplace. Hewstone and Stroebe (2001) characterize job satisfaction as a successful response to a job that outcomes from the occupant's correlation of genuine results with those that are wanted. In such manner, execution at work necessitates that a people desires and goals regarding reward contemplations and satisfaction needs be met. On the off chance that these necessities are satisfied, workers will be happy with the result of the job and more noteworthy satisfaction would for the most part propel representatives in playing out their errands all the more proficiently, hence bringing about an expansion in the associations efficiency.

Saiyadain (2007), characterizes Job Satisfaction as the end condition of feeling, the inclination that is experienced after an assignment is refined. This inclination could be negative or positive depending result of the assignment embraced. Comparative, job satisfaction is the assortment of feeling and convictions that individuals have about their present place of employment. Individuals' degrees of levels of job satisfaction can go from extraordinary satisfaction to outrageous dissatisfaction. Individuals additionally can have perspectives about different parts of their jobs, for example, the sort of work they do, their associates, bosses or subordinates and their compensation (George, J.M. furthermore, Jones G.R 2008)

Darboe (2003) characterized job satisfaction as the degree to which a staff part has good or good sentiments about work or the workplace while Faragher, Cass and Copper (2005) added another measurement; by characterizing it just like the positive enthusiastic response and perspectives people have towards their job.

Job satisfaction implies pleasurable enthusiastic condition of feeling that outcomes from execution of work (Simatwa, 2011). Representatives work at various degrees of job satisfaction. Representatives who have significant level of job satisfaction submit their time, energy and endeavors to work which bring about high efficiency (Scott, 2004).

Additionally, Schmidt (2007) saw that job satisfaction alludes to a person's comprehension of the level of engaging quality of a job if both positive and antagonistic results are weighed facing one another. It is a full of feeling response to a job that outcomes from the individual's examination of the genuine results with those that are wanted, envisioned or merited (Okpara, 2006).

Job satisfaction is a specialist's pride and accomplishment at work. It is commonly seen to be straightforwardly connected to efficiency just as to individual prosperity. Job satisfaction suggests taking care of a responsibility one appreciates, doing it well and being remunerated for one's endeavors. Job satisfaction further infers eagerness and joy with one's work. Job satisfaction is the key fixing that prompts acknowledgment, pay, advancement, and the accomplishment of different objectives that lead to a sentiment of satisfaction (Kaliski, 2007). Job satisfaction can be characterized likewise as the degree to which a specialist is content with the prizes the individual escapes their job, especially regarding natural inspiration (Statt, 2004).

Also, job satisfaction has enthusiastic, intellectual and conduct parts (Bernstein and Nash, 2008). The passionate part alludes to emotions with respect to the job, for example, weariness, nervousness, or fervor. The psychological part of job satisfaction alludes to convictions with respect to one's job, for instance, feeling that one's job is intellectually requesting and testing. At last, the conduct part remembers individuals' activities for connection to their work, which may incorporate being tardy, remaining late, or claiming to be sick to dodge work (Bernstein and Nash, 2008).

There are two sorts of job satisfaction dependent fair and square of workers' sentiments with respect to their jobs. The first, and generally examined, is worldwide job satisfaction, which alludes to representatives' general emotions about their jobs (e.g., Overall, I love my job) (Mueller and Kim, 2008). The second is job feature satisfaction, which alludes to sentiments about explicit job viewpoints, for example, pay, benefits, and the nature of associations with one's colleagues (e.g., "Generally, I love my job, however my timetable is hard to oversee") (Mueller and Kim, 2008). Educator's job satisfaction is the satisfaction of instructors while instructing and the apparent connection between the needs and offering to an instructor (Zambylas and Papanastasiou, 2004).

Job satisfaction is an unpredictable variable and is affected by situational elements of the job just as the dispositional attributes of the individual (Sharma and Ghosh: 2006). It is an unpredictable and multifaceted idea which can mean various things to various individuals. Job satisfaction is generally connected with inspiration, yet the idea of this relationship isn't clear. Satisfaction isn't equivalent to inspiration. Job satisfaction is a greater amount of a demeanor, an inside state. It could, for instance, be related with an individual sentiment of accomplishment, either quantitative or subjective (Mullins, 2005:74)

At last, as the analyst's view there is still no broad understanding with respect to what job satisfaction is. Job satisfaction is a significant variable on the grounds that fulfilled representatives speak to public connection between resources for the association.

2.2 Job Satisfaction and Educational Implication

Green (2000), in his survey, presumed that there are three hypothetical structures of occupation fulfillment, specifically substance or necessities speculations, measure hypotheses, and situational models of employment fulfillment.

The substance or requirements hypotheses (Maslow, 1954; Herzberg, 1966) chiefly center around distinguishing the particular necessities (e.g., food, haven, air, and rest) or qualities (regard, acknowledgment, and accomplishment) generally positive to work fulfillment). As indicated by Amos, Pearson, and Ristaw (2008:175), the necessities or substance hypotheses center around the individual variables inside every individual that start, manage, continue, or stop conduct. Needs scholars endeavor to specify specific requirements that must be fulfilled, or the qualities that must be accomplished, for a person to be happy with their work.

The cycle hypotheses (Adams, 1965; Vroom, 1964) clarify the cycles of how conduct is started, coordinated, continued and halted (Amos, et al., 2008). The cycle hypotheses accentuation the psychological cycles in deciding specialist inspiration and fulfillment (Ololube, 2006). They are worried about the individuals' impression of their workplace, and furthermore with the manner in which people decipher and get occasions (Armstrong, 2006). The cycle speculations endeavor to distinguish the connections among factors, for example, qualities, necessities, and anticipations, which make up inspiration and employment fulfillment. Cycle scholars, as per Green (2000), contend that general occupation fulfillment is dictated by the collaboration between anticipations, qualities, and requirements.

The third hypothetical structure of employment fulfillment, the situational models (Glassman, McAfee, and Quarstein, 1992; Durick and Glisson, 1988), accept that the association of factors, for example, work attributes (e.g., the idea of the work), authoritative qualities (the framework of the association, administration, advancement measures, and offices), and individual attributes (e.g., sex, age, and training) impact work fulfillment (Hoy and Miskel, 1996). As indicated by Glassman,

et al. (1992), work fulfillment is dictated by two variables, to be specific situational attributes and situational events. Workers who need to join associations attempt to

Assess the situational attributes (e.g., pay, working conditions and special chances), prior to tolerating a work. Then again, the situational events become an integral factor after the people have acknowledged the work. The situational events can be positive or negative (Glassman, et al., 1992). Instances of positive situational events incorporate creation positive comments for work progressed nicely, regarding representatives, giving espresso and coffee breaks, and giving prizes as commendation. Negative situational events incorporate inconsiderate comments by partners, befuddling memoranda, offending workers before their associates, or neglecting to give reactions when help is required. As indicated by Glassman, et al. (1992), people who are in a similar association and have comparable positions, pay, and working conditions may have various degrees of fulfillment because of the distinctions in the situational events. As indicated by the hypothesis of situational models, by and large work fulfillment can all the more likely be anticipated from both situational attributes and situational events, than from either factor alone.

2.2.1 Hierarchy of Need Theory

Abraham Maslow (1954) a notable figure in the zone of brain science and therapist by calling accepts that in the mission to satisfy the necessities, people carries on and display in a specific way .Human gets fulfillment just when their requirements is satisfied. His hypothesis has three presumptions for example human requirements never closes, when one necessities is satisfied, the following hierarch of should be satisfied when to be fulfilled and in conclusion human requirements can be isolated in to different level depending the significance and when the finally level of need is satisfied, the following level should be scaled and satisfied to determine fulfillment.

As indicated by Schermerhon et al. (2004), Abraham H. Maslow's progressive model of human necessities can be utilized to distinguish the variables influencing position fulfillment. The order of requirements recognizes five particular degrees of individual necessities. These incorporate physiological, security, social, regard and self-completion needs.

Physiological requirements as per Schermerhon et al. (2004) these speak to the most fundamental of all human necessities which are the essential organic requirements. These incorporate food, water, asylum and apparel: According Maslow's hypothesis individuals would initially need to have these necessities satisfied before they proceed onward to the following degree of requirements.

Wellbeing needs incorporate the requirement for security, assurance and soundness in the physical and relational occasions of everyday life. As indicated by this hypothesis individuals need to have a sense of security, secure, and liberated from dread. In such manner, they need soundness, structure, and request. In the work environment, professional stability and incidental advantages, alongside a climate liberated from brutality, fills these requirements. The hypothesis repeats that people would need to fulfill wellbeing needs just if their fundamental organic requirements have been fulfilled.

Social requirements include the requirement for adoration, friendship, a feeling of having a place in ones associations with others. Dumb (1997) likewise clarified this need by composing that it includes the requirement for companions, family, and closeness for social acknowledgment and warmth from one's friends. In the work environment, this need is fulfilled by support in work bunches with great connections among collaborators and among laborers and supervisors.

Regard needs as per Robbins (2005), regard needs incorporate the requirement for status, acknowledgment and accomplishment. Individuals need the regard of others and they need to be viewed as helpful, able, and significant. Individuals likewise want confidence and need a decent mental self portrait. In the working environment, expanded obligation, high status, and acknowledgment for commitments fulfill these necessities.

Self-completion is the most elevated inspiration level as indicated by Maslow's order of requirements. This includes individuals endeavoring to complete their maximum capacity, to turn out to be a greater amount of what they are fit for being. They look to achieve self-satisfaction. In the work environment, individuals fulfill this need by being innovative, getting preparing, or tolerating testing tasks (Daft, 1997).

Maslow's hierarchy of needs is shown in the following diagram or figure:

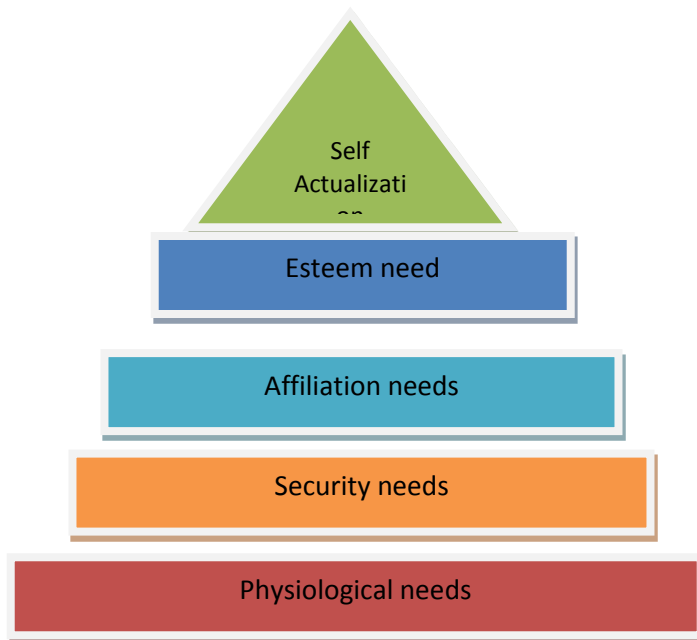


Fig. 1- Maslow's hierarchy of need

Source: Rue, L. W and Byars, L. L. (2000). Management Skills and Application. (9th ed.). New York: McGraw-Hill Companies.p.117

Maslow's need chain of command shows Maslow's origination of individuals fulfilling their requirements in a predetermined request from base to top that is individuals are spurred to fulfill the lower needs before they attempt to fulfill the higher necessities. When a need is fulfilled it is not, at this point an amazing helper. It is simply after the physiological and wellbeing needs are sensibly fulfilled do the more significant level requirements: social, regard, and self-completion become prevailing concern (Bateman and Snell, 2009). Schermerhon et al., (2004) add that, Maslow accepts that a few necessities are a higher priority than others and must be fulfilled before different requirements. The hypothesis expresses that people experience a chain of importance of necessities, from lower level to more significant level of mental requirements. One needs to fulfill the current requirements prior to setting off to the following degree of necessities. For instance, physiological requirements must be fulfilled before wellbeing needs can be taken care of. Accordingly the hypothesis expects that the satisfaction of each need level propose satisfaction. Utilizing Maslow's hypothesis administrators can persuade and guarantee job satisfaction in their

workers by ensuring that every individual need level is fulfilled. Satisfaction of such requirements should be possible through contribution reasonable prizes. For instance, chiefs can fulfill representative's physiological necessities through arrangement of convenience and a staff flask. Additionally, representative security needs can be

Fulfilled through guaranteeing those workers are given pay rates, retirement annuity and health advantages. For social necessities supervisors can guarantee representatives job satisfaction by empowering social collaboration among workers'. Chiefs can configuration testing jobs, delegate obligation and energize support in dynamic to fulfill workers' regard needs. The requirements for self-completion can be fulfilled through the arrangement of leader preparing, arrangement of difficulties and empowering innovativeness. Supervisors can likewise keep up job satisfaction in their representatives by ensuring that a fulfilled need is constantly met.

Maslow went further and clarified that individuals would try to fulfill the physiological (essential) needs first. That there is a programmed instrument which exists so once the physiological necessities are fulfilled, the wellbeing and security needs consequently introduces themselves to be fulfilled and once the wellbeing and security needs are fulfilled, at that point the following layer of requirements (love and connection) introduce themselves to be fulfilled thus it goes up to self-completions needs (Robinson, 2004).

As per the specialist's view from the hypothesis, the overall thought of Maslow's hypothesis is managing fulfilling the unlimited needs of educators' by giving suitable medicines in various manners.

2.2.2 Herzberg Two- Factor Theory

Herzberg's (1959) two factor hypothesis of job satisfaction and inspiration has been generally utilized in job satisfaction circles. As per Hewstone and Stroebe (2001) Herzberg's two-factor hypothesis holds that satisfaction and dissatisfaction are driven by various components. Satisfaction is affected by persuasive variables while dissatisfaction is impacted by cleanliness factors. Inspiring components are those parts of the job that make individuals need to perform well and furnish them with satisfaction. For instance, accomplishment, self-improvement, acknowledgment and, work itself, obligation. The rousing components are viewed as natural for the job as people may have a level of power over them. Cleanliness factors incorporate parts of the job

that are outward to the individual, for example, compensation, arrangements, administrative practices and other working conditions. As per the two-factor hypothesis cleanliness factors are the non-task qualities of the job that make dissatisfaction. They are likewise alluded to as outward factors on the grounds that the individual doesn't have power over them.

Herzberg et al., (1959) called attention to that something contrary to dissatisfaction isn't satisfaction yet no dissatisfaction. Applying these ideas to training for instance, if school improvement depends, essentially, on the improvement of instructing, approaches to build instructor inspiration and capacities should be the center cycles whereupon endeavors to make schools more powerful center (Naylor 1999). What's more, profoundly energetic and need fulfilled educators can make a decent social, mental and actual atmosphere in the study hall. Commendable educators seem ready to coordinate proficient information (topic and teaching method), relational information (human connections), and intrapersonal information (morals and intelligent limit) when the individual in question is happy with the job.

Herzberg's two factor theory is show in the following diagram.

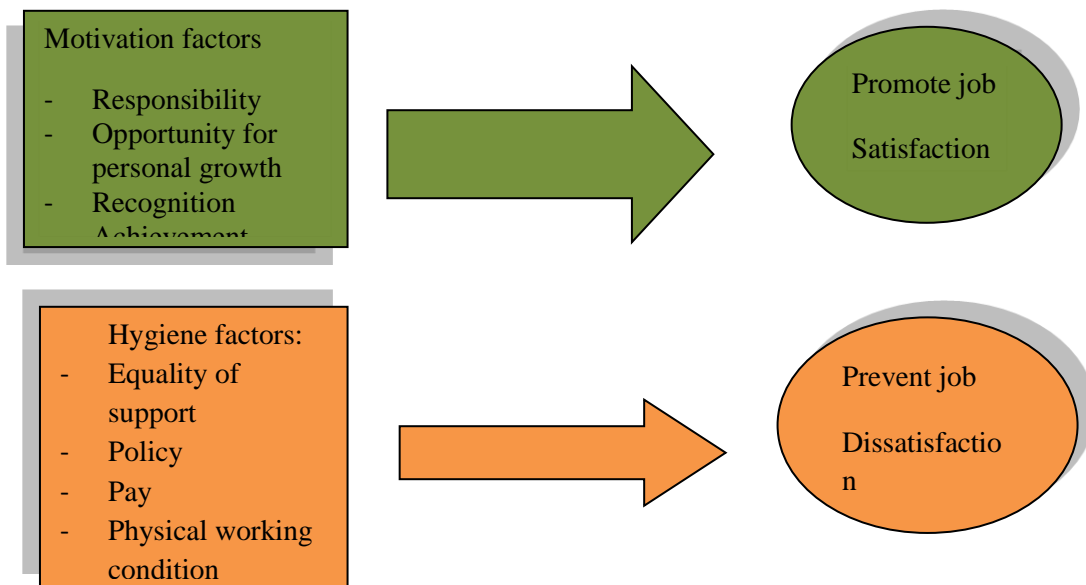


Figure 1Figure 2-Herzberg's two factor theory

Source: Greenberg and Baron (1993)

Sparks or characteristic (satisfier) factors are identified with the genuine presentation of the work, or the substance of the job. The sparks are interior job factors that encourage the workers to take a stab at better accomplishments, and lead to job satisfaction and higher inspiration (Balkin, Cardy,

and Gomez-Mejia, 2003). They are the elements that impact the observations or sentiments of representatives about themselves and their work, and rouse them to work more diligently or better.

Inspiration factors: - obligation - Opportunity for self-improvement - Recognition – accomplishment Promote job satisfaction

Cleanliness factor: - Equality of help - Policy - pay - actual working condition forestall job dissatisfaction

Akyeampong and Bennell (2007) express that inherent helpers, for example, duty, the difficult idea of a job, and accomplishment are inspirations that comes from inside an individual. Herzberg's two-factor hypothesis has been connected to that of Maslow's chain of command of requirements hypothesis. The hypothesis recommends that Maslow's higher-request needs are like Herzberg's satisfier elements, and Maslow's lower-request needs are like Herzberg's cleanliness factors (Ellsworth, Hawley, and Mau, 2008). As per Herzberg, et al., (1959), inspiration factors are interior factors that are related with higher-request needs, and incorporate the occasion to accomplish in the job, acknowledgment of achievement, testing work and development choices, obligation in the job, and the work itself-if the work is intriguing (Amos, et al., 2008). The presence of natural components or inspirations lead to job satisfaction, yet their nonappearance won't prompt job dissatisfaction (Perrachione, et al., 2008).

In the showing calling, the inherent elements assume a critical part in inspiring people to join the calling (Jyoti and Sharma, 2009). In the event that we need individuals to be energized, fulfilled, and propelled about their jobs, Herzberg, et al. (1959) guaranteed, the accentuation should be on variables related with the idea of the work, or with results straightforwardly got from the work, for example, work itself, for self-improvement, acknowledgment, obligation and accomplishment. In this way, satisfaction with the natural parts of the job is enduring and, thusly, empowers educators to support their inspiration throughout an extensive stretch of time.

Herzberg utilizes the term cleanliness for extraneous components that are related with lower-request needs, and incorporate authoritative strategy and organization, management, relational relations with companions and chiefs, working conditions, status, job security, and compensation (Amos, et al., 2008; Bogler, 2001; Ellsworth, et al., 2008). The extraneous job attributes reflect

results produced by playing out the job, and are worried about the specific situation or climate in which the job must be performed (Furnham, 2005).

As to instructors, an educator who feels that their compensation isn't adequate, yet improving the compensation may not really lead to job satisfaction. Likewise, when instructors see that their working conditions (cleanliness factors), are acceptable, the purposes behind job dissatisfaction are taken out (Furnham, 2005).

Mitchell (2001) battles that Herzberg's hypothesis has made significant commitments to inspiration hypothesis. They further express that Herzberg's hypothesis expands Maslow's thoughts and made them more pertinent in the working environment. The hypothesis concentrated on the significance of job focused components in the inspiration of representatives. Moreover, Mitchell (2001) fights that Herzberg's hypothesis offered ascend to an expanding revenue in job improvement and rebuilding of work.

2.2.3 The Expectancy Theory

The Expectancy Theory was first detailed by Vroom (1964) (Armstrong, 2006; Mullins, 2005; The Certified Accountant, 2008:49). This Theory expresses that people have various arrangements of objectives (results), and can be roused on the off chance that they have certain desires (The Certified Accountant, 2008). From their past encounters, representatives will in general create assumptions about the degree of their job execution. Representatives additionally create assumptions about execution related results. They will in general favor certain results over others. They at that point consider what they need to do to be remunerated, and how much the prize way to them, before they manage the work (Aswathappa, 2005).

Anticipation Theory, exertion emerges from execution, inspiration, and results. The hypothesis recommends that inspirations that lead to job satisfaction is an element of the apparent connection between a person's work and execution, and the results related with job execution (Vroom, 1964). Putting forth a more noteworthy attempt was improved job execution. A significant level of execution, thus, will bring a decent prize (result). At the point when the three factors (exertion, execution, and result) are high, we anticipate that the inspiration and satisfaction should be high. In any case, exertion alone won't really prompt a superior. There are different factors that forestall an extraordinary exhibition, for example, a person's character, information, aptitudes, capacities, and

experience, or the director's observations. People who are under-qualified, or who need aptitudes and experience, won't be successful in their exhibition, essentially by putting forth a more noteworthy attempt, for instance.

Vroom's Expectancy Theory is alluded to as the Valence or the Valence-Instrumentality-Expectancy (VIE) Theory.

Anticipation is the level of assurance individuals have that the decision of a specific elective will to be sure prompt an ideal result (Miner, 2005:98). People pick a specific elective act dependent on the augmentation of attractive results. It is the strength of an individual's conviction about whether a specific job execution is achievable (The Certified Accountant, 2008). Basically, it is an activity result relationship (Vroom, 1964). This relationship is communicated as far as probabilities. An estimation of zero shows that the likelihood that an activity will be trailed by a result is invalid, which implies that activity and result are not related. An estimation of one demonstrates that the likelihood that activity will be trailed by a result is high, indicating that activity and result have high connections. In this way, the more noteworthy the desire for the people that they will get the prizes they esteem in their job (e.g., occasions to learn and to create aptitudes, nice compensation, the regard of their partners), the higher the likelihood that they will encounter a significant level of job satisfaction (Linz, 2003).

Valence is the inclination individuals have about explicit results. It is the foreseen satisfaction from anticipated results (Mullins, 2005). This inclination about explicit results might be positive or negative. On the off chance that the result is positive and fulfilling, at that point the people will apply more exertion for improved execution.

Instrumentality is the conviction that in the event that the people do a certain something, at that point it will prompt another (Armstrong, 2006). It is a result relationship. It is a conviction of the likelihood of the main result, astounding job execution, accomplishing the subsequent result; reward (Amos et al., 2008). Instrumentality is a person's conviction that his/her presentation will bring about the ideal results.

The critical standard of the Expectancy Theory is the comprehension of a person's objectives and the connection among exertion and execution, execution and prize, and reward and the person's objective satisfaction. Individuals are spurred and fulfilled to run after a result (objective) in the

event that they accept that their endeavors will deliver positive outcomes (astounding execution), which is trailed by a prize or result that is esteemed (valence), putting forth the attempt exhausted advantageous.

2.2.4 Adam's Equity Theory

Adams(1963) value hypothesis clarify that people tends to thoroughly analyze between the information the yield of the job ,which implies that they think about the outstanding burden they bore and the quantity of hours they work with the compensation benefits ,reward and other they got when the proportion between the info and the yield are not equivalent, people or the individual will in general be disappointed and gives path towards job dissatisfaction .on a fundamental level people will in general look at among the follow mates whom they feel are of the some classification and then again they experience job satisfaction when the proportion between the information and the yield equivalent and if gives a roads inspiration for the laborers or the person to raise the degree of contribution for better yield or keep up the consistence of the job.

As the analysts' perceived from the Adam's value hypothesis the principle thought is the harmony between the administration they give and the advantage they gain. It essentially manages looking into the weight and advantages of the laborers. Instructors consider their pay rates reasonable if the compensations are seen as equivalent to those of laborers in different associations. The laborers see as like their own then the propelled execution will likewise drop to a similar worth and the other way around .The speculations predicts that the job satisfaction got from both character and circumstance factors which relies upon reasonableness of advantage.

2.2.5 Lock's Value Theory

The Theory accepts that conduct is a consequence of the people's cognizant objectives and goals (Griffin and Moorhead, 2010). As indicated by Locke, when representatives see that the objectives they set for themselves or are set by the directors, are satisfying and feasible, their responsibility and profitability will increment. This could prompt job satisfaction (Badenhorst, et al., 2008).

Effective accomplishment of the expected objective makes a pleasurable enthusiastic state (called job satisfaction) with respect to the person. Surpassing the set objectives builds satisfaction (Latham and Locke, 2002). As per them (2002), the more objective achievement a representative has accomplished, the higher his/her job satisfaction. Locke (1969) additionally showed that job

dissatisfaction is a component of the size of the apparent disparity between the planned and the real presentation (Miner, 2005).

Various factors influence the accomplishment of objective coordinated exhibition. These factors incorporate exertion, authoritative help, singular capacities and individual characteristics (Griffin and Moorhead, 2010). In an investigation of objective setting, Hansson, Hasanen, and Hellgren (2011), showed that offering hierarchical help (through a manager), and letting workers partake in defining objectives influenced job satisfaction emphatically. Hansson, et al. (2011) additionally expressed that compensating representatives for improved execution, giving criticism and perceiving their exhibition, getting support from their chiefs, and having low degrees of objective clash and objective pressure have been discovered to be emphatically identified with job satisfaction.

In the event that people, for example, instructors feel that they can develop and address their job difficulties by seeking after and accomplishing objectives that are significant and important to them, they build up a feeling of achievement in the work environment (Latham and Locke, 2006). This prompts job satisfaction.

Lock's (1976) esteem hypothesis clarifies that the job is identified with the match between the job out come and the desire wanted by the person. The estimation of the job satisfaction become higher when the match is nearer to the apparent wanted result, however it isn't really be the essential requirements with regards to the result that people esteem like clarified by the Herzberg's hypothesis. It tends to be whatever is identified with the job one craving .The course to this strategy is the obvious distinctive between the job and the needs more noteworthy contrast hole comes out with more dissatisfaction and limited the hole nearer the satisfaction.

2.3 Importance of Job Satisfaction

Job satisfaction is one of the main work environment perspectives of representatives and start. Mirroring the compatibility between what workers needs from their jobs and what representatives feel they get (Wright and Kim 2004), it is an enthusiastic express that outcomes from the evaluation of one's job insight. Accordingly, job satisfaction can improve individual and hierarchical execution by expanding work inspiration and authoritative citizenship conduct and by decreasing costs related with negative hierarchical practices, for example, turnover, burnout,

disregard, and non-appearance (Harrison et al. 2006; Wright and Davis 2003; Wright and Kim 2004). Besides, job satisfaction is a significant component of workers psychological well-being and generally speaking prosperity. The effect of job satisfaction on joy and prosperity is certain. As Smith (2007) contended a job isn't just a primary kind of revenue, yet additionally a significant life space in different manners. Work possesses a huge piece of every specialist's day, is one's primary wellspring of social standing, assists with characterizing who an individual is, and influences one's wellbeing both truly and intellectually. In light of work's focal part in numerous individuals' lives, satisfaction with one's job is a significant segment in by and large prosperity.

Shann (2001) states that job satisfaction assists with holding instructors and makes them focused on their job and through this additionally make their schools exceptionally compelling. As such, job satisfaction adds to progress of instructing, understudies learning and instructor maintenance.

2.4 Teachers' Commitment

Responsibility is characterized as an elevated level of connection to an association (Crosswell, 2006). Instructor duty is the passionate connection between the educator and the school. It can likewise prompt inspiration to work (Mart, 2013). Duty is one's mentality, including influence, conviction, and social goal toward his work (Cohen, 2003). Duty as a mentality reflects sentiments, for example, connection, distinguishing proof and dedication to the association as an object of responsibility (Morrow 1993). Meyer, Allen and Best (1994) demonstrated that responsibility as a conduct is clear when submitted people order explicit conduct because of the conviction that it is ethically right as opposed to by and by valuable. As far as the inspirational viewpoint, authoritative duty is a condition of being in which hierarchical individuals are limited by their activities and convictions that support their exercises and their own contribution in the association (Miller and Lee 2001). Pareek (2004) characterized hierarchical responsibility as an individual's inclination as to proceeding with their relationship with the association, acknowledgment of the qualities and objectives of the association, and ability to assist the association with accomplishing such objectives and qualities. Accordingly, authoritative responsibility is a bond the representative has with his/her association. Duty is viewed as the assessment that instructor responsibility is one of the significant expert qualities that impact a teacher's prosperity (Cresswell 2006).

A three-segment model proposed by Meyer and Allen (1991) has suggestions for the proceeding with support of the person in the association. The three parts are: Affective duty, Continuance responsibility, and regularizing duty.

Full of feeling Commitment alludes to workers' enthusiastic connection to, ID with, and association in the association. Representatives with a solid level of emotional duty proceed with work with the association since they need to do as such. Individuals who are submitted on an emotional level remain with the association since they see their own business relationship as consistent to the objectives and estimations of the association (Beck and Wilson, 2000). Meyer and Allen (1997) showed that emotional duty is affected by

Factors, for example, job challenge, job clearness, objective lucidity and objective trouble, openness by the board, peer attachment, value, individual significance, input, cooperation and constancy.

Full of feeling proficient duty in schooling alludes to educators enthusiastic association with, ID with, and investment in the showing calling and its destinations concerning: Motivation of the instructor to relate to and the goal not to drop the calling for self-intrigued wants, consistence to instruct philanthropically and add to the achievement of the showing calling, and astuteness to cause unique penance to do farther than customary potential and to endure testing circumstances (Bagraim, 2003; Ware & Kitsantas, 2007).

Duration Commitment alludes to a consciousness of the expenses related with leaving the association. Workers whose essential connect to the association depends on continuation responsibility remain in light of the fact that they have to do as such. Duration duty can be viewed as an instrumental connection to the association, where the person's relationship with the association depends on evaluation of financial advantages picked up (Beck and Wilson, 2000).

Continuation responsibility in schooling alludes to duty dependent on the advantages and costs that is identified with remain in the calling (Nazari and Emami, 2012). It is the degree to which people accepts that they should stay in the showing calling on account of absence of options or potential disturbances coming about because of find employment elsewhere (Ware and Kitsantas, 2007). It is the financial impulses that make the experts remain with the calling and its qualities (Maheshwari

et al., 2007). Teachers' with duration proficient responsibility stay inside the showing calling since leaving the calling has significant expense for them.

Standardizing Commitment mirrors a sentiment of commitment to proceed with work. Workers with a serious level or level of regularizing responsibility feel that they should stay with the association (Meyer and Allen (1997). Disguised standardizing convictions of obligation and commitment to make people obliged to continue participation in the association (Allen and Meyer, 1990).

Regulating proficient duty in training alludes to the sentiments of good obligation of individuals to remain in the calling (Allen and Meyer, 1993; Bagraim, 2003; Ware & Kitsantas, 2007). It is the awareness of certain expectations of the expert towards the calling to maintain the worth (Maheshwari et al., 2007). The appropriation of the objectives and estimations of the school comprises the reason for instructors' duty to class. Cohen (2003) considered it to be one's demeanor, which incorporates influence, conviction and social aim toward one's work. A few factors can decide the degree of educator's pledge to class. This incorporates the connection between educators, connection among instructor and understudy, the nature of work done by the educators and the workplace (Celep, 2000).

2.5 Factors for Job Satisfaction

Job satisfaction is a multidimensional marvel and it is in this way contended that various researchers recognize diverse job satisfaction factors.

As per Ellickson & Logsdon, (2001), having adequate work apparatuses, capitals, and training openings and a sensible outstanding burden all extensively influence a specialist's job satisfaction. Different researchers decide job satisfaction on the wellspring of demeanor to the work, associations with part representatives, management, organization methodology and backing, pay, advancement and progress (Shah and Jalees, 2004). Luthans (2005) expressed that, work, pay, advancement, oversight and collaborators as the significant determinants of job satisfaction. Job satisfaction is worried about a few perspectives including mentalities about the job qualities, remuneration and advantages, status, government managed retirement, progression openings, mechanical difficulties and regard (Tella et al., 2007).

As per Kreitner and Kinicki (1998), there are five overwhelming models of job satisfaction which indicate its causes. These are need satisfaction, inconsistency, esteem accomplishment, value and attribute/hereditary parts, which will be quickly checked on:

Need Fulfillment: Kreitner and Kinicki (1998) proposes that satisfaction is dictated by the degree to which the qualities of a job permit a representative to satisfy their requirements.

Disparity: satisfaction is a consequence of met desires. Met desire is the distinction between what an individual hopes to get from the job, for example, pay and special chances and what the person in question really gets (Kreitner and Kinicki, 1998). It is noted further that when desires are more noteworthy than what is gotten, a worker will be disappointed. Speculations that emphasis on representatives needs and qualities incorporate Maslow's chain of importance of necessities hypothesis, ERG hypothesis, Two-factor hypothesis and McClelland's requirements hypothesis (Aamodt, 2004; Robbins, et al., 2003).

Worth Attainment; It is the degree to which a job permits satisfaction of one's work esteems (Kreitner and Kinicki, 1998). Locke (1976) as cited by Cooper and Locke (2000) contended that person's qualities would figure out what fulfilled them at work. Representatives in associations hold various qualities frameworks, along these lines dependent on this hypothesis, their satisfaction levels will likewise vary. Besides, this hypothesis predicts that "errors between what is wanted and gotten are disappointing just if the job feature is critical to the individual (Anderson, Ones, Sinangil, & Viswesvaran, 2001).

Value: This hypothesis recommends that the degree of job satisfaction experienced by people is identified with how decently they see that they are being treated in contrast with others. Representatives who end up in unjust circumstances will encounter dissatisfaction and passionate pressure that they will be inspired to decrease (Spector, 2000).

Quality/Genetic Components: it attempts to clarify why certain colleagues seem, by all accounts, to be fulfilled over an assortment of job conditions and why others generally appear to be disappointed.

2.6 Factors Influencing Teachers Job Satisfaction.

As indicated by Buitendach and De Witte (2005) job satisfaction is a perplexing develop and is affected by elements of the job climate just as dispositional attributes of a person. These elements have been organized by two measurements, to be specific, extraneous and inherent components.

The outward factors incorporate angles, for example, pay, advancement openings, collaborators, and oversight. Inborn elements incorporate character, training, insight and capacities, age and conjugal status (Mullins, 1999). It is noticed that extraneous and natural factors frequently cooperate to impact job satisfaction (Spector, 1997).

2.6.1 Extrinsic Factors of Job Satisfaction

Extraneous causes of job satisfaction are controlled by conditions that are outside the ability to control of the representative (Atchison, 1999). The accompanying variables will be examined, specifically: hierarchical approach and organization, compensation, advancement openings, oversight, work relationship, working conditions, job security, sculptures and the issue of decency.

Hierarchical Policy and Administration-association strategy and its organization have connection with the viability of association just as representatives' execution. As Bennell and Akyeampong (2007) noted absence of clear principles will in general create strife, power vacuum, and cover and duplication of exertion. In this way, association strategy and organization is centered around the sentiments about the ampleness or deficiency of association's administration. This incorporates the presence of good/helpless interchanges, have/absence of designated authority, strategies, techniques and rules.

Pay is a type of occasional installment from a business to a representative, which is explicit in a work contract (Sharma and Bajpai, 2011). Furthermore motivating force is something that triggers a specific strategy. At the point when motivations is offered for meeting explicit objectives, the worker is probably going to consume more energy and exertion into the job and from that point the impetus will be given to the representative as a prize when the objective is met (Ahuja and Shukla, 2007). Motivators are valuable instruments to actuate uplifting demeanor and rouse representatives. Robins et al. (2003) characterize pay as the measure of pay got for a particular job. The presence of both monetary prize and acknowledgment has been found to impact information laborers. As

indicated by Boggie (2005), imbalance regarding absence of acknowledgment and helpless compensation regularly add to an issue with representative maintenance.

Advancement Opportunities: Kreitner and Kinicki (2001) states that the positive connection among advancement and job satisfaction is reliant on seen value by workers. Notwithstanding, Cockcroft (2001) brings up that apparent value of advancement isn't the main factor to positively affect job satisfaction. Almost certainly, the worker is happy with the organization's advancement strategy, however disappointed with the open doors for advancement. Not all representatives wish to be advanced. Subsequently singular principles for advancement rely essentially upon the representative's close to home and profession goals. It is additionally conceivable that people may see the advancement strategy of an association to be out of line, yet since they want to be advanced, they may even now be fulfilled (Cockcroft, 2001).

Management: is a method of animating, controlling, improving, reviving and empowering and administering certain gathering with the desire for looking for their participation all together for the chiefs to be fruitful in their assignment of oversight (Ogunsaju, 1983). Management requires the competency or specialized capacity of the administrator. This incorporates the director's readiness to educate or appoint authority, decency and job information. Oversight in school is an essential cycle and it is the mix of exercises which is worried about the educating and improvement of the instructing in the school. The manager's capacity to give passionate, specialized help and direction with business related undertakings frames an essential job identifying with job satisfaction (Robbins et al., 2003). Bosses with high relationship conduct firmly sway on job satisfaction (Graham & Messner, 1998).

Work Relationship-In any association, not many things can be refined alone. Regularly, work is done in groups or through banding together with associates, providers and clients. The representatives are essential for a snare of relationship inside, over, between and among numerous people and associations (Sargent and Hannum, 2005). These relationship must grow rapidly and gainfully to take into consideration high trust and imaginative cooperation.

Along these lines, work relationship is the connections between the laborer and their bosses, subordinates and friends. This incorporates both job related associations and social collaborations inside the workplace. To construct powerful working relationship, representatives must have the

option to draw in with others in a positive and beneficial way. Building working connections offer people a rich assortment of devices and cycles to forestall, oversee and resolve work struggle and to construct solid and enduring arrangement (Barnes and Conti Associates, 2009). Having agreeable and strong associates lead to expanded job satisfaction in light of the work with bunch fills in as a wellspring of help, solace, counsel and help to the individual specialist. People who see to have better relational companionships with their collaborators and prompt chief lead more significant levels of job satisfaction (Oshagbemi, 2001).

Working Conditions: working conditions is the elements that include the actual climate of the job: measure of work, offices for performing work, light, devices, temperature, space, ventilation, and outward presentation of the work place. On the off chance that the working states of an establishment/association are helpful, its presentation will improve significantly (Leithwood, 2006). The working conditions are favorable when organization gives their representatives to protected and solid climate. Moreover, the accessibility of important hardware and different frameworks are one that may decrease the viability of representatives just as the association. Hence, association administrators put their work in creation the working conditions safe, wellbeing, sufficiently outfitted and appealing to utilize the representatives' information, ability and innovativeness for the association powerful upper hand (VSO, 2002). Working condition reasonable effect on a worker's job satisfaction on the grounds that the representatives favor actual environmental factors that are protected, clean, and agreeable for works (Robbins, 2005).

Reasonableness: One factor identified with job satisfaction is the degree to which representatives see that they are being dealt with decently and the connection between view of equity and job satisfaction is solid, hence managers should be open about how choices are made and give input to workers who probably won't be content with certain significant choices (Aamodt, 2004). Robbins (2005) adds, expresses that distributive reasonableness is seen decency of the real choices made in an association. This suggests that when representatives see that choices are made in a reasonable way, they are probably going to communicate satisfaction with their jobs.

Job security-Job security is a representative's affirmation or certainty that they will keep their present place of employment. Representatives with a significant level of job security have a low likelihood of losing their job sooner rather than later. Certain experts or business openings characteristically have preferable job security over others. Job security is about a person's view of

themselves, the circumstance and the possibilities. There are some outside variables that impact our job security. Our individual job security is impacted more by close to home elements, similar to instruction, our experience, the ability we have created, our exhibition and our capacity (Simon, 2011). At the point when we have a significant level of job security, we will frequently perform and move our work into work more viably than a worker who is in steady dread of losing their job. Job security has critical impact on the general execution of people, groups just as associations.

Status-as free word reference characterizes status is the situation of a person according to another or others, particularly concerning social or expert standing. It is the signs, images or all that goes with holding a situation inside the association.

2.6.2 Intrinsic Factors of Job Satisfaction

Inherent elements is identified with 'mental' rewards, for example, the occasion to utilize one's capacity, a feeling of challenge and accomplishment, getting thankfulness, good acknowledgment and being Treated in a mindful and accommodating way. The mental prizes are those that can normally be dictated by the activities and conduct of individual chiefs. It likewise alludes to inspiration that is driven by an interest or satisfaction in the undertaking itself, and exists inside the individual as opposed to depending on any outer weight (Kondalkar, 2007). Inborn fulfillment depends on enjoying a movement instead of pursuing an outer prize. It is emphatically esteemed work results that the individual gets straightforwardly because of undertaking execution; they don't need the investment of someone else or sources (Schermerhorn, et al., 2011). With respect to this Herzberg accepts that individuals are turned on and propelled by high substance occupations that are wealthy in natural prize. Those inherent variables were gotten from:

Accomplishment: This incorporates the individual fulfillment of finishing a work, taking care of issues, and seeing the aftereffect of one's endeavors or the capability of the person to handle such issue identified with work which implies the ability to accomplish the work viably.

Acknowledgment: with regards to overseeing individuals, the prize and acknowledgment framework underlines a center component of the business relationship. As indicated by Bratton and Gold (2007) reward alludes to all the monetary, non-monetary and mental installments that an association gives for its representatives in return for the work they perform. It is given to show thankfulness for the workers endeavors and positive commitment and simultaneously fortify and

support comparable future conduct. Acknowledgment happens simply after the conduct has happened. On the off chance that the acknowledgment framework could be clear and value in the perspective on the staff individuals, it encourages powerful accomplishment of individual just as hierarchical objectives with extraordinary interest. Towards this Ahuja and Shukla (2007) depicts great inspiration is subject to appropriate proportioning of remunerations and acknowledgments among people and for the individual at various time.

Testing Work: It is the idea of the errands to be completed at work. Occupation configuration is the cycle through which supervisors design and indicate work errands and the work plan that permits them to be refined. The best occupation configuration is consistently one that meets hierarchical prerequisites for elite, offers a solid match with singular aptitudes and needs, and gives esteemed occasions to work fulfillment (Schermerhorn et al., 2011). By and large it is the genuine substance of the work and its positive or negative impact upon the worker whether the employment is described as fascinating or exhausting, changed or standard, innovative or stifling, unreasonably simple or unnecessarily troublesome, testing or non-requesting.

Obligation: implies the dependable bore by the person at work and the fulfillment inferred through it as far as dynamic and management. This remembers both the obligation and authority for connection to the work. Duty alludes to the employee's authority over their own work or being given the obligation regarding crafted by others. Holes among duty and authority are considered under the organization approaches and organization factor.

Headway: The genuine change in upward status inside the association because of execution. Expanded open door changes with no expansion in status are considered under duty. The Teacher Advancement Program (TAP) counters a considerable lot of the conventional disadvantages that plague the showing calling: inadequate expert turn of events, absence of professional success, unsupported responsibility requests and low undifferentiated pay. Educator Advancement Program gives an incorporated and extensive answer for these difficulties through changing the structure of the showing calling inside schools while keeping up the substance of the calling. TAP is an entire school change expected to spur, create and hold top notch educators to build understudy accomplishment (TAPF). Hence, natural inspiration builds the people's occupation fulfillment just as the association haggling power.

Development and Development-Training is characterized as the coordinated action pointed toward bestowing data or guidelines to improve the beneficiary's exhibition or to support that person to achieve a necessary degree of information or expertise (Saeed and Asghar, 2012). Other researcher depicts preparing as the formal and orderly change of conduct through realizing which happens because of instruction, advancement and arranged insight (Armstrong, 2006). What's more, staff advancement alludes to the improvement of supporting, specialized and proficient staff in associations, in which such staff structure a huge extent of those utilized (Collin, 2001).

Researchers accept that the improvement exercises help an individual to make positive commitments to the associations. Preparing helps for the correct use of assets; that further encourages representatives to accomplish authoritative just as close to home objectives. As Saeed and Asghar (2012)

Pinpoints preparing and advancement improves the inspiration and fulfillment level of workers, increment their expertise and information, and furthermore extends the mind on by and large character of the representative. Along these lines, preparing is a persuasive factor which upgrades the information on the worker towards the work. By the assistance of preparing representatives become capable in their positions and they become ready to give better outcomes. Accordingly, an association ought to recognize representatives preparing need and attempted to run the program by teaming up with fundamental partners.

General summary of related studies with teacher's jobs satisfaction and commitment

Job fulfilling factors differs all around relying upon the overarching setting in a given time(Samuel,2018).He contended that educators inspiration factors isn't simply restricted to financial things yet in addition the compensation, job security, social connection, extra duties, pride in calling and acknowledgment were among the variables which propel instructors .then again, the dissatisfaction factors incorporates: low pay, management practices and strategy usage were among the dissatisfaction factors. in his discovering, Samuel expressed that a big part of test instructors were disappointed with their present work.

Instructors are more fulfilled in their relational relationship (Gemechis, 2018).He expressed that the compensation and different motivating forces are the primary driver for educators' dissatisfaction in their job. He added that the practices, order and inspiration of the understudies, absence of

guardians follow up of understudy's scholastic accomplishments, helpless school strategies, out of line choice, nonattendance of improved authority are the components which influenced instructor's job satisfaction in the examined territory.

Educators who serve over ten years of administration and experienced instructors are more fulfilled than learner educators (Mohammed, 2013).he expressed that more educators are happy with the idea of the work and colleague connection. Be that as it may, the actual climate and offices, monetary advantages and pay framework, limited time openings and practices, self-governance and acknowledgments of instructor's commitment were not satisfactorily fulfilling educators.

Outward factors like working condition and entomb individual relationship are most significant wellsprings of educators jobs satisfaction and in auxiliary school of Addis Ababa (Eleni, 2017). She expressed that the most experienced instructors are more fulfilled than youthful educators. She uncovered that educator's dissatisfaction radiates from authoritative help works on winning inside the schools.

The outer components of the job satisfaction are not happy with the act of management in the schools since oversight in the schools isn't palatable to upgrade educators job satisfaction on their jobs and more often than not oversight rehearses in the school is made to assess or examine the presentation of instructors than strong and group nature (Desta, 2014). He added that the acts of working conditions are not completely fulfilled instructor's job satisfaction. Absence of the admittance to web, appropriate investment property in provincial territories and cost in metropolitan regions, absence of transportation in country auxiliary school lessens job satisfaction in the examined territory. He summed up that the outer components had more impact than the inner elements dependent on the considered zone.

Instructors had a low responsibility towards their association (Mohammed, 2013). He expressed that, however a few educators had compelling enthusiastic connection, belongingness and they care for the destiny of their association, most of the instructors in the association feel low commitment to remain in the school and disparage the related typical cost for basic items in the school whenever. He summed up that instructors with better instructive levels revealed low passionate connection and belongingness with the school. They were more uncertain ready to give to the exertion have a place with the job required.

Bread cook (2007) who referred to by Eleni (2017) demonstrated that teachers' responsibility diminishes when authoritative help is in satisfactory.

Jobs satisfaction had direct relationship with the nature of teachers' (Gemmechis, 2018). That is, as satisfaction of teachers' builds the nature of training increments. Then again, as satisfaction of teachers' diminishes the nature of training diminishes. He added that there is solid connection between job satisfaction and job execution. The higher job satisfaction of instructor drove for the better job execution and the low job satisfaction of educators drove for the low presentation of educator. Educators less job satisfaction impact their responsibility in their work instructing. Educators less job satisfaction diminishes the nature of teachers' achievement, the nature of checking and assessing understudy's accomplishments and energize the turnover of experienced instructors which thus influence the nature of instructors.

For the most part, all these connected examinations help the analyst to have a general diagram and ready to get a contribution on his future securing on Teacher's Positions Satisfaction and duty in General Secondary School of Oromia Special Zone around Finfine

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 The Study Site

The site of the investigation, Oromia Special Zone Around Finfine has 20 administrative general auxiliary schools. Topographically, Oromia Special Zone Around Finfine is one of the 21 Zones Oromia Regions. Its authoritative office situated at Finfine (Addis Ababa), the capital city of Ethiopia. Oromia Special Zone around Finfine is important for Oromia Region which encompasses the capital of the nation. Oromia Special Zone around Finfine has 6 woredas, to be specific, Akaki, Sebeta hawas, Mulo, Sululta, Welmera and Barak just as one town organization of Sendafa. In light of the factual report of Social Affair Office of Oromia Special Zone around Finfine, the number of inhabitants in Oromia Special Zone around Finfine has an all-out populace of 600,096 of whom 305,762 were men and 294,334 were ladies. The atmosphere state of Oromia Special Zone around Finfine is dega (90%) and woina dega (10%). Horticultural estate (90%) is the significant economy for the number of inhabitants in the area. This profile assists with getting a handle on some data about the examination site.

3.2 Research Design

This study used descriptive survey design .descriptive survey design is a process of collecting information by interviewing or administering questionnaire to a sample of individuals (Ordho, 2003). This design involves observation where the required behaviors are observed in particular setting through questionnaire or interviews. The descriptive survey in this study made an attempt to analyze the internal and external factors influencing teachers jobs satisfaction, the extend of teachers commitment and the relationship between teachers job satisfaction and commitment in Oromia Special Zone around Finfine.

3.3 Sources of Data

The sources of data in this study were both primary and secondary sources. Primary data were obtained from woreda education office expertise, teachers, principals and supervisors. Because, these are responsible bodies who are currently leading the teaching learning operations that can reflect teachers' job satisfaction and their commitment conditions from their practical experiences

rather than other bodies. Whereas information was also collected from document review of statistical record and written as a sources of information from secondary sources.

3.4 Target Population

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron& Coups, 2008, p.130). Therefore, the target population this research were all teachers in 20 general secondary schools of Oromia Special Zone Around Finfine; specifically, general secondary school teachers (541), principals (20), vice principals (14), secondary school supervisors (7) and Woreda education office teacher, principals and supervisors development coordinator (7), a total of 589.

3.5 Sample Size and Sampling Techniques

Oromia Special zone Around Finfine has 6 woredas. The analyst was intrigued to see them into 4 groups dependent on their geographic area for example North, South, West, and East. Among them the scientist chose three groups (East, South, North east and west) by utilizing delineated testing method. Because of, handle concentrate more sensible with as expected and spending plan. The three bunches contain four woredas. The complete number general auxiliary schools in the four woredas are 13. Out of 13 legislative general optional schools (9-12) four schools are chosen by basic arbitrary testing method. As needs be, Abbu-Seeraa, Awash-Melka, Burka-Hara and Bakkee are appointed for examination zones.

At that point, from all out quantities of instructors in the chose auxiliary schools, 113 (100%) out it 55 (48.6%) educators were haphazardly chosen on the proportionality of numbers on the base that the specialist expects they are important wellspring of information for the investigation. Correspondingly, 4 (100%) administrators, 4 (100%) optional school director 2(100%) VPs will be incorporates by utilizing enumeration in light of the fact that as the specialist consider they are significant bodies to give fitting data to the investigation because of their high closeness with instructors in their everyday exercises. Furthermore, 4(100%) woreda schooling office instructors, chiefs and directors advancement organizers were chosen by utilizing enumeration for detail data in objective regions of studies. The analyst accepts that they are mindful bodies how much instructors are fulfilled and submitted and they have abundant information from each chose schools.

The example sizes for educator respondents from each school were dictated by utilizing their proportionality of numbers in the schools. This is for the testing to be delegate of the populace, and conceivable to include respondents from all example school in practically equivalent rate. For the most part the complete respondent of this investigation wanted to be 69 out of 127.

In view of this, the populace, tests and inspecting methods was summed up as follows

Table 3.1: Sample school included in the study with their respective Woreda and number of teachers:

No	Name of general secondary school	Wereda/town administration	Teachers	
			population	Sample
1	Abbu Seeraa	Akaki	37	18
2	Awash Melka	SebetaHawas	45	22
3	Burka Hara	Welmera	12	6
4	Bakke	Sendafa	19	9
Total			113	55

Table 3.2 Samples and sampling techniques

s.no	Participant	Total population	Samples	Sampling techniques
1	Teachers	113	55(48.6)	Simple random sampling
2	Principals	4	4(100)	Census
3	Vice principals	2	2(100)	Census
4	Supervisors	4	4(100)	Census
5	Woreda teachers ,principal and supervisors dev't coordinators	4	4(100)	Census
total		127	69	

3.6 Instrument of Data Collection

For this study, questionnaires, interviews, and document analysis were used as instrument of data collection.

3.6.1 Questionnaires

Questionnaire with both closed and open items were employed to collect quantitative and qualitative data from teachers and principals, vice-principals and supervisors. This is on the grounds that poll is advantageous to direct overview and to gain fundamental data from enormous number of study subject with brief timeframe. The polls were set up in English language, since the entirety of the example teachers can have the important abilities to peruse and comprehend the ideas that consolidated in the surveys.

The surveys were dispatched and were gathered by allotted information authorities. To make the information assortment strategy savvy and clear from disarrays, the information authorities were given direction about the information assortment techniques by specialist. Also, follow up was kept by the scientist.

The poll has two sections. The initial segment of the survey portrays about the respondents foundation data, classes include: sexual orientation, age, level, capability, length of administration and area of the school. The second and the biggest part contain the entire number of both shut and open-finished inquiry things that address the essential inquiries of the examination. The shut finished things were set up by utilizing liker scales model by which the scientist gets the opportunity to get a more noteworthy consistency of reactions of the respondents that were useful to make it simple to continue. The estimations of the scale were in the middle of one and five. Yet, the sorts of liker were changing as per the kind of inquiries. Likewise, scarcely any open finished sort of inquiries were utilized to offer occasion to the respondents to communicate their sentiments, observations, issues and aims identified with instructors' job satisfaction and responsibility. The things of the survey were created through duration conversation with educators related with instructors' job satisfaction and duty. To check the things of the poll, the pilot testing was made by circulating 15 surveys for educators and 5 polls for chiefs, VPs and administrators'.

3.6.2 Interviews

Unstructured interview were employed to get the detail information from 4 woreda education office expertise of teachers, principals and supervisors development coordinators were includes in the study because, they are more related to problem. Thus, the purpose of the interview was to collect more supplementary data by providing them the opportunity to their opinion, feeling freely, and allow the researcher to use the idea that contrast with the questionnaires or to triangulate the questionnaire response.

3.6.3 Document Analysis

The researcher made his best effort to get varies activities relating with teaching and learning specifically in order to know the extent of turnover, absenteeism from schools, tutorial providing rates for different level of learners, job leaving rates of teachers and related issues from general secondary schools woreda education office as well as zone education department.

3.7 Procedure of Data Collection

To answer the research questions raised, the researcher went through series of data gathering procedures. The researcher attempt to receive the authorized official cooperation letters from Addis Ababa University of EDPM Department was failed due to corona virus but, he got Zone Education Department cooperation for ethical clearance. The researcher made an attempt to introduce his objectives and a purpose of the study for participates individually. Then, he gathered trustworthy data from respondents' questionnaires, and interviews. The researcher planned to administer questionnaires to 55 teachers, 4 principals, 4 supervisors and 2 vice principals. The interviews will administer for 4 woreda education office expertise of teachers, principals and supervisors development coordinators. Finally, the researcher able to collect 76.81% of data from the planned participants in the research work. This was discussed in chapter four.

3.8 Validity and Reliability checks

Validity means that correct procedures applied to find answers to a question. To achieve the validity in the instruments of data collection, the instruments which initially were prepare in English language, and were repeatedly checked by researcher and his colleagues and sent to advisor for further check in order to comment the extent to which the items are appropriate in securing relevant information to the research. As discussed above, all the items that were

developing to address the research questions were made an attempt to be investigated to maintain validity of the instruments of the study. Best and Kahn (2002:166) describe that the items of the instrument should represent a significant aspect of the purpose of the investigation. Content validation was established by cross-referencing the content of the instruments to those elements contained in the basic research questions. That is, the items construct should in line with the answer to the research questions. Content validity should address to what extent the appropriate content is representing in questionnaires and interview guide items. Validity should look at whether the instrument measures what it is intended to measure and whether the instrument draw accurate information. The researcher able improved some items in the questionnaires and interview guide in collaboration with his colleagues for content validity. The main issue of reliability is addressing the consistency of the instruments in relation to what they intend to measure. Accordingly, the basic ideas of reliabilities were summarized through the word consistency. The researcher used different standardized measurements scale of teachers' job satisfaction and commitment

3.9 Method of Data Analysis

The data collected were both quantitatively and qualitatively. The analysis of the data was made based on the responses of collected data through questionnaires, interviews, and document analysis. The qualitative data collected from different sources were summarized, categorized and coded to suit for analysis. The data collected from teachers, principals, vice principals, and supervisors through questionnaire (the quantitative one) were processed and analyzed using Statistical Package for Social Science (SPSS) version tools like percentage, mean, standard deviation, and Pearson product correlation coefficient were used to analyze the data. The outputs of the data were presented appropriately depending on the respondents' response. The end results were made an attempt to present in written form and in the form of table. This makes possible owing to descriptive statistics that appropriately uses for the understanding the main characteristics of the research problems. Percentage was computed to analyze the background information of the respondents.

On the other hand, the data obtained from open items, interviews and document analysis were made an attempt to be analyzed qualitatively by transcribing respondent's ideas and views through narrations, descriptions and discussions.

Finally data presentation, analysis, and interpretation, and conclusions and recommendations were presented based on data analysis and its outcome.

3.10 Ethical Consideration

Ethical consideration plays an important role during data collection time. Researcher already aware and should follows the ethical consideration related to the studies. Furthermore, the first page of the questionnaires should display an opening introductory letter that requesting the respondents' cooperation to provide requires information for the study. These assured the respondents to provide the necessary information confidential. During data collections from study participants, all potential study participants should inform about the procedure that used in the study; the researcher explained about the objectives and significance of the study to the respondents. To ensure this, the researcher removed the respondents' information that requires identification of names and other identity. During the data collection and any activities that matter to the research, the researcher reflects positive interaction with all respondents.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This section of the theory manages introduction, examination and understanding of the information. In the examination, various gatherings of individuals were incorporated to get the vital data. The gatherings that are remembered for the investigation were teachers, directors, vice-directors, and supervisors, and woreda teachers, directors, and supervisors' improvements facilitators. Investigation and understanding of the information accumulated by various instruments, principally poll and unstructured meeting and the rundown of the quantitative information has been introduced by the utilization of tables and different measurable devices. Also, the subjective information were coordinated by the topics, investigated and used to reinforce or to expound quantitative one. Since the exploration configuration is simultaneous settled blended examination plan, subsequently, the subjective information is utilized to help the outcome got from the translation of the quantitative information.

In this investigation, the fundamental wellsprings of information were 4 general optional schools directors, 4 vice directors, 55 teachers, and 4 supervisors. What's more, interviews were led with four woreda experts. An aggregate of 69 surveys were circulated yet appropriately filled and returned were 53 (76.81%). From these respondents 41(77%) were teachers, 12(22.6%) were directors, vice-directors, and supervisors. Among 4 meeting respondents 4 (100%) have appropriately taken and give important data on the issue under scrutiny.

As a rule 69, 53 or (76.81%) of respondents partook and gave important data on the issue raised through survey and 4 (100%) of respondents unstructured meeting were taken an interest. Hence, the complete reaction information is adequate and protected to break down and decipher the information.

The general consequences of the issue explored just as respondents' close to home back ground or Profiles are introduced underneath.

4.1 Description of the Demographic Characteristics'

The study was conducted from October 2019 to December, 2020G.C in general secondary high school of Oromia Special Zone around Finfine of Ethiopia. During study time different respondents were participated and interviewed to know the relation between teachers' job satisfaction and commitment in the study area. As the table which indicates between socio demographic characteristics of respondents who participated in the study as follows.

4.1.1 Demographic Characteristics of Respondents.

Demographic relationship of the respondents sex and teachers' job satisfaction and their commitment in the study area as data indicates that, out of 53 teachers 45(84.9%) are male and8(15.09%) are female. It shows that majority of teachers' in general secondary schools of Oromia Special Zone around Finfine have male. In terms of age the data indicates,4(7.54%), 21 (39.62%), 17(32.07%), and11 (20.75%) of teachers are in the age 25 and below, 26-30, 31-35, and 36 & above respectively (see appendix D).This confirms that majority of teachers in Oromia Special Zone around Finfine are under the age of 35 years old. As the data shows 41 (77.4%) of teachers have degree and 12(22.6 %) are MA/MSc holder in their educational qualification. So that, the result shows mass of the teachers are first degree holders in Oromia Special Zone around Finfine in general secondary school. The data also indicates6(11.3%), 9(16.9%),9(16.9%),13(24.5%), 9(16.9%) and 21 above7(13.2%) of teachers have the service of below 1, 1-5, 6-10, 11-15, 16-20 and 21and above respectively (see appendix D). it also shows 15(33.9%),and 35(66.03%) of teachers lives in rural and urban respectively (see appendix D).

4.2 Relationship between Teachers' Job Satisfaction and Commitment on current job.

This section includes the analysis of data related to teachers' job satisfaction and commitment. To investigate the relationship between job satisfaction and commitment Pearson product correlation coefficient was used.

The result of correlation analysis indicates the degree of relation that occurred between teachers' job satisfaction and their commitment in general school of Oromia Special Zone Around Finfine presented below as a table. The following result shows those teachers' respondent shows relations between teachers' job satisfaction and commitment on general secondary high school of Oromia Special Zone Around Finfine.

Table 4.1 Relations of teachers' job satisfaction and commitment

Variables relationship		Job satisfaction	commitment
Satisfaction	Pearson correlation	1	.802**
	Sig. (2-tailed)		.000
	N	41	41
commitment	Pearson correlation	.802	1
	Sig. (2-tailed)	.000	
	N	41	41

Correlations

** Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation analysis was led to analyze whether there is a connection between instructors' job satisfaction with their responsibility all in all auxiliary school of Oromia Special Zone Around Finfine. The outcomes uncovered of teachers' were a critical and positive connection between teachers' job satisfaction and duty ($r=.802$, $N=41$). The significant level of educators' job satisfaction related with elevated level of instructors' responsibilities.

Moreover teachers' job satisfaction and duty on present place of employment, were evaluated by an teachers and demonstrates that 6 out of 41(14.6%) fulfilled and submitted on present place of employment, 9 out of 41 (21.9%) were medium, and 26 out of (63.41%) were not fulfilled and submitted on present place of employment. This show that mass of educators' were not fulfilled and submitted in Current job.

Directors and vice- directors information rate additionally shows that 11 out of 12(91.66%) were appraised as low satisfaction and submitted and 1 out of 12 (8.33%) were evaluated as medium satisfaction and duty on present place of employment. This shows that enormous quantities of educators were not fulfilled and submitted on the present place of employment in the investigation region. It additionally demonstrates that there is a more prominent test to accomplish instructive objective and goal in the examination region. Hence, without teachers 'job satisfaction and duty viably accomplishing of instructive objective and goal become testing in the investigation region. (Ofoegbu 2004) expressed that, "educators are glad, dedicated and submitted, in job are causes

them to carry their best characteristics to their schools, understudies, guardians, and the general public may profit by their administrations"

4.3. Internal Factors of Teachers' Job Satisfaction.

4.3.1 The Practice of Teachers' Job Satisfaction on the Job.

This section includes the analysis of data obtained from teachers, and principals, vice-principals and supervisors on internal job satisfaction. To answer the basic research questions the extents of internal factors of teachers' job satisfaction questions were presented in the questionnaire to be responded by teachers and principals, vice-principals and supervisors in the following tables. For the purpose of analysis, the responds were rated as; ≤ 1.49 =strongly Disagree, $1.5-2.49$ =Disagree, $2.5-3.49$ =Undecided, $3.5-4.49$ =Agree, ≥ 4.5 =strongly agree.

To obtain the teachers level of satisfaction on their job in the school, list of questions were administered.

Table-4.2 Below presents the overall mean and standard deviation of the teachers' responses and principals, vice-principals and supervisors.

No	Teachers and principals, vice-principals and supervisors respondents.		Respondents		
			N	Mean	SD
	Teachers (n=41)	principal, vice-principal and supervisors (n=12)			
1	I am satisfied to become a teacher	Teachers' are satisfied to become become a teachers	41	3.04	1.399
			12	2.52	1.080
2	I enjoy in my work.	Teachers' enjoy in their work	41	3.02	1.299
			12	2.17	.980
3	Teaching provides me with Opportunity to use all my skills and knowledge	Teaching provides teachers Opportunity to use all skill and knowledge.	41	3.78	1.299
			12	3.89	.880
4	I am prefers to continue with teaching profession.	Teachers prefer to continue with teaching profession	41	2.34	1.125
			12	2.13	1.137
5	Teaching profession is challenging job for me.	Teaching profession is Challenging job for teachers".	41	3.35	1.14
			12	4.19	.750
6	I am interested to provide enough tutorial for different level students	Teachers are interested to provide enough tutorial for different level students	41	3.44	1.190
			12	1.89	.697
7	There is fair distribution of work load in teaching.	There is fair distribution of work load for teachers	41	2.68	1.299
			12	2.65	1.272
	Overall score of teachers' Overall score principal, vice-principal & supervisors		41	3.09	1.25
			12	2.77	0.97

Scales; ≤ 1.49 =Strongly Disagree, $1.5- 2.49$ =Disagree, $2.5 - 3.49$ =Undecided,

$3.5 - 4.49$ =Agree, ≥ 4.5 =strongly agree.

As the general mean score of instructors 3.09 with a standard deviation of 1.25 demonstrates, the teachers' degree of satisfaction towards their job is in the degree of uncertain. In general score of directors and vice-director 2.77 with standard deviation of 0.97 likewise shows

The teachers' level satisfaction towards their job is in the degree of unsure. As the estimation of standard deviation show, the variety of directors, vice-directors, and supervisors' from underneath mean score. Thing 4, 5 and 6 teachers mean is beneath from over all mean score of educators. Thing 3, 5 and 6 of directors, vice-directors and supervisors mean is additionally beneath from over all mean score of directors, vice-directors and supervisors. This shows that greater part of educators were not like to proceed with showing calling, instructing is testing calling and instructors are not intrigued to give enough instructional exercise to understudies at various level. The woreda education office expert organized talk with result on 08/09/12 E.C likewise shows that:

"A few teachers are fulfilled in serving their locale and working with youthful future and a few educators are not fulfilled because of low pay and different motivations just as the admittance to various administrations around the school. The Mass of novices' educators is not intrigued to proceed with showing calling be that as it may, the greater part of experienced educators like to proceed with instructing callings".

Likewise, information taken from a record of wereda instructive office shows that, countless teachers' were raising showing calling which in embroil high turnover of an educators. The information of report uncovered that teachers are leaving instructing calling to take part in private works. Most teachers are more intrigued to include none instructive field in their transporter study which may help them for leaving educating calling. Mass of teachers is not intrigued to give appropriately enough instructional exercise to various level understudies at general optional school of Oromia Special Zone Around Finfine. Subsequently, absence of interest of instructors to proceed with showing calling and absence of the admittance to various materials square them from accomplishing more. Low satisfaction of instructors may lead for low efficiency, low quality in their work, more various complaints, and expanded turnover when contrasted and a profoundly fulfilled labor force.

4.3.2 Teachers' Job Satisfaction on the Professional Development.

To assess the practice of growth and development in general secondary schools, the following questions were administered to teachers and principal, vice-principal and supervisors.

Table: 4.3 Teachers' job satisfaction on the professional development.

No	Teachers and principals, vice-principals and supervisors respondents		N	Mean	SD
	Teachers (n=41)	principal, vice-principal and supervisor(n=12)			
1	Provision of job related work shop enhances my academic performance.	Provision of job related workshops enhances teachers' academic performance.	41	3.81	1.138
			12	3.89	.860
2	Availability of opportunity to Attend workshops outside the school increased my knowledge.	Availability of opportunity to attend workshops outside the school increased teachers knowledge	41	1.91	.602
			12	2.08	1.020
3	Provision of in-service training With in school on various issues enhances my knowledge.	Provision of in-service training Within school on various issues enhances teachers' knowledge.	41	2.65	1.215
			12	2.31	.898
4	I am satisfied with availability Of further professional development opportunity.	Teachers are satisfied with availability of further professional development.	41	2.13	.851
			12	1.90	.771
5	I am satisfied with provision of School wide experience sharing with model schools.	Teachers are satisfied with Provision of school wide experience sharing with model schools.	41	2.43	1.18
			12	2.12	1.11
	Overall teachers' score		41	2.58	0.99
	Overall principals, vice-principals & supervisor' score		12	2.46	0.93

Scales; ≤ 1.49 =Strongly Disagree, 1.5– 2.49 =Disagree, 2.5– 3.49 =Undecided,

3.5 – 4.49 Agree, ≥ 4.5 Strongly Agree

As table 4 above demonstrates, the educators' reaction on the educators' satisfaction on the expert advancement exercises is uncertain with a mean worth 2.58 and a standard deviation of 0.99. The mean estimation of thing 2, 4, and 5 are beneath the general methods center. Moreover, the pace of scale for proficient improvement methodologies and openness of teachers' respondents were 38 out of 41(92.6%) rate poor, 1 out of 41(2.4%) not chose, and just 2 out of 41(4.8%) rate well. The general score of directors, vice-directors and supervisors' score of mean are 2.46 with standard deviation of 0.93. The mean estimation of thing 2, 3, 4 and 5 are underneath over all mean score. Moreover, the pace of scale for proficient improvement techniques and openness of directors, vice-directors, and CRC chiefs' were 10 out of 12(83.33%) rate poor and just 2 out of 12(16.66%) rates well. This shows that the acts of expert advancement procedures and open in the examination zone are not fulfilled teaches' at work. Subsequently, helpless expert improvement openness for teachers may diminish capacity in the job. The discussion with woreda schooling office experts result on 08/09/12 E.C likewise shows that:

"Trainings on different issues for teachers' are given once in a while because of various restrictions, for example, spending which is an incredible deterrent. Encounters imparting to display school and among CRC (group asset focus) are low. Further training open door for first degree holders to second degree in quite a while are likewise restricted".

Likewise, information from archive investigation show, regardless of whether the greater part of educators just as broad schools have preparing and improvement plan inside school level as CPD yet, its execution isn't viable. Essentially educators and schools arranged their CPD plan for proficiency esteem and to escape from oversight examination. Educators have little open door job preparing, offering experience to other model schools and expert turn of events (second degree) or headway. In this way, arrangement of job related preparing and improvement, experience sharing and workshop upgrade scholastic execution of educators and ready to give better outcomes. As Saeed and Asghar (2012), pin point "preparing and advancement improves the inspiration and satisfaction level of representatives, increment their ability and information, and furthermore grows the astuteness on over all character of the worker".

4.3.3. Recognitions of Teachers' on the Job.

Recognizing the good performance of teachers has strong effect on their productivity as well as organizations effectiveness. The recognition items which have five liker scales are distributed to teachers and principals, vice-principals and supervisors. The result presents in the Table below

Table: 4.4 Recognitions of teachers' on the job.

N o	Teachers and principals, vice-principals and supervisors respondents		N	Mean	SD
	Teachers (n=41)	Principal, vice-Principal and supervisors(n=12)			
1	In my school I am recognized for a job well done.	Teachers are recognized for their job well done in the schools.	41	2.27	.867
			12	1.94	.769
2	The way I get full praise for the work I do.	The way teachers get full Praise for the work.	41	2.54	.93
			12	2.05	.767
3	I get enough recognition from education leaders.	Teachers get enough recognition from education leaders.	41	2.32	.894
			12	2.05	.775
4	I get enough recognition from my immediate supervisor for my work.	Teachers get enough recognition from immediate supervisor for their work.	41	2.13	.852
			12	2.16	.833
5	The recognition given in the School is fairly assesses my work.	The recognition given in the school is fairly assesses teachers' work.	41	2.60	1.159
			12	1.92	.413
	Overall score of teachers' Overall score of principals, vice-principals, & supervisors.		41	2.37	0.94
			12	2.02	0.71

Scales; ≤ 1.49 =Strongly Disagree, 1.5– 2.49 =Disagree, 2.5– 3.49 =Undecided

3.5–4.49=Agree, ≥ 4.5 =strongly agree.

Table-5 above shows that, educators are can't help contradicting the exercises which are under going to perceive their accomplishment in the school. The mean estimation of educators is 2.37 with a standard deviation of 0.94 and the mean estimation of directors, vice-directors, and CRC managers is likewise 2.02 with standard deviation of 0.71. This shows that there lacking acknowledgment of educators' all in all auxiliary school. This demonstrates the degrees of acknowledgment are not fulfilled educators in the present place of employment in the investigation zone. The woreda instruction office teachers, directors, vice-directors and CRC chiefs' improvement facilitates talk with result on 08/09/12 E.C additionally shows that:

"Perceiving of educators execution with in the school is low a result of helpless understudy scholastic accomplishments, absence of ordinary help from administrator, absence of clear work agenda, low limit of chiefs to reasonably evaluate instructors execution and feeble culture of remunerations of educators in their degree of endeavors limits acknowledgment of instructors".

To sum up, the act of acknowledgment of educators all in all auxiliary school is low. These may impact educators' degree of job satisfaction at work. It additionally restricts educators from utilizing their full endeavors in understanding the normal school objectives and targets just as accomplishing the nature of instruction.

4.3.4. Teachers Work Achievement

To obtain the teachers work achievement and satisfaction on their work achievement in the school, list of questions are administered. Table-6 below presents the overall mean and standard deviation of the teachers and principals, vice-principals and supervisors response.

Table 4.5 Teachers work achievement on the job.

No	Teachers and principals, vice-principals and supervisors		N	Mean	SD
	Respondents				
	Teachers (n=41)	Principal, vice-principal and supervisor(n=12)			
1	I feel satisfied with my professional ability to perform my job.	Teachers satisfied with professional ability to perform their job.	41	2.45	1.135
			12	2.59	1.247
2	Received academic rewards from school is increased my job satisfaction.	Received academic rewards from school increased teachers job satisfaction.	41	2.57	1.110
			12	1.97	.859
3	My accomplishments of task are similar with the schedule of school.	The chance to do work in the school is appropriate to the time schedule. Teachers' ability.	41	2.40	.975
			12	2.58	1.195
4	I am satisfied with the successes gained by students.	Teachers are satisfied with students' successes.	41	2.41	1.098
			12	1.97	.635
Overall teachers score Overall principals, vice-principal & supervisors			41	2.45	1.079
			12	2.27	0.98

Scales; ≤ 1.49 =Strongly Disagree, 1.5– 2.49 =Disagree, 2.5– 3.49 =Undecided,

3.5 – 4.49 =Agree, ≥ 4.5 =strongly agree.

As the general mean score of instructors is 2.45 with a standard deviation of 1.079 and furthermore by and large score of directors, vice-directors and supervisors' mean is 2.27 with standard deviation of 0.98 shows, the educators' accomplishment towards their job is in the degree of differences. As the worth (1.079) and (0.98) of standard deviation shows, the variety of teachers, supervisors, directors and vice-directors reaction from the mean score separately. This shows that the degree of accomplishment of educators isn't fulfilled educators in the investigation territory. The woreda schooling office teachers, directors, vice-directors and CRC chiefs' advancement organizes talk with result on 08/09/12 E.C additionally shows that:

"Most teachers are not happy with under studies accomplishments that are predominantly because of absence of consideration and negative mentalities of some understudy towards some subject just as absence of family follow up are the components which disillusioned teachers which thus impacts teachers' accomplishment in their work. Absence of the admittance to various material and hardware restricted teachers to apply all their ability and information practically speaking. The vast majority of instructors plan their undertaking in the schools yet they don't execute their arrangement completely in light of low assurance and absence of ideal help and solid development on the jobs from instructive master and prompt chief".

Absence of interest, negative perspectives of understudies towards some subject's, deficient material, absence of family uphold, absence of ordinary help and management, absence of the admittance to instructing material and different administrations just as different impetuses and advantages are the components which diminishes the lesson of the work propensities for instructors. Every one of these impacts instructors' accomplishments in their work execution in the examination zone. Consequently, to improve scholastic execution of understudies satisfying the necessities of teachers and making great condition for learning is significant since educators assume significant function in the accomplishment of schools objectives and destinations. Correnti, Miller and Rowan, (2002); Jyoti and Sharma, (2009) expressed that," teachers explicitly, invest a lot of energy with their understudies in class, and thus they significantly affect understudy accomplishment".

4.3.5. Teachers Work Responsibility

To measure the teachers feeling on having responsibility to their work in the school a list of questions are administered. Table-7 below presents the overall mean and standard deviation of the teachers and principals, vice-principals and supervisors response.

Table 4.6: Teachers work responsibility on job.

No	Teachers and principals, vice-principals and supervisors		N	Mean	SD
	Respondents				
	Teachers (n=41)	Principal, vice-principal and supervisor(=12)			
1	I am comfortable with appropriate execution of professional responsibility.	Teachers are comfortable with appropriate execution of professional responsibility.	41	3.36	1.178
			12	2.18	1.054
2	I am satisfied with autonomy I have in making decisions about my daily tasks.	Teachers' satisfied with autonomy in the making decisions about daily tasks.	41	3.44	1.240
			12	2.48	1.260
3	Responsible to raise the awareness of the community.	Teachers are responsible to raise the awareness of the community.	41	3.34	1.339
			12	2.44	1.22
4	Freedom to use your judgment for effective work.	Teachers have freedom to use their own judgment for effective work.	41	3.06	1.341
			12	2.64	1.353
5	I feel comfortable with my present level of responsibility in my job.	Teachers' are comfortable with present level of responsibility in their job.	41	3.10	1.273
			12	2.45	1.223
6	I am satisfied with my perceived level of professional autonomy.	Teachers' satisfied with perceived level of professional autonomy.	41	2.86	1.323
			12	2.30	1.149
	Overall score teachers' Overall score principals, vice-principals & supervisors		41	3.19	1.28
			12	2.41	1.21

Scales; ≤ 1.49 =strongly Disagree, 1.5–2.49=Disagree, 2.5–3.49=Undecided,

3.5 – 4.49 Agree, ≥ 4.5 Strongly Agree.

As table 7 above uncovers, lion's share of the respondents of instructors had moderately good inclination on the act of duty in their job yet directors, vice-directors, and CRC chief had negative inclination on the educators' act of their obligation at work. The general mean score educators is 3.19 with a standard deviation of 1.28 demonstrates the degree of unsure and over all mean score of directors, vice-directors, and CRC managers is 2.41 with standard deviation of 1.21 show in the of couldn't help contradicting practice of instructors duty in the job. The mean estimation of item1 and 6 are beneath over all mean of CRC managers, directors and vice- directors. This shows that educators 'respondents are moderately better acts of their degree of duty at work than directors, vice-directors, and CRC managers reacts in the acts of obligation of educators in their job. The worda training office teachers, CRC chiefs, vice-directors and directors advancement facilitates talk with result on 08/009/12 E.C likewise expressed that:

"Most of teachers anticipate inception and order from the school head, division heads or other concerned staff individuals to accomplish their work in any case, scarcely any others educators' play out their undertaking without desire for their chief".

This demonstrates most educators' necessities outside weight in executing their assignment which shows the presence of low usage of expert duty of educators at work among general auxiliary teachers of the examination region. This decreases educators' inclusion in different school issues just as their endeavors in improving the understudies' scholarly accomplishment. This requirements better and improved administration

4.4. External Factors of Teachers' Job Satisfaction.

4.4.1 Teachers Promotion on the Job.

To obtain the teachers promotion and satisfaction on their promotion in the school, a list of questions are administered. Table-8 below presents the over all mean and standard deviation of the teachers and principals, vice-principals and supervisors response.

Table: 4.7 Teachers job promotion on the job.

No	Teachers' and principals, vice-principals and supervisors Respondents		N	Mean	SD
	Teachers (n=41)	Principal, vice-principal and supervisors(n=12)			
1	Fairness promotion opportunities in school.	Teachers are satisfied with fair promotion opportunities in school.	41	2.90	1.290
			12	2.23	1.104
2	I am satisfied with commitments at different level management for my promotion.	Teachers are satisfied with the commitments of different level management for their own promotion.	41	2.83	1.241
			12	2.23	1.073
3	The promotion process and Procedures used by my employers are fair.	The promotion process and Procedures used by their employer are fair.	41	2.86	1.331
			12	2.35	1.094
4	I am comfortable with the promotion opportunities available to me as a teacher.	Teachers are comfortable with availability of promotion opportunities.	41	3.05	1.318
			12	2.00	.910
Overall score of teachers			41	2.91	1.29
Overall score of principals, vice-principals & supervisors			12	2.20	1.04

Scales; ≤ 1.49 =Strongly Disagree, $1.5 - 2.49$ =Disagree, $2.5- 3.49$ =Undecided,

$3.5 - 4.49$ =Agree, ≥ 4.5 =strongly agree.

As the general mean score of instructors is 2.91 with a standard deviation of 1.29 in the degree of unsure yet, the general score of CRC chiefs, directors and vice-directors mean is 2.20 with standard deviation of 1.04 level in the of conflicts with practices of educators advancements. The thing 2 and 3 are underneath over all mean score of educators' advancement. The thing 4 is

likewise beneath generally score directors, vice-directors and CRC chief in the teachers' advancement. This demonstrates that Teachers' rates levels of satisfaction on advancement opportunity are generally in a way that is better than the paces of directors, vice-directors, and CRC chiefs' reactions on the degrees of advancement opportunity satisfaction at work. The woreda schooling office teachers, directors, vice-directors and supervisors' advancement facilitates talk with result on 08/009/12 E.C likewise demonstrates that:

"Most of teachers' are not content with advancement opportunity rehearses in light of the fact that more often than not advancements chance of instructors zeroed in on help year without considering the exertion distinction among educators and absence of solid duty of instructive administrators at various level to improve teachers' advancement on their job. The nonattendance of clear agenda for assessing educators' work and intermittently advancing society are the principle constraint".

This shows that, teachers' special open doors actually need more consideration in the investigation territory. Clear and ideal advancement chance of educators' hands on makes positive rivalry among instructors which improves understudies learning.

4.4.2 School Policy and its Administration

To obtain the practice of School policy and its administration on the teachers' job satisfaction in the school, a list of questions were administered for teachers and principals, vice-principals and supervisors.

Table:4. 8 School policies and its administration.

No	Teachers and principals, vice-principals and supervisors		N	Mean	SD
	Respondents				
	Teachers (n=41)	Principal, vice-principal and supervisors(n=12)			
1	The presence of clear school based rule and regulation is satisfied me.	The presence of clear school based rule and regulation satisfied teachers.	41	2.79	1.349
			12	2.97	1.402
2	Implementation of rule and regulation with in school is satisfied me.	Teachers are satisfied with implementation of rule and regulation with in school.	41	2.89	1.347
			12	2.50	1.167
3	The way in treating all teachers equally in the school satisfied me.	Teachers are satisfied with equal treatment all of teachers.	41	3.06	1.247
			12	2.50	1.333
4	The way principals lead the School is satisfied me.	The way principals lead the School is satisfied teachers.	41	3.09	1.316
			12	2.93	1.337
5	I am satisfied with my involvement in school decisions.	Teachers' are satisfied with involvement in school decisions.	41	2.98	1.248
			12	2.57	1.278
6	The way the school deals with complaints of teachers.	The way the school deals with complaints are satisfied teachers.	41	2.68	1.312
			12	2.30	1.264
	Overall teachers score Overall principals, vice-principals & supervisor		41	2.91	1.30
			12	2.62	1.29

Scales; ≤ 1.49 =Strongly Disagree, $1.5- 2.49$ =Disagree, $2.5- 3.49$ =Undecided,

$3.5 - 4.49$ =Agree, ≥ 4.5 =strongly agree.

As table 9 above reveals that, over all means core of teachers' is 2.91 with standard deviation of 1.30 indicates the level in an undecided and also overall mean score of directors', vice-directors, and CRC managers is 2.62 with a standard deviation of 1.29 show in

the level of undecided with practice of school policy and its administration on the teachers job satisfaction. But, item 1, 2, and 6 of teachers' response is below from over all mean of teachers and also, Item 2, 3, 5 and 6 of directors, vice-directors and supervisors' is below from over all mean score of directors, vice-directors and supervisors. The responses of teachers and principals, vice-principals and supervisors are relatively satisfied the practices of school policy and its administration in the study area. The woreda education office teachers, directors, vice-directors and supervisors development coordinates interview result on 08/ 09/ 12 E.C also indicates that:

“Almost all teachers accepted the presence of clear school based policy. However, the poor implementation of policy by school principal and others school administrators of PTA as well as school board in the school reduced satisfaction of teachers towards school policies. The majority of the members of PTA and school boards are lack academic background which limits the quality of decision”.

This indicate that the school principals and others school administrators of PTA and school board awareness and technical skills in implementation of school policy and this may influence teachers' job satisfaction on the job.

4.4.3 Teachers' Supervision Practices.

To examine the feeling of teachers' towards the practices of supervision in the school a list of questioners distributed for teachers, and directors, vice-directors and CRC managers.

Table: 4.9 supervision practices.

No	Teachers and principals, vice-principals and supervisors Respondents		N	Mean	SD
	Teachers (n=41)	Principal, vice-principal and supervisor(n=12)			
1	Supervisors initiate me to discuss on various academic issues	Supervisors initiate teachers to discuss on various academic issues	41	2.76	1.255
			12	3.00	1.462
2	Supervisors technically 'know-How' to supports me.	Supervisors technically 'know-how' to support teachers.	41	2.79	1.291
			12	3.20	1.375
3	I am supervised in a supportive And democratic manner.	Teachers are supervised in a supportive and democratic manner	41	2.89	1.345
			12	3.27	1.311
4	School supervisors observe classroom instructions regularly	School supervisors observe classroom instructions regularly	41	2.54	1.362
			12	3.23	1.382
5	School supervisors provide training on various issues.	School supervisors provide training on various issues	41	1.70	.942
			12	2.90	1.322
	Overall score of teachers' Overall score of principals, vice-principal, & supervisors.		41	2.53	1.24
			12	3.12	1.37

Scales; ≤ 1.49 =Strongly Disagree, 1.5– 2.49 =Disagree 2.5– 3.49 =Undecided,

3.5 – 4.49 =Agree, ≥ 4.5 =strongly agree.

As the general mean score of instructors in the above table is 2.53 with a standard deviation of 1.24 and the general mean score of directors, vice- directors and CRC chief 3.12 with standard deviation of 1.37 in the two of them are in the degrees of unsure for practices of management in the investigation territory. Thing 5 for teachers and CRC managers, vice-directors and directors are beneath from over all scores of educators and directors, vice-directors and CRC managers. The practices management in the school isn't completely fulfilled at work. The worda schooling office educators, directors, vice-directors and CRC managers' advancement organizes talk with result on 08/09/12E.C additionally shows that:

"The way of life of management in the school isn't sufficient to improve the expert aptitude of teachers' on their job in light of the fact that the execution of oversight need duration and a few teachers and school additionally don't have great perspectives for oversight. They accept that oversight uncover their shortcoming than improving their calling. Consequently, both inward and outside management isn't successful and needs restriction to bring the longing result".

This shows inadequate management of educators diminishes the successful execution of teachers and impacts teachers' level job satisfaction at work. Subsequently, compelling oversight of teachers is significant for effectively usage of school objective and goals.

4.4.4 Level of Teachers' Satisfaction on their Income.

For the sake of examining the teachers' level of satisfaction on the job; the following questioners were distributed for teachers, principals, vice-principals and supervisors

Table4.10: Teachers' level of satisfaction on their income.

No	Teachers and principals and vice-principals and supervisors respondents		N	Mean	SD
	Teachers (n=41)	Principal, vice-principal and supervisor(n=12)			
1	My monthly salary is sufficient to satisfy all important expenses.	Teachers' monthly salary is adequate and satisfied to all important expenses.	41	1.71	.922
			12	1.72	1.142
2	I am satisfied with timely payment of salary.	Teachers' are satisfied with timely payment of salary.	41	2.78	1.481
			12	1.87	1.042
3	My salary enhanced job commitment.	Teachers' salary enhanced job commitment.	41	2.65	1.361
			12	3.73	1.230
4	I am underpaid in relation To my efforts.	Teachers' are underpaid in relation to their efforts.	41	2.10	1.140
			12	2.83	1.464
5	Additional incentive received for extra work.	Teachers' are additional incentive received for their extra work.	41	1.93	1.094
			12	1.97	1.326
6	I entered the teaching Profession because of its good pay.	Teachers are entered the teaching profession because of its good pay.	41	3.11	1.219
			12	1.90	.960
Overall score of teachers			41	2.38	1.20
Overall score of principals, vice-principals & supervisor score			12	2.33	1.19

Scales ≤ 1.49 =Strongly Disagree, 1.5– 2.49 =Disagree, 2.5– 3.49 = Undecided,

3.5 – 4.49 =Agree, ≥ 4.5 =strongly agree.

As table 11 above uncovers that, general mean score instructors is 2.38 with a standard deviation of 1.20 And additionally over all mean score of directors, vice-directors, and CRC chief are 2.33 with standard deviation of 1.19 shows in the degree of conflict with pay. Thing 1, 4, and 5 of educators underneath over all mean score of educators. Thing 1, 2, 5, and 6 of directors, vice-directors and CRC chiefs underneath over all mean of directors, vice-directors and CRC managers. This reaction shows that instructors' degree of satisfaction on pay is low. The woreda schooling office, Teachers', directors, vice-directors and CRC chiefs improvement facilitates talk with result on 13/09/12 E.C likewise shows that:

"Generally with other calling teachers' pay is low and other extra impetuses are in sufficient for an additional work, for preparing and meeting at various levels from the school to zone level. Most teachers' didn't feel satisfaction in their life which drives educators' to despise their calling". So that absence of moderately low pay and other motivation just as advantages for other extra work decreases teachers' premium and level of satisfaction in job which may limits the degree of exertion on their day by day exercises and impacts the nature of their work. As indicated by Ahuja and Shukla (2007), "when motivators is offered for meeting explicit objectives, the worker is probably going to exhaust more energy and exertion into the job and from that point the impetus will be given to the representative as a prize when the objective is met".

4.4.5 Work Relationship of Teachers' and their Level of Job Satisfaction.

To assess the teachers' work relationship and their level of satisfaction in the job; the following questions are distributed to teachers, principals, vice-principals, and supervisors. The result presents in the table below.

Table 4.11 Work relationship of teachers.

No	Teachers and principals, vice-principals and supervisors respondents		N	Mean	SD
	Teachers (n=41)	Principal, vice-principal and supervisors (n=12)			
1	I am satisfied with the relations of the school management team.	Teachers are good relationship with management team.	41	3.44	1.322
			12	2.39	1.246
2	I am satisfied with staff members' cooperation to work.	Teachers' are satisfied with staff members' cooperation to work.	41	3.88	5.192
			12	2.15	1.043
3	I am satisfied in relationship with the school students.	Teachers are satisfied with relationship of students.	41	3.34	1.350
			12	1.93	1.172
4	I am satisfied in the relation with staff members.	Teachers are satisfied with relation of staff members.	41	2.81	1.359
			12	2.29	1.231
5	I am satisfied work with relationship of supervisors.	Teachers are satisfied with work relationship of supervisors.	41	2.84	1.331
			12	2.15	1.168
	Overall score of teachers Overall score of principals, vice-principles, and supervisors.		41	3.26	2.31
			12	2.42	1.18

Scales; ≤ 1.49 =Strongly Disagree, 1.5– 2.49 =Disagree, 2.5– 3.49 =Undecided,

3.5 – 4.49 =Agree, ≥ 4.5 =strongly agree.

As table 12 above uncovers that, the general mean score of teachers' is 3.26 with a standard deviation of 2.31 demonstrates the degree of uncertain with training of work connection in any case, by and large mean score of directors, vice-directors, and CRC managers is 2.42 with standard deviation of 1.18 show in the degree of conflict with training of work connection of educators on job. Thing 4 and 5 of educators mean is underneath from the general mean scores of teachers. Thing 3 and 5 of directors, vice-directors and CRC managers mean is beneath from the general mean scores of directors, vice-directors and CRC managers. This shows that educators, reaction practice of work connection is moderately in a way that is better than the reaction of directors, vice-directors and CRC managers in the acts of work connection of educators at work. The open finished inquiries uncovered that most of the instructors don't have a decent connection with school organization. There is likewise some sort of differences among educators themselves.

The woreda schooling office teachers, directors and vice-directors advancement facilitates talk with result on 13/09/12 E.C likewise expressed that:

"Most of teachers don't have a decent connection with woreda training specialists and their quick officers because of disagreement regarding move and duration backing of officers. Most teachers accept that the woreda education office experts and others officers went to the school for extricating the school and educators issues than supporting".

So that absence of good relations between teachers with school chairmen, understudy, woreda training experts limits achievement of accomplishing of the craving school objective and goals. As per Oshagbemi (2001), people who see better relational fellowships with their collaborators and quick directors' lead more elevated levels of job satisfaction

4.4.6 Work Condition of Teachers' and their Level Job Satisfaction.

To assess the teachers' job satisfaction on their school working conditions; the following questions are administered to teachers, principals, vice-principals and supervisors. The following table contains the summary of the teachers and principals, vice-principals and supervisors response for each item.

Table 4.12 Work condition of teachers' and their level of job satisfaction.

N	Teachers and principals, vice-principals and supervisors respondents		N	Mean	SD
	Teachers(n=41)	Principal, vice-principal and supervisors(n=12)			
1	I am satisfied with creating clean, initiating and comfortable working area.	Teachers are satisfied with clean, initiating and comfortable area in the school.	41	2.61	1.334
			12	2.17	1.206
2	I am satisfied with accessibility of transportation.	Teachers are satisfied with accessibility of transportation	41	2.20	1.180
			12	2.10	1.125
3	I would not like to be transferred to another school.	Teachers would not like to be transferred to another school.	41	2.87	1.264
			12	1.70	.794
4	I am satisfies with participation in co-curricular activities in school.	Teachers are satisfied with their participation in co-curricular activities in the school.	41	2.91	1.272
			12	2.33	1.155
5	I am satisfies with supply of sufficient amount of material, tools for teaching learning process.	A teacher satisfies with supply of sufficient amount of material, tools for teaching learning process.	41	3.12	1.299
			12	2.23	.971
6	I am interested to attend all the time in my instructional class in the school.	Teachers are interested to attend all the time in instructional class in the school.	41	2.70	1.372
			12	2.23	1.006
7	Student attitudes towards education in school is enhanced my job satisfaction.	Students' attitudes towards education in school is enhanced teachers' job satisfaction.	41	2.28	1.319
			12	2.00	.947
8	I am satisfied refreshment material of within school (DSTV, Tennis...)	Teachers are satisfied with refreshment material of within school (DSTV, Tennis...)	41	1.89	1.171
			12	2.03	1.033
	Overall score of teachers' Overall score of principals, vice-principals, & supervisors		41	2.57	1.21
			12	2.09	1.02

Scales; ≤ 1.49 =Strongly Disagree, $1.5-2.49$ =Disagree, $2.5-3.49$ =Undecided

$3.5 - 4.49$ =Agree, ≥ 4.5 =strongly agree.

As table 13 above uncovers that, the general mean score of instructors is 2.57 with a standard deviation of 1.21 demonstrates the degree of uncertainty with work state of educators yet, the general mean score of directors, vice-directors, and CRC managers is 2.09 with standard deviation of 1.02 shows in the degree of conflict with work state of educators on job. Things 2, 7, and 8 of educators mean is beneath from over all mean score of educators. Things 3, 7, and 8 of directors, vice-directors mean is underneath from the general mean score directors, vice-directors and CRC managers. This shows that the reactions of educators are for work condition is generally in a way that is better than the reactions of directors, vice-directors and CRC managers' reactions in the degree of work connection inside investigation territory. Mass of open finished inquiry uncovered that ominous working condition in the schools. Since, absence of internet providers, DSTV and deficient reward material, insufficient PCs access in recently open secondary school, absence of legitimate occupant for rustic secondary teachers, absence of power in some secondary school, absence of unadulterated drinking water, low moving chances, absence of transportation and inaccessibility of street in some provincial secondary school, exorbitant cost of investment property for metropolitan educators. Indeed, even in some as of late opened auxiliary school, instructors do not have the admittance to get food and medical care administrations. Educators additionally, rate the act of move of instructors inside Zone and Woreda. In like manner, 33 out of 41(80.48%) rates uncalled for, 3 out of 41(7.3%) rates somewhat reasonable, and 5 out of 41(12.19%) rate reasonable. Also, directors and vice-directors practice of move is 8 out of 12(66.66%) rate out of line, 2 out of 12(16.66%) rate somewhat reasonable and 2 out of 12 (16.66%). This shows that a huge quantities of educators are not fulfilled on the acts of moves inside Zone and Woreda. A meeting result on 13/09/12 E.C additionally show that:

"The overall optional schools particularly in the recently opened schools there is nothing but bad workplace for instructors which start educators' job satisfaction, in light of the fact that these overall auxiliary schools need important school offices and types of gear because of spending issues. Indeed, even there are around couple of schools where their development is completely completed yet which gives administrations. In light of these most educators burn through rest time in looking through other job in metropolitan zone than wanting to help their understudies through instructional exercise classes".

So that, these all issue makes a test for educators influences their advantage and decreased the degree of job satisfaction of instructors. This thusly impacts the understudies' scholastic exhibition just as accomplishing the ideal schools objective and destinations. Robbins, (2005), expressed that "working condition sensibly affects a worker's job satisfaction in light of the fact that the representatives incline toward actual environmental factors that are protected, clean, and agreeable for works".

To analyze the inward and outer variables affecting instructors' job satisfaction when all is said in done auxiliary schools educators of Oromia Special Zone Around Finfine; the mean and Std.deviation is led for educators and directors, vice-directors and CRC chiefs respondents. The table under neath show that the respondents of instructors for the level of looking at the outer and inward factors impacting educators' job satisfaction in the examination zone.

Table 4.13: external and internal factors influencing teachers’ job satisfaction

Descriptive Statistics

Variable	mean	Std Deviation	Number of teacher
External factors	91	12.41	41
Internal factors	86.53	11.62	41

The mean value of external factor is 91with 12.41standard deviation but, the mean value of internal factor is 86.53 with the standard deviation of 11.62.The above table of teachers’ respondents revealed that external factors are more influence than internal factors on teachers’ job satisfaction in the study area.

Descriptive Statistics

Variable	Mean	Std. Deviation	No.(principal, vice-principal supervisors)
External factors	87.33	10.18	12
Internal factors	76.08	5.31	12

The mean estimation of outer factor is 87.33 with 10.18 standard deviation at the same time, the mean estimation of interior variable is 76.08 with the standard deviation of 5.31. This above table of directors, vice-directors, and supervisors’ reactions shows that outer components are more

impact than interior factor on teachers' job satisfaction in the investigation territory responsibility on their Job.

This segment incorporates the investigation of information acquired from educators and directors, vice-directors, and CRC managers on educators' duties of general auxiliary school of Oromia Special Zone Around Finfine. To answer the third fundamental examination questions; the inquiries were introduced in the survey to be reacted by educators, directors, and vice-directors and CRC managers in the accompanying tables.

4.5.1. Teachers' Affective Commitment on the Job.

For the sake of examining the teachers' level of affective commitment on the job the following questioners were distributed for teachers, principals, vice-principals and supervisors.

Table: 4.14 affective commitments of teachers' on the job

No	Teachers and principals, vice-principals and supervisors respondents		N	Mean	SD
	Teachers (n=41)	Principal, vice-principal and supervisors(n=12)			
1	My teaching profession is Important to my self-vision.	Teaching profession is important to Teachers' self-vision.	41	3.10	1.393
			12	2.53	1.074
2	I believe that my school vision is my vision.	Teachers believe that school vision is teachers' vision.	41	3.21	1.349
			12	2.41	1.103
3	I am proud to be in my teaching profession.	Teachers proud to be in their teaching profession.	41	3.23	1.402
			12	2.30	1.149
4	My profession is a great deal of personal meaning for me.	Teaching profession is a great deal of personal meaning for teachers.	41	3.08	1.357
			12	2.27	1.230
5	I feel emotionally attached to my teaching.	Teachers are emotionally attached to teaching.	41	3.29	1.261
			12	1.98	.891

6	I encourage my staff member to complete the task timely with full dedication and accuracy to increases the productivity of the school.	Teachers encourage each others to complete the task timely with full dedication and accuracy to increases productivity of the school.	41	3.05	1.338
			12	2.13	1.074
7	I do not mix my feeling, emotions and personal problems in my professional work.	Teachers do not mix their feeling, emotions and personal problems in their profession work.	41	2.56	1.351
			12	2.00	.743
Overall score of teachers' Overall score of principals, vice-principals and supervisors			41	3.07	1.35
			12	2.23	1.03

Scales; ≤ 1.49 =strongly Disagree, $1.5-2.49$ =Disagree, $2.5-3.49$ =Undecided

$3.5 - 4.49$ =Agree, ≥ 4.5 =strongly agree.

As table 15 above uncovers that, general mean score of educators is 3.07 with a standard deviation of 1.35 demonstrates the degree of uncertain inside instructors' full of feeling duty however, by and large mean score of directors, vice-directors, and CRC managers is 2.23 with standard deviation of 1.03 show in the degree of difference inside educators' emotional responsibility at work. Thing 6 and 7 of educators' mean is underneath the mean of over all's center of educators. Thing 5, 6, and 7 of directors, vice-directors and CRC managers mean is underneath generally speaking score mean of directors, vice-directors and CRC managers in the above table. This shows that the reaction of educators for full of feeling duty is moderately in a way that is better than the directors, vice-directors and CRC managers reactions for emotional responsibility in job. A meeting result on 13/09/12 E.C additionally shows that:

"More often than not teachers in the school need commencement and order from quick supervisor to accomplish their work and their advantage to accomplish the craving school objective and targets without anyone else are restricted. More often than not there is no sound rivalry among educators. Educators contend among themselves to increase some sort

of advantages than accomplishing school objective. Educators proficient responsibility is extremely low".

This demonstrates that most of educators' responsibility in accomplishing school objective and targets is low. The low duty of instructors' to accomplish school objectives restricted understudies' scholastic accomplishments.

4.5.2 Teachers' Continuance Commitment on the Job.

For the sake of examining the teachers' level of continuance commitment on the job; the following questioners were distributed for teachers, principals, vice-principals and supervisors.

Table: 4.15 continuance commitments of teachers' on the job

No	Teachers and principals, vice-principals and supervisors respondents		N	Mean	SD
	Teachers (n=41)	Principal, vice-principal and supervisors(n=12)			
1	Changing teaching profession now would be difficult for me to do.	Changing teaching profession now would be difficult for teachers.	41	2.60	1.327
			12	2.60	1.133
2	Too much of my life would be disrupted if I were to change my teaching profession now.	Too much of teachers' life would be disrupted if teachers were to change their teaching profession now.	41	2.98	1.337
			12	2.10	.803
3	For me personally, the cost of leaving teaching would be far greater than the benefit.	For teachers personally, the cost of leaving teaching would be far greater than the benefit.	41	2.64	1.302
			12	2.60	1.221
4	I would not leave teaching right now because I have a sense of obligation to teaching.	Teachers would not leave teaching right now because teachers have a sense of obligation to teaching.	41	2.62	1.389
			12	2.10	.885
5	I will not change teaching if am offered better working condition and safety in other sector.	Teachers will not change teaching if teachers offered better working condition and safety in some other sector.	41	2.71	1.392
			12	2.07	1.015
	Overall score of teachers'		41	2.71	1.34
	Overall score of principals, vice-principals & supervisors		12	2.29	1.01

Scales; ≤ 1.49 =Strongly Disagree, 1.5– 2.49=Disagree, 2.5– 3.49=Undecided,

3.5 – 4.49 =Agree, ≥ 4.5 =strongly agree

As table 16 above uncovers that, general mean score of educators is 2.71 with a standard deviation of 1.34 demonstrates the degree of unsure inside educators' duration duty at the same time, by and large mean score of directors, vice-directors, and CRC chiefs is 2.29 with standard deviation of 1.01 shows in the degree of difference inside educators' continuation responsibility at work. Thing 1, 3, and 4 of educators' mean is beneath the mean over all's score of educators. Thing 2, 4 and 5 of directors, vice-directors and CRC managers mean is beneath over alls center mean of directors, vice-directors and CRC managers in the above table. This shows teachers' reactions for duration duty is moderately in a way that is better than the reactions of directors, vice-directors, and supervisors in the investigated region. A meeting result on 13/09/12E.C additionally shows that:

"Enormous quantities of teachers are compelled to remain in showing calling due to absence of choice to be exchange into other area which generally improves installment and different motivating forces just as advantages than educating. Not with standing, most of the educators either graduated in other degree or figuring out how to be graduated in none showing calling in private school/colleges that prepare them to leave instructing calling".

This shows that most of the educators in the encouraging calling in the examination zone would prefer not to proceed with instructing callings. They stand by a chance to leave showing calling which may decrease the responsibility of educators' on job. The low degree of duration responsibility of teachers' places its weight in accomplishing the school objectives and destinations.

4.5.3 Teachers' Normative Commitment on the Job.

For the sake of examining the teachers' level of normative commitment on the job; the following Questioners were distributed for teachers, principals, vice-principals and supervisors.

Table: 4. 16 Normative commitments of teachers' on the job.

No	Teachers and principals, vice-principals and supervisors Respondents		N	Mean	SD
	Teachers (n=41)	Principal, vice-principal and supervisors (n=12)			
1	I would feel guilty if I left my teaching profession.	Teachers' would feels guilty if they left teaching profession.	41	3.14	1.348
			12	2.13	1.042
2	I am in my teaching profession because of my sense of loyalty to it.	Teachers are in teaching profession. Because they have senses of loyalty to it.	41	2.96	1.414
			41	2.03	.999
3	I feel a strong sense of belonging to my teaching.	Teachers' have a strong sense of belonging to teaching.	41	2.89	1.410
			12	2.13	.900
4	I dislike those who hamper the image of my teaching.	Teachers dislike those who hamper the image of teaching.	41	3.79	1.530
			12	2.20	1.031
	Overall score of teachers'		41	3.19	1.42
	Overall score of principals, vice-principals & supervisors		12	2.12	0.99

Scales; ≤ 1.49 =Strongly Disagree, 1.5– 2.49 =Disagree, 2.5– 3.49 =Undecided,

3.5 – 4.49 =Agree, ≥ 4.5 =strongly agree.

As table 17 above uncovers, over all mean score of educators is 3.19 with a standard deviation of 1.42 demonstrates the degree of uncertain inside educators' regulating duty yet, generally speaking mean score of directors, vice-directors, and supervisors is 2.12 with standard deviation of 0.99 shows in the degree of difference inside teachers' standardizing responsibility at work. Thing 1 and 3 teachers of mean were underneath from the general score of educators mean. Thing 2 of directors, vice-directors and supervisors is underneath from by and large score of directors, vice-directors and supervisors in the table above. This shows the degree of

regularizing duty of teachers in present place of employment isn't completely dedicated. A meeting result on 14/09/12E.C likewise expressed that:

"At the point when we thoroughly analyze pretty much the amateur's educators' have low good obligation than more experienced. Since the fledgling educators faces diverse sort of challenge at first when they required into educators life. This is the thing that the novices' instructor thinks about showing life at school/colleges and the genuine of educators in work region inside network is extraordinary. Educators' life is brimming with troubles contrasted and other calling. There is a low good obligation of instructors. Since, most of the educators' have low satisfaction on their present place of employment".

So that, low teachers' satisfaction lead for low good obligation of educators' breaking point the accomplishment of school objective and targets just as understudies exhibitions. High good duties of teachers' in the job contribute for the accomplishment of school objectives and destinations just as the scholarly accomplishment of understudies.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATIONS

This parts of the study deals with the summary of the major findings, conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the teachers' satisfaction and commitment in general secondary schools of Oromia Special Zone around Finfine.

5.1 Summary of the finding.

The main purpose of this study was to investigate the relations between teachers' job satisfactions and commitment in general secondary schools of Oromia Special Zone Around Finfine. In order to achieve this purpose, the study attempted to answer the following basic questions.

- ✓ What does the relationship between teachers' job satisfaction and commitment in general secondary schools of Oromia Special Zone around Finfine?
- ✓ What are the internal and external factors influencing teachers' job satisfaction in general

Secondary Schools of Oromia Special Zone around Finfine?

- ✓ What does the extends of teachers commitment look like in general Secondary school of Oromia Special Zone Around Finfine?

To answer these research questions, mixed concurrent nested approaches was employed. To this effect the study is conducted in 4 randomly selected general secondary schools of Oromia Special Zone around Finfine. A total of 55 teachers were selected through random sampling technique, especially lottery method, to participate in the study. Furthermore, 4 principals, 4 vice-principals, 4 supervisors and 4 Woreda education offices were selected through census, since they have direct relation in supporting and monitoring activities of teachers. To gather necessary information on the issue 55 questionnaires were distributed to teachers, and only 41 are properly filled and returned, 12 questionnaires were distributed to principals, vice-principals, and supervisors and all 12 were properly filled and returned. In addition, unstructured interview was conducted with 4 Woreda education offices to extract in-depth information regarding to teachers' job satisfaction and commitment.

The data collected from teachers through questionnaire were analyzed and interpreted by using statistical tool such as percentage, mean, standard deviation and Pearson product correlation coefficient. The data gathered through open ended items of the questionnaire and unstructured interview were analyzed qualitatively using narrations to support the result obtained from quantitative analysis.

On the basis of the analysis made on the data gathered through the above procedures, the major findings of the study are summarized as follows:

There respondents' characteristics showed that, the gender of respondents were dominated by males. Out of 53 teachers 45(84.9%) are male and 8(15.09%) are female. In terms of age 4(27.54%), 21(39.62%), 17(32.07%), and 11(20.75%) of teachers are in the age of 25 and below, 26-30, 31-35, and 36 & above respectively. So the majority of teachers in Oromia Special Zone Around Finfine are under the age 36 years old. The educational qualification of teachers were 41(77.4%) are degree and 12(22.6%) are MA/MSc degree holders. As the result reveals, mass of teachers are first degree holder in Oromia Special Zone Around Finfine, general secondary schools. The service years 6(11.3%), 9(16.9%), 9(16.9%), 13(24.5%), 9(16.9%) and 7(13.2%) of the sample teachers have the service of below 1, 1-5, 6-10, 11-15, 16-20 and 21 and above respectively. As the result indicates, more teachers are in the service year of 15 years and below. In relation with location of the school 18(33.9%), and 35(66.03%) of teachers are in rural and urban respectively.

A Pearson correlation analysis was computed to examine the relation between teachers' job satisfactions with their commitment in general secondary school of Oromia Special Zone Around Finfine. The results revealed significant and positive relationship between teachers' job satisfaction and commitment ($r=0.802$, $N=41$). Higher levels of teachers' job satisfaction were associated with higher levels commitment in the study area. The data of teachers, principal, vice-principals and supervisors rate also indicated that the relation between teachers' satisfaction and commitment.

The findings related to the issue of internal and external factors influencing teachers' job satisfaction indicate that:

- ❖ In the general secondary school of Oromia Special zone Around Finfine both internal and external factors influences teachers' job satisfaction. The result indicates that most of internal and external factors scored below three as mean averages of linker scales. As the mean and standard deviation teachers' and principals, vice-principals and supervisors responds revealed that relatively the external factors have more influence than internal factors on teachers' job satisfaction in the study area. As interviews result a show, the majority of the teachers' develops low interest and initiation to transmit their knowledge and to achieve the desire schools goals and objective. Because of this teachers contribution to improve the academic achievements of students and the desire schools goals and objectives which help to improve educational quality is limited.

The end results related with the extent of teachers' commitment on the job indicated that: In the general secondary school of Oromia Special Zone Around Finfine affective, continuance and normative commitment are low. The result indicates that most of score in linker scale means average is below three. The result indicates in the linker scale of the mean average mass of teachers' score were relatively better than principals, vice-principals and supervisory score for the level of teachers' commitment in job. The interview result tells us that as the majority the teacher shows low commitment in their job. Due to this, a large numbers of teachers' in the school expect the order of their immediate supervisor of either department head or school principal to do their job, poorly interested to achieve school goal and objective, lack of willingness to do other addition tasks, quarreled and dispute with wereda education management and experts. The majority of teachers stay in teaching profession is due to lack of alternative to change into other sector which emanates due to low moral responsibility in the job. Therefore, the mass of teachers either graduated or educating to be graduate in other none teaching course that will help them to leave teaching profession.

5.2. Conclusions

In view of the discoveries of the examination, the accompanying ends are given.

- The connection between teachers' job satisfaction and their responsibility is solid and positive relationship in teachers' and directors, vice-directors and CRC managers respondents. A more significant level of instructors' job satisfaction is related with more elevated levels responsibility in the examination region. However, the degree of educators' job satisfaction and their dedication are not acceptable in the investigation zone. As the examination shows, restricted degree of teachers' job satisfaction and their dedication have its own effects on instructing and understudies learning in the investigation zone, the accomplishments of the school objectives and targets just as tending to the public objective of carrying instructive quality to diminish ignorance . Plus, the discoveries likewise show that the endeavors and the exercises to improve instructors' job satisfaction and duty beginning from the school to other instructive structure are restricted. So that, attempting to enhance educators' job satisfaction and responsibility by presenting changes activities and changes are significant. This may incorporate exercises like consistent help through management, making exhaustive expert and scholarly preparing, either improving or adjusting the pay and motivating forces of instructing family members to other calling, working for reasonable advancement and move, improving the expertise of school organization and... and so forth are significant.
- Teachers' disposition towards their present place of employment isn't positive. This is a direct result of the impact of both interior and outer variables in the instructors' job satisfaction. Absence of the admittance to important material that help educators to apply their greatest expertise and information by and by in the school and low culture of expert and scholarly preparing just as experience sharing system inside school and out of the school in the investigation region. So that, it is smarter to satisfy the admittance to various material and administrations which makes instructing and understudy learning simple and handy such administrations like research facility, ICT focuses, academic focuses and library.
- The culture of acknowledgment for educators as a rule optional school of Oromia Special Zone Around Finfine didn't have progression. The endeavor to acknowledgments, either

by school or woreda consistently faces an extraordinary complaint from instructors. This is essentially because of the ability of head quality in surveying the very much performed instructors, helpless accomplishments of understudies result, absence of ceaseless help from chief, and relating teachers' acknowledgment and different exercises with spending shortfall as opposed to making their best endeavor to perceive better educators' exhibition by woreda instructive office. This is additionally diminishes educators to utilize their most extreme exertion in showing learning measure.

- In connection with outside elements of job satisfaction, teachers are not happy with current pay and motivation rehearses comparative with the weight of the calling and with other none showing calling which thusly decreased the social benefit of instructing calling. The management practice in the schools likewise gives more accentuation on assessing the frail side of instructors as opposed to consistently supporting educating calling. This makes instructors to create negative mentalities towards the estimation of oversight rehearses.
- besides, the act of work condition in the schools are not completely fulfilled educators' in the job on account of absence of internet providers, DSTV and other reward material, deficient PCs access in new open secondary school, absence of legitimate occupant house in rustic secondary school, absence of power in some secondary school, unadulterated water, moving chances, transportation inaccessibility in some country secondary school, excessive cost of investment property in metropolitan zone. Over all some recently opened school needs shops and the admittance to get any food to eat decreases educators' job satisfaction in the investigation territory.
- Generally, the outside variables of teachers' job satisfaction have generally more impact than inward factors on teachers' job satisfaction in the investigated region. So that, it is prudent to give more accentuation on outside elements of teachers' job satisfaction as opposed to interior variables of job satisfaction on the examination territory.
- Teachers' duty on their job in the investigated territory is restricted. Since the level of full of feeling, duration and regularizing responsibility of teachers in the investigated territory shows as low duty of teachers. Most of teachers in the school need the request and order of division head/chief to take care of their responsibility, and low intrigued to accomplish the ideal school objective and goals. An enormous number of teachers likewise are not

intrigued to proceed with showing calling because of low good obligation in instructing calling. Thus, it is significant taking a shot at to improve educators' dedication by recognizing the instance of dissatisfaction related with calling to accomplish the longing school objectives and tending to the public objective of improving instructive quality.

5.3. Recommendations

In To bring better and improved instructing and understudies learning it is fitting to work and develop educators' job satisfaction and responsibility. Thus, to utilize the most extreme educators' information and aptitudes, to improve understudy execution, at that point to improve instructive quality which pointed toward destroying ignorance, the accompanying proposals are expressed as answer for all concerned instructive pioneers and structures (school directors, CRC chiefs, Woreda and zone instructive bureau as well as and others) in Oromia Special Zone Around Finfine.

1. Zone schooling office and Woreda bureau should attempt to improve teachers' job satisfaction and their responsibility in the job. That is through attempting to have a cozy relationship with regular teachers and put forth the most extreme attempt to really tackle teachers arrangement issues which raised by most of teachers, for example, absence of reasonable pay and motivations, duration positive directors backing, reasonable and responsible techniques for move, creating polished skill through preparing, reasonable acknowledgment and advancement for better execution may expand teachers' satisfaction and their dedication in work which improves understudies learning.

2. The school and woreda instructive bureau should work as a team with network to satisfy various materials and administrative measures which causes teachers to apply their most extreme information and ability to make educating and understudies learning more pragmatic, for example, ICT, library, research facility, teaching method and so forth The schools administrators and the executives staff should make positive work rivalry among educators by planning best work agenda, follow up systems, growing better input culture and positioning the presentation of educators' week after week/month to month or semester. Acknowledgment and advancement for better performed instructors through reasonable and evenhanded money

related or different activities as remunerations through viable arranging in spending plan are required.

3. The school, woreda instruction bureau and zone offices should work in in cooperation with others supportive agents in agreeable manner to make working condition suitable for teachers by satisfying the admittance to get the arrangement of unadulterated water, power, transportations, the interest of educators and other help to construct house in metropolitan territories and just as other essential reward material like internet providers, DSTV, tennis and other. These may assist teachers with improving their satisfaction and to be submitted for their work.

4. Improving the act of oversight is significant. CRC oversight should be upheld by inward management group pointed toward creating group instructing and sharing experience among staff. The oversight which is made by CRC chief and woreda instructive master should be customary and continuation just as should accentuation in supporting and improving instructors' specialized aptitude than issue finding.

5. Dedicated to improve the outside components than the interior factor is significant. Since the after effect of the discovering shows that the outer variables impacts teachers' job satisfaction than inward factors. Subsequently, the Schools, woreda instruction bureau and Zone education bureau should work as a team with network NGO just as with higher instructive structure to improve teachers' satisfaction and their responsibility at work.

6. Putting forth the greatest attempt to improve teachers' low full of feeling duty in the school is significant. As the discovering shows that the lion's share the teachers' needs the request order of office or chief to play out their jobs. Henceforth, making rehashed conversation and impetuses and other component to raise the interest and commencement of teachers' at that point to improve teachers' full of feeling duty is extremely basic to accomplish the longing school objective and targets. So that, the school, woreda instruction office should work with network to improve teachers' full of feeling responsibility.

7. Attempting to keep the duration responsibility of teachers in their calling and limiting the high propensity of turnover of educators to leave training calling is likewise significant. As the finding shows, there is low continuation duty of educators in their calling and absence of choice to leave their calling is the main consideration for educators to remain in showing calling in the investigation zone. Accordingly, the school, woreda instruction office and Zone training division should work with network, NGO just as with other government structure on the measure to be taken to improve the life of teachers and educating as intriguing calling that urge educators to remain in their calling. Since, any one should mindful that teachers profoundly contribute in tending to the public objective of instructive quality as an teachers builds up his/her showing calling in long periods of duration.

8. Persevering to expand teachers' job satisfaction and to raise the ethical duties of educators focused on to improve the regularizing duty of teachers in the job is pivotal. As discovering shows there were low good duties of teachers which came about because of low satisfaction of teachers in the calling. Because of this, the school, woreda and zone instructive office should work with network, NGO just as other government bodies to improve instructors' expert good obligation in the job by expanding educators' job satisfaction. This thus improves teachers' mentalities and start teachers for better work. These all upgrade understudies figuring out how to accomplish the school objectives and destinations just as add to training quality on the loose.

9. Toward the end however not last, the school head and the executives' gatherings should make positive social relationship among members of the staffs through various methods pointed toward making solid working group power. This makes mental and passionate belongingness among teachers and solidarity work sprits inside the school to stand together against the hindrance for instructing and understudies learning.

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APPENDIX A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT
OF EDUCATIONAL PLANNING AND MANAGEMENT.

Questionnaire to be filled by general secondary school teachers

Dear Respondents:

I am MA student of Addis Ababa University. I am conducting a study on the topic: *Teachers 'Job Satisfaction and commitment in General Secondary Schools*. Thus, the main purpose of this questionnaire is only to collect relevant information for this research work. You are, therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

Instructions:-No need of writing your name.

-Ask the data collector; if you need extra support before providing your answer if it is not clear --
Your answer should represent your direct feelings.

-Be sure to keep the statement in mind when deciding how you feel about aspect of your job

Be frank. Give a true current picture of your feeling about your job satisfaction and commitment

Part I: -Personal information by marking \surd once

1. School name _____

2. Sex: Male Female

3. Age: a) 25and below b) 26-30 c) 31-35 d) 36-4

4. Educational background a) Diploma b) BA/BSC/BEEd degree
 c.MA/MSc/MED degree

5. Service years: a) below 1 year b) 1-5 c) 6-10years d) 11-15years
 e) 16-20years f) more than 21year

6. Location of school: Rural
 Urban

Part II: Questionnaire for teachers'

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

1. Rate your level of satisfaction for job related items and teachers' job satisfaction.

no	Items	1	2	3	4	5
		Strongly disagree	Disagree	undecided	agree	Strongly Agree.
1	I am satisfied to become a teacher.					
2	I enjoy in my work.					
3	Teaching provides me with opportunity to use all my skills and knowledge.					
4	I am prefers to continue with teaching profession.					
5	Teaching profession is challenging job for me.					
6	I am interested to provide enough tutorial for different level of student.					
7	There is fair distribution of work load in teaching.					

1. Please rate your level of job satisfaction and commitment on the current job. Very high

High Medium Low Very low

1. Rate your level of satisfaction for the items related to professional development or personal advancement opportunities in the school.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
8	Provision of job related workshops enhance my academic Performance.					
9	Availability of opportunity to attend workshops outside the school Increases my knowledge.					
10	Provision of in-service training with in school on various issues enhances my knowledge.					
11	I am satisfied with availability of further professional development opportunity.					
12	I am satisfied with provision of school wide experience sharing with model schools.					

2. Rate your professional development or personal advancement strategies are accessible in your school.

Very well Well Not decide poor

Very Poor

3. Rate your level of satisfaction for the items related to recognition.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
13	In my school I am recognized for a job well done.					
14	The way I get full praise for the work I do.					
15	I get enough recognition from education leaders.					
16	I get enough recognition from my immediate supervisor for my work.					
17	The recognition given in the school is fairly assesses my work.					

4. Rate your level of satisfaction for the items related to achievement.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
18	I am satisfied with my professional ability to perform my job.					
19	Received academic rewards from school is increased my job Satisfaction.					
20	My accomplishments of task are similar with the schedule of school.					
21	I am satisfied with the successes gained by my students.					

5. Rate your level of satisfaction for the items related to responsibility.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
22	I am comfortable with appropriate execution of professional responsibility.					
23	I am satisfied with autonomy I have in making decisions about my daily tasks.					
24	Responsible to raise the awareness of the community.					
25	Freedom to use your judgment in the work.					
26	I feel comfortable with my present level of responsibility in my job.					
27	I am satisfied with my perceived level of professional autonomy.					

6. Rate your level of satisfaction for the items related to promotion opportunities.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
28	Fairness promotion opportunities in school.					
29	I am satisfied with commitments by different Level management for my promotion.					
30	The promotion process and procedures used by my employer are fair.					
31	I am comfortable with the promotion opportunities available to me as a teacher.					

7. Rate your level of satisfaction for the items related to organizational policy and administration.

1=strongly disagree, 2=disagree, 3=Undecided,4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
32	The presence of clear school based rule and regulation is satisfied Me.					
33	Implementation of rule and regulation within the school is satisfied Me.					
34	There is equal treatment in the school.					
35	The way principals lead the school is satisfied me.					
36	I am satisfied with involvement of decisions in the school.					
37	The way the school deals with complaints.					

8. Questions that focused on supervision (technical) are listed below. Please, indicate your

Position by selecting the options that represents your feelings.

1=strongly disagree 2=disagree 3=not decide 4=agree 5=strongly agree

No	Items	1	2	3	4	5
38	Supervisors initiate me to discuss on various academic issues					
39	Supervisors technically 'know-how' to support me.					
40	I am supervised in a supportive and democratic manner.					
41	School supervisors observe classroom instructions regularly.					
42	School supervisor provide training on various issues.					

9. Rate your level of satisfaction for the income related condition listed below.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

No	Items	1	2	3	4	5
43	My monthly salary is sufficient to satisfy all important expenses.					
44	I am satisfied with timely payment of salary.					
45	My salary enhanced job commitment.					
46	I am under paid in relation to my efforts.					
47	Additional incentive received for extra work.					
48	I joined the teaching profession because of its good pay.					

10. Items that focused on school and work relationship are listed below; please show your position from the given alternatives. 1=strongly disagree, 2=disagree, 3=Undecided, 4=agree and 5=strongly agree.

No	Items	1	2	3	4	5
49	I am satisfied with the relations' of the school management team.					
50	I am satisfied with staff members' cooperation to work.					
51	I am satisfied in relationship with the school students.					
52	I am satisfied in the relation with staff members.					
53	I am satisfied working with supervisors.					

3. What do you say about your work relationship (cooperation with staff, management team, student, parents and etc.)

11. Items that focused on your working condition in the school are listed below; please show your position from the given alternatives.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

No	Items	1	2	3	4	5
54	I am satisfied with creating clean, initiating and comfortable working area.					
55	I am satisfied with accessibility of transportation.					
56	I would not like to be transferred to another school.					
57	I am satisfied with participation in co-curricular activities in school.					
58	I am satisfied with supply of sufficient amount of material, tools for Teaching and learning process.					
59	I am interested to attend all the time in my instructional class in the School.					
60	Student attitudes towards education in school is enhanced my job Satisfaction.					
61	I am satisfied refreshment material of within school (DSTV, Tennis and etc...)					

3. How do you rate the practice of transfer of teachers' within zone and woreda?

Highly unfair Unfair Slightly fair fair Highly fair

4. What do you say about your work condition? (School facilities, attractiveness and etc..)

5. What do you think about the access of getting housing, have got land? How about the price of rent?

Part III: teachers' commitment questioners.

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

1. Items that focused on teachers' affective commitment in the school are listed below; please show your position from the given alternatives.

1=strongly disagree, 2=disagree, 3=Undecided,4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
1	My teaching profession is important to my self-vision.					
2	I believe that my school vision is my vision.					
3	I am proud to be in my teaching profession.					
4	My profession is a great deal of personal meaning for me.					
5	I feel emotionally attached to my teaching.					
6	I encourage my staff member to complete the task timely with full Dedication and accuracy to increases productivity of school.					
7	I donot mix my feeling, emotions and personal problems in my Profession work.					

2. Items that focused on teachers' continuance commitment in the school are listed below; please

Show your position from the given alternatives.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree

No	Items	1	2	3	4	5
8	Changing teaching profession now would be difficult for me to do.					
9	Too much of my life would be disrupted if I were to change my Teaching profession now.					
10	For me personally, the cost of leaving teaching would be far greater Than the benefit.					
11	I would not leave teaching right now because I have a sense of Obligation to teaching.					
12	I will not change teaching if I am offered better working condition and Safety than other sector.					

4. Items that focused on teachers' normative commitment in the school are listed below; please

Show your position from the given alternatives.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree

No	Items	1	2	3	4	5
13	I would feel guilty if I left my teaching profession.					
14	I am in my teaching profession because of my sense of loyalty to it					
15	I feel a strong sense of belonging to my teaching.					
16	I dislike those who hamper the image of my teaching.					

1. The relation between teachers' job satisfaction and their commitment are:

A/ very low B/ low C/ no relation D/ high E/ very high.

THANK YOU

APPENDIX B

ADDIS ABABA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT.**

Questionnaires for principal, vice-principal and CRC supervisors.

Dear Respondents:

I am MA student of Addis Ababa University. I am conducting a study on the topic: *Teachers' Job Satisfaction and commitment in General Secondary Schools*. Thus, the main purpose of this questionnaire is only to collect relevant information for this research work. You are, therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

THANK YOU!

Instructions I:-No need of writing your name.

-Ask the data collector if you need extra support before providing your answer if is not clear.

-Your answer should represent you direct feelings.

-Be sure to keep the statement in mind when deciding how you feel about aspect of your job

Be frank. Give a true current picture of your feeling about your job satisfaction

Age: a) 25 and below b) 26-30 c) 31-35 d)36-40

Sex: Male Female

Current position /Service year _____

Location of the school: Urban Rural

Part II: Items related to teachers' job satisfactions are list below.

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

1. Show your feeling selecting the proper option for the item related with job and teachers' job satisfaction.

N	Items	1	2	3	4	5
		Strongly	disagree	undecided	agree	strongly
1	Teachers' are satisfied to become a teacher.					
2	Teachers' enjoy in their work.					
3	Teaching provides teachers opportunity to Use all skill and knowledge.					
4	Teachers prefer to continue with teaching Profession.					
5	Teaching profession is challenging job for Teachers.					
6	Teachers are interested to provide enough tutorial for different level of student					
7	There is fair distribution of work load in the school for teachers.					

1. Please rate teachers' level of job satisfaction and commitment on the current job.

Very high High Satisfactory Low very low

2. Rate teachers' level of satisfaction for the items related to teachers professional growth and Development opportunities in the school.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
8	Provision of job related workshops enhance teachers' academic Performance					
9	Availability of opportunity to attend workshops outside the school increases teachers' knowledge.					
10	Provision of in-service training within school on various issues Enhances teachers' knowledge.					
11	Teachers' are satisfied with availability of further professional development opportunity					
12	Teachers' are satisfied with provision of school wide experience Sharing with model schools.					

2. How do you evaluate the teachers' professional development or personal advancement strategies that are accessible for teachers' in your school?

Very poor poor not decide

Well Very well

3. Rate teachers' level of satisfaction for the items related to recognition.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
13	Well done job of teachers are recognized in the school.					
14	The way teachers get full praise for the work.					
15	Teachers get enough recognition from education leaders.					
16	Teachers get enough recognition from immediate supervisor for their work.					
17	The recognition given in the school is fairly assesses teachers' work.					

4. Rate teachers' level of satisfaction for the items related to achievement.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
18	Teachers are satisfied with professional ability to perform their job.					
19	Receiving academic rewards from school increased teachers' job satisfaction.					
20	The chance to do work in the school is appropriate to teachers' ability.					
21	Teachers' accomplishment of task is similar with schedule of School					

5. Rate teachers' level of satisfaction for the items related to responsibility.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree

NO	Items	1	2	3	4	5
22	Teachers are comfortable with appropriate execution of Professional responsibility.					
23	Teachers' are satisfied with autonomy making decisions about Daily tasks.					
24	Teachers' are responsible to raise the awareness of the community.					
25	Teachers have freedom to use their own judgment for effective Work.					
26	Teachers' are comfortable with present level of responsibility in Their job.					
27	Teachers' are satisfied with perceived level of professional autonomy.					

6. Rate teachers' level of satisfaction for the items related to promotion opportunities.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
28	Teachers' are satisfied fair promotion opportunities in school.					
29	Teachers' are satisfied with the commitments of different level Management for their own promotion.					
30	The promotion process and procedures used by their employer are Fair.					
31	Teachers' are comfortable with the promotion opportunities available to me as a teacher					

7. Rate teachers' level of satisfaction for the items related to organizational policy and administration.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

NO	Items	1	2	3	4	5
32	The presence of clear school based rule and regulation satisfied teachers.					
33	Teachers' are satisfied with implementation of rule and regulation.					
34	Teachers' are satisfied with equal treatment all of teachers.					
35	The way principals lead the school is satisfied teachers.					
36	Teachers are satisfied with involvement in school decisions.					
37	The way the school deals with complaints are satisfied teachers.					

8. Questions that focused on supervision (technical) are listed below. Please, indicate your Position by selecting the options that represents your feel

1=strongly disagree 2= disagree 3=not decide 4=agree 5=strongly agree.

No	Items	1	2	3	4	5
38	Supervisors initiate teachers to discuss on various academic issues					
39	Supervisors technically “know-how” to support teachers.					
40	Teachers are supervised in a supportive and democratic manner					
41	School supervisors observe classroom instructions regularly					
42	School supervisors provide training on various issues					

9. Rate your level of satisfaction for the income related condition are listed below.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

No	Items	1	2	3	4	5
43	Teachers’ monthly salary is adequate and satisfied to all important Expenses.					
44	Teachers’ are satisfied with timely payment of salary.					
45	Teachers’ salary enhanced job commitment.					
46	Teachers’ are underpaid in relation to their efforts.					
47	Teachers’ are additional incentive received for their extra work.					
48	Teachers’ are entered the teaching profession because of its good pay.					

10. Items that focused on school and working relation are listed below; please show your

Position from the given alternatives. 1=strongly disagree, 2=disagree, 3=Undecided, 4=Agree and 5 =strongly agree.

No	Items	1	2	3	4	5
49	Teachers have good relationship with management team.					
50	Teachers are satisfied with staff members’ cooperation to work					
51	Teachers are satisfied with relationship of students					
52	Teachers’ are satisfied with relation of staff members.					
53	Teachers are satisfied with work relationship of supervisors					

3. What do you say about your school environment for teachers'? (Cooperation with staff, management team, student, parents... etc.)

11. Items that focused on teachers' working condition in the school are listed below; please show your position from the given alternatives.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

No	Items	1	2	3	4	5
54	School is satisfied teachers' with creating clean, initiating and comfortable Working area.					
55	Teachers' are satisfied with accessibility of transportation.					
56	Teachers would not like to be transferred to another school.					
57	Teachers' satisfies with participation in co-curricular activities in school.					
58	Teachers satisfies with supply of sufficient amount of material, tools for Teaching and learning process					
59	Teachers' interested to attend all the time in instructional class in the School.					
60	Student attitudes towards education in school are enhanced teachers' job Satisfaction.					
61	Teachers are satisfied with refreshment material of within school(DSTV, Tennis and etc...)					

4. How do you rate the practice of transfer of teachers' within zone and woreda?

Highly unfair unfair slightly fair fair highly fair

5. What do you say about your working condition? (School facilities, attractiveness and etc...)

6. What do you think about the impact of residence/housing /and the access to get land to built house? On teachers' job satisfaction?

Part III: teachers' commitment questioners.

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

1. Items that focused on teachers' affective commitment in the school are listed below; please show your position from the given alternatives.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree.

N	Items	1	2	3	4	5
1	Teaching profession is important to teachers' self-vision.					
2	Teachers' believe that school vision is as teachers' vision.					
3	Teachers proud to be in their teaching profession.					
4	Teaching profession is a great deal of personal meaning for Teachers.					
5	Teachers' are emotionally attached to teaching.					
6	Teachers encourage each others to complete the task timely with Full dedication and accuracy to increases productivity of school.					
7	Teachers do not mix their feeling, emotions and personal problems In their profession work.					

2. Items that focused on teachers' continuance commitment in the school are listed below; please Show your position from the given alternatives.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5= strongly agree

No	Items	1	2	3	4	5
8	Changing teaching profession now would be difficult for teachers.					
9	Too much of teachers' life would be disrupted if teachers were to change Their teaching profession now.					
10	For teachers' personally, the cost of leaving teaching would be far greater Than the benefit.					
11	Teachers would not leave teaching right now because teachers' have a Sense of obligation to teaching.					
12	Teachers will not change teaching if teachers offered better working Condition and safety in some other sector.					

3. Items that focused on teachers' normative commitment in the school are listed below; please Show your position from the given alternatives.

1=strongly disagree, 2=disagree, 3=Undecided, 4 =agree and 5=strongly agree

No	Items	1	2	3	4	5
13	Teachers' would feels guilty if they left teaching profession.					
14	Teachers are in teaching profession because of they are in sense of Loyalty to it.					
15	Teachers' have strong sense of belonging to teaching.					
16	Teachers dislike those who hamper the image of teaching.					

The relation between teachers' job satisfaction and their commitment are:

A/ very low B/ low C/ no relation D/ high E/ very high

APPENDIX C

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT.

Interview guide lines for woreda education office teachers, principals, and supervisors' development coordinators.

The main objective of this interview guide line is to collect extensive information about general secondary school teachers' job satisfaction. Thus; your genuine participation to give necessary data has great importance for effectiveness of the research.

Sex Age _____

Current position _____ Service year _____

1. How do you feel about relation between teachers' job satisfaction and their commitment in their job?
2. How does the teachers' perceive job itself among general secondary school of Oromia Special Zone Around Finfine?
3. How teachers 'see current professional development or personal advancement in general secondary school?
4. How the practice of teachers' recognition in their job?
5. How do you feel about achievement of teachers in their work?
6. How does teachers' practice their responsibility in the job?
7. The promotions of teachers' are adequate with relation of their work in school?
8. What do you say about practice of policy and administration in the school?
9. How do you feel about the practices supervision in the general secondary school?

10. What do you say about work environment of general secondary school?
11. How do you compare teachers' salary/ income /and others incentives in relation to their efforts and relatives to other none teaching profession?
12. How does work relation of teachers' in their job?
13. What does the commitment of teachers' on the job (effective commitment, continuance, commitment and normative commitment)?
14. What do you think the solution should be taken to improve teachers' job satisfaction and their commitment in the job?

APPENDIX D

variables		Frequency	Percent (%)
sex	male	45	84.9
	female	8	15.09
	total	53	100
age	25 & below	4	7.54
	26-30	21	39.62
	31-35	17	32.07
	Above 36	11	20.75
	total	53	100
Service year	Below 1 year	6	11.3
	1-5	9	16.9
	6-10	9	16.9
	11-15	13	24.5
	16-20	9	16.9
	Above 21	7	13.7
	Total	53	100
Educational qualification	degree	41	77.4
	MA/MSc	12	22.6
	total	53	100
Location	urban	18	33.9
	rural	35	66.03
	total	53	100

