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FACTORS INFLUENCING TEACHERS' JOB SATISFACTION IN GOVERNMENT
SECONDARY SCHOOLS IN MAKUEY WOREDA NUER ZONE OF GAMBELLA

BY:
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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
EDUCATIONAL LEADERSHIP AND MANAGEMENT UNIT

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

OCTOBER, 2018
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SCHOOL OF GRADUTE STUDIES

This is to certify that the Thesis prepared by Jacob Nhial Thieng; Entitled Factors Influencing Teachers' Job Satisfaction in Government Secondary School in Makuey Woreda Nuer Zone Submitted in Partial Fulfillment of the Requirements for the Master of Arts Degree complies with the Regulations of the University and Meets the Accepted Standards.

Signed by the Examining Committee

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Or Graduate Program Coordinator		

Declaration

This research entitled “Factors Influencing Teachers’ Job Satisfaction in Government Secondary Schools in Makuey Woreda Nuer Zone” is my original work and has not been presented to any other University for a degree or other awards and that all sources that have been used or referred to and cited have been tediously indicated and acknowledged with complete references.

Jacob Nhial Thieng

.....
Signature

.....
Date

This research study has been submitted for Examination with our Approval as University

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DEDICATION

This research study is dedicated to my lovely family members; wife, Sons, daughters, brothers, sisters and other relatives your encouragement has motivated me throughout my studies and it was the reason to complete this research project. Finally, to Almighty God for firmly refreshing my aspiration and hope to complete this task.

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List of Abbreviations and Acronyms

AAU: -Addis Ababa University

FGD: - Focus Group Discussion

FITJS:-Factors Influencing Teachers' Job Satisfaction

GSSMWNZ: - Government Secondary Schools Makuey Woreda Nuer Zone

GPRS: - Gambella Peoples' Regional State

JS: - Job Satisfaction

NZNG: - Nuer Zone –Nyinenyang, Gambella

PTA: Parent Teachers' Association

REB: - Regional Education Bureau

RTs: - Respondent Teachers

RSPs: - Respondents School Principals

TAR: - Teachers' Association Respondents

TSA: - Teachers Students' Association

USO: - Voluntary Service Overseas.

WEO: - Woreda Education Office

ABSTRACT

The purpose of this study was to investigate the extent relationships between teachers' job satisfaction that affect their commitment, internal and external factors influenced teachers' job satisfaction, the working environment and school principals influence on teachers' job satisfaction and challenges that influence teachers' job satisfaction in Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State. In the study, different groups of population were used to obtain the necessary information and these included teachers, teachers' associations and school principals. The research study was designed using random and purposive sampling techniques and the primary sources of data collection were school teachers, teachers' associations and school principals of selected government secondary schools. The secondary sources of data collection were the related documents from schools, books, articles, internet sources, journals, references and others related literatures documents. The study targeted population of 5 government secondary schools in Makuey Woreda and the six one was used for piloting with twenty (20) teachers in order to check the reliability of the questionnaires, 144 teachers; 135 males and 9 females teachers were randomly selected in five (5) Government secondary schools used in the study, each (1) school principals in five schools were included and each (1) teachers' association were used by purposive sampling in five (5) schools with total population of 154 was incorporated in the study. Descriptive survey design was used, presentations, analysis and interpretations of the data's gathered which were used by different instruments; questionnaires, focus group discussions, unstructured interview, summary of the quantitative data and qualitative data were organized, analyzed and have been presented and also frequencies, percentages and tables were used in discussions. The responses related to work itself, implied that all the respondent teachers (144) were agreed with their work performances and aspects of the work related to high possibilities of teaching, assessing and different reporting systems that made teachers become satisfied with work itself. Besides, teachers were proud of teaching children or students that enabling them to become well-committed to the teaching professions and to work hard that give them high values to the work itself, feelings, autonomy and competition development this made teachers satisfied in the job as it is one of intrinsic rewards. The REB and WEO should plan to have a sufficient budget to increase school facilities and should program different trainings for teachers' possibilities of academic growth and development because slight majority of respondent teachers disagreed due to an unusual workshops and trainings being provided for teachers.

KEY WORDS:

Internal and External Factors; Management; Work Conditions; Work Characteristics and Communication.

CHAPTER ONE

Introduction

1.1. Background of the Study

Education is one of the key factors in respect of development and transformation. Teachers are powerful to functional schools, and need to motivate their job satisfaction to do the work to the best of their abilities, and to facilitate learning that can support transformation. In Ethiopia a VSO (2008) report on the motivation and morale of teachers, found a strong and positive response from teacher participants regarding teaching as a profession. The teachers' most common reasons for viewing teaching as an enjoyable profession were seeing and helping students achieve, being able to improve their self-knowledge, and creating productive citizens to help with the development of Ethiopia cited in Gedefaw Kassie (2012:68-69).

Teachers and principals are the most expensive and, possibly, the most critical components in establishing quality in the education system (Bryner and others, 2005: V). According to World Bank, African countries secondary education are faced with issues of financing, quality and relevance of teaching and learning, curriculum and assessment, science and technology, teacher training and management equity and access these challenges are also affected Teacher's job satisfaction (World Bank, 2006). The Knowledge and morale are the keys to quality teaching methods of a teacher and in school administration psychology motivating teachers should be based on an understanding of their job satisfaction and this should only be identify through research of one's' particular aspects of their jobs that teachers are satisfied or dissatisfied with and the factors shaping their feelings of satisfaction or dissatisfaction (Bolin, 200:487).

Job satisfaction or employee satisfaction has been defined in many ways by different researchers. Some researchers believed as it is how an individual is job contents whether or not they like the job, such as nature of work or supervision (Spector, P., 1997). It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, P., 1997:2). The concept of job satisfaction refers to the employee's feelings about her or his job (Robbins, 2005). Bolin (2007:49), Factors affecting job satisfaction are "motivator" factors and include sense of achievement, opportunities for promotion, the challenging nature of the job, being charged with important responsibilities and being appreciated. Employees will not experience feelings of satisfaction in the absence of these factors, but neither does the absence of these factors result in

job dissatisfaction. Factors affecting job dissatisfaction are called “hygiene” factors; these include salaries, working conditions, job status and security, and interpersonal relationships. Absence of these factors results in employee dissatisfaction, but improvement in them can only eliminate dissatisfaction, not lead to satisfaction. Most research on job satisfaction is concentrated on two aspects structure and influencing factors.

According to Jyoti and Sharma (2006:354), in their study on the job satisfaction of school teachers, indicated that the teachers in the sample found their jobs interesting, most of the secondary school teachers (about 76%) reported high levels of job satisfaction from the work dimension. A study by Ladebo (2005: 366), from teaching young children that indicated teachers enabled to continue and committed to teaching as a profession.

Bogler (2001, 2002), has conducted various studies around leadership and job satisfaction for teachers, even though there are some variables such as; occupational perceptions and demographic characteristics that can contribute to teacher’s job satisfaction and work commitment, principals’ leadership practices is important to mediate the level of satisfaction commitment. He suggested that positive leadership practices tend to facilitate and influence employees’ higher levels of commitment on duties and satisfaction. A study by Billingsley and Cross (1992) have shown the significant influence of leadership support on teachers’ job satisfaction and work commitment, meaning that a principal can establish a conducive school climate to job satisfaction and work commitment.

A survey conducted by Michaeloma (2002) found that teacher compensation including; salary, benefits and supplemental income indicated little relation to long-term satisfaction with teaching as a career. Content variables are the crucial factor in motivating teachers to high levels of performance work content factors are intrinsic to the work itself that include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, empowerment and authority (Frase, 2002).

In the context of the study area Makuety Woreda it is one among five (5) Woreda’s in Nuer Zone-Nyinenyanyang, of Gambella Peoples’ Regional State. It is the center of the Nuer Zone and it’s about 140 k/m away from Gambella Town. The Woreda is in the West of Gambella Town and has an estimated area covers of 1, 64.2 sq/km². The economic activities of people living in the

Woreda is basically depends on farming, pastoralists, more fishes used and also farming around the Baro-River in the winter season. The weather condition of the area is estimated from 20°C to 35°C in the summer to Winter Seasons and in spring to autumn the weather Conditions is from 32°C to 40°C or vice-versa depending within the seasonal changes of the area. The Woreda has got problem of; transport systems, light, communication with internet and severe suffering with Moreley tribe from South-Sudan who come and take possessions and even to lose the life of people. The Woreda has twenty three schools (23); seventeen (17) Primary 1st Cycle and Junior Secondary 1st Cycle Schools (1st-8th) and six (6) Secondary 2nd Cycle and Secondary 2nd Cycle high Schools and Preparatory School (9th_12th). Hence the researcher is interested in conducting research on factors influencing teachers' job satisfaction of secondary schools in Makuey Woreda.

1.2. Statement of the Problem

It is well-known that education is a bridge to cross the boundary of nations and it fasters intercommunication, interrelation and interaction. By doing this teachers are arguably the most crucial group of professional for future generations of our world's nation and produce many seeds that are being well equipped. If their job satisfactions are not fulfilled the quality of bridge would be deteriorated. So this study was an effort to find the factors influencing teachers' job satisfaction of Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' regional State.

Education is one of the key factors in respect of development and transformation. Teachers are powerful to functional schools, and need to experience job satisfaction to be motivated to do their work to the best of their abilities, and to facilitate learning that can support transformation. In Ethiopia a VSO (2008) report on the motivation and morale of teachers, found a strong and positive response from teacher participants regarding teaching as a profession. The teachers' most common reasons for viewing teaching as an enjoyable profession were seeing and helping students achieve, being able to improve their self-knowledge, and creating productive citizens to help with the development of Ethiopia (cited in Gedefaw Kassie, 2012: 68-69).

There are several factors that contribute to teachers' job satisfaction levels, such as school

culture; school size; communication with school leaders, parents and colleagues; equipment and facilities; students' performance and abilities professional treatment among others. The inadequacy of such factors brings about dissatisfaction (Bridges and Hallinan, 1980; Darling-Hammond, Holtzman, Gatlin and Heilig, 2005; Ferris, Bergin, and Wayne, 1988; Katzenmeyer and Molyzler, 2001; Ostroff, 1992). Most of the expectations of workers extent correlate worldwide, although there are contrary differences due to sociological, political and cultural backgrounds. However, there are similar expected aspects from a job from all global workers. On the other hand, job satisfaction is a desired commodity worldwide (Heywood, 2008). However, once they detect dissatisfaction they are free to look for other jobs that fulfill their needs.

In Germany companies take job satisfaction in their responsibility to satisfy their workers. Workers who feel satisfied, have less absenteeism and show up on the work more often and there were no cases of turnover (Heywood, 2008). Organizations have a significant effect on influencing the people who work for them and some of the effects are reflected on how people experience the job (Specter, 1997).

Some factors influencing teacher attrition (Slow destruction) can be both intrinsic and extrinsic; another key influential factor is the school principal's leadership practices. The principal may characterize some principles for the school. Teachers' lack of motivation and low level of satisfaction towards teaching profession influences not only teachers' daily performance in schools but also impact students' academic performance in the classroom activities Ghulam and others (2005).

Turner (2007), to examine the factors contributing to teacher job satisfaction and attributed teachers' job satisfaction as one of the numerous factors in whether or not a teacher chooses to stay or leave the profession. There are several factors that contribute to teacher job satisfaction levels, such as school culture; school size; communication with school leaders, parents and colleagues; equipment and facilities; students' performance and abilities professional treatment among others. The inadequacy of such factors brings about dissatisfaction (Bridges and Hallinan, 1980; Darling- Hammond, Holtzman, Gatlin, and Heilig, 2005; Ferris, Bergin, and Wayne, 1988; Katzenmeyer and Molyzler, 2001; Ostroff, 1992). Job satisfaction has been studied widely due to the fact that, many experts believe that

trend can affect the labor market behavior and influence work outcomes, work effort, employee presence or absenteeism and turnover. Job satisfaction of the workers is also considered as an analyst of overall individual wellbeing, (Diaz-Serrano, L. and Cabral Vieira 2005). When needs are not fulfilled an individual may be affected psychologically, morally and economically. If teachers' moral is diversely affected, it is not be easy to expect optimum devotion in their profession. Duflo, Dupas and Kremer (2007) confirmed that staff recognition, parental support, teacher participation in school decision making, influence over school policy, and control in the classroom are the factors most strongly associated with teacher satisfaction.

Gedefaw Kassie (2012:157), in his PhD dissertation on Job Satisfaction of Secondary School Teachers in Addis Ababa indicated work characteristics emerged as the work content aspects of the teachers' work contributing to the job satisfaction of teachers in secondary schools after salary and benefits. He quoted that "the more positive the teachers viewed their work characteristics, the more satisfied they were, and vice versa". Gedefaw Kassie argued that teacher-parent relationships, in both sets of data is clearly showed that teachers were very disappointed with the parents' lack of involvement in their children's learning and also interpersonal relationships (with school principals, colleagues, students, and parents) also showed a strong positive relationship with the job satisfaction of secondary school teachers.

Desta Ayele. (2014: 61,67) in his Master's thesis noted that, teachers' job satisfaction in the general secondary schools of Hadiya Zone was not fully satisfied because the Schools lack necessary school facilities and equipment due to budget problems. These poor working conditions in the schools block the teachers' access to do various works that support the teaching learning process. He added that insufficient supervision of teachers reduced effectiveness of performance of teachers and influences teachers' level job satisfaction on the job. Therefore, effective supervision of teachers is important for successfully implementation of school goal and objectives. Hence, this problem has an effect on reducing the teachers' level of job satisfaction, and this affect the students' academic achievement as well as schools goal achievement.

This study examined the factors influencing teachers' job satisfaction as major factors in Makuey Woreda government secondary schools teachers in their profession. Hence, the study indicated that majorities of teachers and school principals were not satisfied in their work commitments due to many challenges like; insufficient salary, lack of school facilities, etc. Thus, the purpose of this study was to provide scientific findings to assess the factors influencing teachers' job satisfaction of government secondary schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State.

The factors making up job satisfaction identified by the different studies were not quite the same, but the contents of the items were basically similar. So this made a researcher's mind to create a research questions. Is Teachers' Job Satisfaction differs in different places? Is there many factors affecting teachers' job satisfaction? In this case the researcher has also proposed or posed questions related to factors influencing teachers' job satisfaction of government secondary schools within the mentioned target area. The study intended to answer the following basic research questions;

1. What is the influence of teachers' job satisfaction on their commitment to work in government secondary schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State?
2. What internal and external factors influence teachers' job satisfaction in Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State?
3. How is the working environment and School Principals influence on teachers' job satisfaction in Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State?
4. What are the challenges that influence teachers' job satisfaction in Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State?

1.3 Objectives of the Study

1.3.1. General Objective of the Study

The General Objectives was to investigate factors influencing teachers' job satisfaction in Government Secondary schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State.

1.3.2. Specific Objectives of Study

- I. To investigate the significant relationship between the teachers' job satisfaction and work environment dissatisfaction that affects their commitment in Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State?
- II. To what extent do the demographic factors, recognition, promotion and supervision factors influencing teachers' job satisfaction in Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State?
- III. To examine the Internal and External factors influencing teachers' job satisfaction in Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State?
- IV. To investigate how working condition and School Principals influence teachers' job satisfaction in Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State?
- V. To examine challenges and possible solution of factors influencing teachers' job satisfaction in Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State.

1.4. Significance of the Study

The role of teachers is very crucial in the whole education system because they transfer knowledge and skill to the world is newest generation and older ones to let them understand their environment and social eternity. This study was intended to identify the relation between factors influencing teachers' job satisfaction and their commitment in government secondary schools in Makuey Woreda. This study was provided useful information to promote teachers' job satisfaction and commitment on daily activities related to their job. Therefore; the researcher believed that the study was improved the following:

- ✓ It would create more awareness for teachers, students, school principals and educational experts and to know how teachers' job satisfaction and working condition are affected by

different factors within the government secondary schools in Makuey Woreda.

- ✓ It might encourage the teaching and learning process through improving the activities for the teachers' job satisfaction and their commitments in the mentioned area.
- ✓ It would also be helpful to educational managers to observe and understand the factors influencing teachers' job satisfaction levels and to ensure their causes.
- ✓ It may influence other researchers who have interested in the related field of the study problem because they can use it as a reference material for their studies.
- ✓ It would also be an importance to teachers to have more available information and to know how different factors affect teachers' job satisfaction and to be positively improved.

1.5. Delimitation of the study

The study was geographically been conducted within government secondary schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State to made the study easily manageable and not anywhere else. Therefore; the finding of study was focused on the factors influencing teachers' job satisfaction and their commitment in schools daily activities.

1.6 Limitation of the study

This study was conducted on the government secondary schools in Makuey Woreda Nuer Zone of Gambella. The researcher was study only factors influencing teachers' job satisfaction related to the teachers' commitment positively or negatively and also was created good relationship by ensuring friendly from the beginning up to the last confidentiality. The limitations of this study were; the time limited to meet with participants, the participants' doubt to get something from researcher, the problem of transport, the insecurity for unknown men who took properties of others and even killed people on the road. As explained that limitations are conditions beyond the control of the researcher that may affect the conclusions of the study and its applications to other situations (Best and Kahn, 2000).

1.7. Operational Definition of Terms

Government Secondary Schools: - in this context it is an educational level which includes grade 9-10 and 11-12, under the control and operation of Government that includes the first and second cycle Secondary Schools together.

Job satisfaction: - is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. It refers to the measurement of one's total feelings and attitudes towards one's job.

Reward: - is the compensation given to teachers or employees for the services that they make in terms of salary and incentives.

School Principal: - refers to Secondary School Executive who carries out activities of the School and management roles and also may be called School Director.

Teacher: - is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction, teachers facilitate learning in students in the classroom.

Work: - is a task or a set of activity done to provide money or necessary things for individuals' survival.

Work Situations: - This is the school environment in which teachers teach.

CHAPTER TWO

2. Review of the Related Literatures

This chapter presents a theoretical knowledge constitute of the Teachers' Job Satisfaction which is related to the degree of an individual's feeling whether positively or negatively about his or her jobs. It covers contents under sub-topics of Teachers' Job Satisfaction, Demographic Characteristics, workload and challenges, Schools Principals, Teachers' Commitments, Individual Factors, School Resources and Facilities, Students, Teachers, Supervisors, Parents and School Communities relationship, Extrinsic factors, Intrinsic factors and summary of literature reviews.

2.1. The Concept of the Job Satisfaction

Job satisfaction or employee satisfaction has been defined in many ways by different researchers. Some researchers believed as it is how an individual is job contents whether or not they like the job, such as nature of work or supervision (Spector, P. 1997: 2). Luthans, F. (1994) had describes job satisfaction as an attitude developed by an individual towards the job and job conditions. Luthans, F. and Kreitner (1975) also refers job morale as which has been replaced by job satisfaction due to self-esteem and confidence which are retained from the job.

According to Evans, L. (1997), Job satisfaction is a crucial element in maintaining quality human resources and life of any organization. In academia, job satisfaction is among the cornerstones for a healthier secondary school. According to Spector, P. (1997) job satisfaction constitutes an attitudinal variable that measures how a person feels about his or her job, including different aspects of the job. The most used definition of job satisfaction in literatures is of Locke (1976), who described job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. This definition is evident that job satisfaction has a great relationship with employees' work performance and organizational productivity. Other researchers have also noted that job satisfaction measures vary in the extent to which they measure feelings about the job (affective job satisfaction), or cognitions about the job (cognitive job satisfaction), (Hulin, Ligen and Judge, 2003).

Job satisfaction is defined as simply how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997: 2). Evans, (1997) contends that whether researchers in this field agree or disagree on the definition of certain concepts is not an issue of any importance; She suggests that, the concept of job satisfaction as the need for re-conceptualization of the phenomenon. This emphasis that there is a conceptual gap that needs to be addressed by researchers in the behavior or organizational institutions. According to Mbua (2003:305), defines job satisfaction as the fulfillment acquired by experiencing various job activities and rewards. The concept of job satisfaction refers to the 'employee's feelings 'about her or his job, Robbins (2005). Job satisfaction is a positive feeling about one's job outcome from self-evaluation of its characteristics (Robbins and Judge, 2008: 20).

Teacher's job satisfaction is the satisfaction of teachers while teaching and the perceived relationship between the wants and offering to a teacher (Zambylas and Papanastasiou, 2004).

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma and Ghosh, 2006). It is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could be associated with a personal feeling of achievement, either quantitative or qualitative (Mullins, 2005: 74).

2.2. Teachers' Job Satisfaction

Teachers are arguably the most important professional in nation's development (Bishay, A. 1996). Research into teachers' job satisfaction is thus significant in order to retain teachers in the profession and to encourage increased teacher productivity. Teachers may be conceived as one of the most important person responsible for shaping a nations' future. In the literature, job satisfaction has been a significant issue in empirical educational research (DeNobile and McCormick, 2008; Dinham and Scott, 2000; Singh and Billingsley, 1996; Spector, 1997). A recent study conducted in Addis Ababa, Ethiopia on Job satisfaction have been showed that teachers' job satisfaction is most closely related to those aspects that are intrinsic to the task, teacher efficacy and development (Fenot, 2005 and Gedefaw, 2012).

Heller and others (1993), states that schools must pay more attention to improve teacher's job satisfaction. It is disappointing to find out that, although some educators do enjoy teaching, high proportion of teachers who are not satisfied with their job do in fact still exist. Abdullah and others (2009) stated that Job Satisfaction among Secondary School teachers in Malaysia is dissatisfying and their general perception is that teachers in the Malaysian government schools are dissatisfied with their profession, they are said to be dissatisfied with teaching in the government schools. Zembylas and Papanastasiou (2004), states that job satisfaction refers to the relationships between teachers and their teaching. Furthermore, researchers suggested strong relationship different aspects of school environment and teacher's job satisfaction.

A study in Greece, Aspridis (2013) suggested that teachers of public schools were satisfied with the job itself and their supervision, but they were dissatisfied with pay and promotional opportunities (Koustelios, 2001; Tsigilis, Zachopoulou and Grammatikopoulos, 2006). Another study in Greece showed that autonomy/independence was correlated with job itself, supervision and the educational organization as a whole (Koustelios, Karabatzaki and Kousteliou, 2004). Other studies indicated a negative correlation between a high level of stress in the teaching profession and emotional engagement of teachers with their students (Chang, 2009; Spilt and others, 2011).

2.3. Demographic Characteristics

A Personal background or demographic factors are the factors which refer to individual's aspects (Bolin, 2007). The research conducted among Canadian teachers revealed that job satisfaction levels differ significantly between male and female teachers (Ma and MacMillan, 2001). Demographic characteristics of the respondents were provided some basic information about the samples teacher participants in terms of sex, age, marital status, educational status and teaching experience.

2.4. Workload and Challenges

Workload is one of Herzberg's hygiene or maintenance factors, to either facilitate or impede job. Michaelowa, K. (2002) finds out that these challenges were negatively correlated with teacher job satisfaction and positively correlated to absenteeism in Africa. Furthermore, due to political

influence and irrational/illogical policies, it is the least qualified teachers who are most often sent to the most challenging and neediest schools – frequently those located in rural areas (Bennell and Akyeampong, 2007). Safety and cultural traditions can severely undermine the motivation of female teachers to work on rural or remote areas. A Report on the Motivation and Morale of Teachers in Ethiopia n.d. living far from school can also contribute to absenteeism (Methodological Guide for the Analysis of Teacher Issues, 2010).

2.5. School Principals’ Role on influencing Teachers’ Job Satisfaction

A leadership style that involves the teachers in the decision-making processes will give the teachers a higher level of job satisfaction than if they were not involved (Bogler, 2001: 665). The teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with them, who delegates authority, and who keeps open channels of communication with them (Bogler, 2001: 666). Within the school setting, the principal takes on a key leadership role that may affect teachers’ job satisfaction and work commitment (Davis and Wilson, 2000; Heller, 1993; Price, 2012).

Billingsley and Cross (1992) in their study has shown the significant influence of leadership support on teachers’ job satisfaction and work commitment, that is, a principal can establish a school climate conducive to job satisfaction and work commitment. The quality of school leadership serves as an important indicator of the teachers’ intent to leave their profession (Ladebo, 2005: 366). Some school principals, who are democratic, generate an open, friendly and cooperative atmosphere that enables teachers to be satisfied and happy (Jyotiand Sharma, 2006: 351).

2.6. Teachers’ Commitment

Is a high level of connection to an organization (Crosswell, 2006). It is the emotional link between the teacher and the school. It can also lead to motivation to work (Mart, 2013). Commitment is one’s attitude, including affect, belief, identification and loyalty to the organization as an object and behavioral intention toward his work (Cohen, 2003).

Motivational perspective, organizational commitment is a state of being in which organizational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee, 2001). Pareek (2004) defined organizational

commitment as a person's feeling 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.

2.7. Individual Factors

An individual has his or her concerns that bring about job enrichment or satisfaction. Amanuel in his findings said that job satisfaction is brought about by personal interest in the career. Amanuel (2009) and Analou (1999) believe that the level of satisfaction varies from person to another, especially with respect from different individuals, cultural background, organizational settings, and environmental factors present.

Different individuals view satisfaction on a subjective perspective, for instance some people would consider being rewarded a strip, and others would find satisfaction from staying in one region and also not transferred. Amanuel (2009) notes that other individual factors that bring satisfaction at job would comprise, flexibility, pleasant surroundings, cooperation with colleagues, job placement and adequate rest. Individual factors that would bring dissatisfaction and these include monotony of job routine, fatigue, jealousy, over competition and poor physical surroundings (Ficker, 1975 and Amanuel, 2009).

2.8. School resources and facilities

A study carried by Gedefaw Kassie (2012: 140), some teachers indicated their dissatisfaction with the lack of teaching-learning resources and facilities. Having no textbooks or supporting materials left the teachers' feeling unsupported and unable to follow a student-centered approach to teaching, although they were expected to follow such a method because the students were not provided with textbooks on time and were given one textbook for every five students which lead to teacher-centered approach. He added that, the teachers cannot transfer good knowledge and skills anymore. It was suggested that the lack of fundamental teaching material hampers the actual capability to teach. For example, the participants stated that there is a very limited supply of textbooks, laboratory equipment, sports and recreation material, maps and technology equipment, (Gier, K. 2016).

2.9. Students, Teachers, School Principals, Supervisors, Parents and School Communities' interrelationships

2.9.1. School Principals-Supervisor/Communities' Relationship

School Principals are seen as role-models by the teachers, the students, and the school community. Therefore, it is possible to expect that teachers who look up to their Principals, will strive to adopt their conduct (Bogler, 2002: 80). The Principal holds the formal authority to supervise the teachers' work, and serves as the link between the school and the community, and also with the woreda offices (Johnson, 2006: 15). The Principals are viewed as the instructional leaders of their schools (Edgerson and Kritsonis, 2006:3). Thus, the Principal should create and maintain good relationships with the teachers, so that a healthy school environment, in the form of effective teaching and learning, will prevail. This healthy relationship and support are especially important for those teachers who are at the start of their teaching careers. The Principals' provision of professional support practices during the early years of a teacher's career strongly influences the rate of teacher attrition (Baker, 2007: 83).

2.9.2. Teacher-Teacher Relationship

Teachers could affect classroom's management and solve many problems of the schools if they retained good inter-personal relations with student's parents, their colleagues and their Principal (Henke, Choy, Geis, and Broughman, 1996; Whiteford, 1990). Tekleselassie (2005: 623) argues that the teachers' willingness to participate in all areas of decision-making will come to the fore, if they perceive their relationships with their principals as being open, collaborative, facilitative, and supportive. In addition, supportive principals will also determine the teachers' rate of attrition. It can therefore be concluded that teachers will be successful, motivated, and inspired to do their best if there exists a healthy relationship between them and the school principals (Edgerson and Kritsonis, 2006: 4), cited in Gedefaw (2012: 62-63).

2.9.3. Student-Teacher Relationship

These relationships are highly significant for students, teachers, and for the effective running of the school in general. Of all the relationships, the relationship between teachers and students is considered to be vital for positive educational outcomes in the school setting. Papanastasiou and Zembylas (2006: 236) were found that the emotional relationships that teachers build with their students are central to how the teachers educate their students. A high quality of social

integration between the student population and everybody in the school organization in general, and between students and teachers in particular, creates an atmosphere conducive to students benefiting from the teachers' instruction, and for successful teaching and learning to take place.

With regard to the role of student-teacher relationships in motivation and learning, Davis (2003: 212) stated in his review, that students' relationships with teachers could either facilitate or hamper the motivation and learning of the students. Teacher-student relationships may have an impact on the students' social and cognitive outcomes during their preschool years and this may continue to their social and intellectual development at primary school, and up to adolescence.

2.9.4. Teacher-parent relationships

Teacher-parent relationships are believed as very important for the teachers because they are care-takers of the beneficiaries of the education -- the children and are responsible to connect the communities with teachers. Within schools teachers have strong partnerships with the parents. If the relationships are not strong, the teachers may not be effective in their work, and the parents may not benefit in respect of the education of their children, when teachers were more highly valued, it was found that since the teachers were respected by the community in which they lived, highly positive parent-teacher relationships existed (Gedefaw, 2012: 67). Shann (1998: 71), in his study examining the professional commitment and satisfaction among teachers in urban schools, found that the teachers' satisfaction with parent-teacher relationships ranked the lowest of the given variables. Similarly, Jyoti and Sharma (2006: 355) found that the teachers were dissatisfied because of the under-estimation of the value of the teaching profession by society in general, and by the parents in particular. This means that the status of the teaching profession, as it is valued by the parent-community, will strongly affect, either positively or negatively, the parent-teacher relationships existed (Gedefaw, 2012: 67-68).

2.10. Some Factors Influencing Teachers' job Satisfaction

2.10.1. Extrinsic Factors

The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation, because pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met it is possible for higher-order needs, which are the basis of true job satisfaction, to be

realized, (Bennell and Akyeampong, 2007). Teacher salaries are generally low, especially in Africa. Corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers require before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism. One such secondary employment activity, private tutoring, can be especially harmful to students' achievement, or at least the distribution of students' achievement, when teachers cutback/reduce on teaching part of the curriculum in school in order to generate demand for their tutoring in school.

Michaelowa (2002) does not find a salary structure to be an obvious determinant of teacher job satisfaction. If teachers are able to support themselves and their families, how teachers are paid may be more important than how much they are paid. Teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes. Muralidharan and Sundararaman (2009), found that individual and group performances in terms of bonus pay schemes significantly increased test scores in India through encouraging greater effort among teachers. In Africa, Michaelowa (2002) finds that adequate provision of textbooks could improve teacher job satisfaction and increase student test scores. She concludes that textbooks are the single most important determinant of whether or not a teacher desired to transfer schools, a proxy for job satisfaction. Teachers are de-motivated by the fact that the school syllabus assumes that teachers have access to learning materials when in reality such materials are scarce, cited in (Iliyaand Grace, 2015).

Organizational Policy and Administration

Organization policy and its administration have relation with the effectiveness of organization as well as employees performance. As Bennell and Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort. Thus, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization's management. This includes the presence of good or poor communications, have or lack of a delegated authority, policies, procedures and rules cited in (Desta Ayele, 2014).

Salary

A considerable number of research reports have reported that the teachers' job satisfaction was related positively to the teachers' salaries (Gates and Mtika, 2011: 430-431; Ingersoll and Smith, 2003; Liu and Meyer, 2005; Perie and others, 1997; Shann, 1998). This study emphasis, an increase in salary was followed by a considerable raise in the teachers' job satisfaction. Chang and others, (2010: 6) demonstrated that the teachers' satisfaction with their salaries was a significant predictor of their job satisfaction. An increase in the teachers' satisfaction with their salaries was followed by an increase in their report of their job satisfaction, and their intent to stay on in the teaching profession.

Nielsen and Smyth (2008: 1932) in their study was found that, among other things, teachers or employees who selected a job because of a satisfactory salary were more likely to have higher levels of job satisfaction, cited in (Gedefaw, 2012). A study that was constructed revealed that teachers are satisfied with their monthly salary, fringe benefits such as; house rent, Conveyance, medical, darling /dearness allowance and summer and winter vacations. Thus, the provision of inadequate salaries to teachers may hinder their efforts in striving towards higher-order needs such as achievement, responsibility, or their esteem-needs (Jyoti and Sharma, 2006: 359).

Opportunities and Promotion

Kreitner and Kinicki (2001), states that the optimistic relationship between promotion and job satisfaction is dependent on perceived equity by employees. Cockcroft (2001), points out that perceived equity of promotion is not the only factor to have a positive impact on job satisfaction. It is likely that the employee is satisfied with the company's promotion policy, but dissatisfied with the opportunities for promotion and not all workforces desired to be promoted in the work place.

Supervision

Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of the same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they

see(s), and serving as a gatekeeper of those who are to enter the particular profession (Bernard, 1998).

According to Nzuve (2007), a supervisor can use a variety of ways to motivate their employees and an effective supervisor should be able to create an atmosphere of approval and cooperation and regularly monitor their work. He should also make the employees feel valued, provide scope for their development, reward merits, recognize achievements link rewards to performance and check the system to ensure equity and fairness. Shen (1997) notified that teachers are hardly involved in decision making by their school principals or heads, poorly supported, victimized, stressed and are not respected as professionals. Okumbe (2000) says that, an effective educational manager is an executive supervisor and a leader in administrative, curricular and institutional dimensions.

Working Condition and Environment

Abdullah, M. and others (2009) further explained that special plans are needed to improve the school working conditions in order to provide a better working environment for the teachers to perform better. Workers' job satisfaction depends on the match between the working environment and the physical needs, the working conditions that are satisfying, will end up facilitating attainment of goals and objectives among workers (McCormick and Ilgen, 1987). A working environment has a huge impact on management in coordination with the mental and physical capacity of teachers, in performing their tasks.

A good working environment includes the entire working environment such as class size, disciplinary conditions, availability of teaching materials, positive relationship among colleagues, positive teacher principals' supervision etc. As Legesse (1992), says that to utilize one's organization human resources effectively and promote smooth connection of its subunits, the conducive working condition when the work and living conditions for many teachers is poor, it follows lower self-esteem and is generally de-motivating to stay and work in the institution. He added that, in Ethiopia, teachers are de-motivated and unsatisfied because of low salary and high cost of living.

Fairness

If the extent to which workers perceived that they are being treated fairly and the relationship between perceptions of justice and job satisfaction is very strong, therefore; employers should be open about how decisions are made and provided feedback to employees who might not be happy with certain important decisions Aamodt (2004) and Robbins (2005). Aamodt and Robbins states that, distributive fairness is perceived fairness of the actual decisions made in an organization and when employees perceive that decisions are made in a fair manner, they are likely to express satisfaction with their jobs.

Job Security

The need for protection from danger or deprivation, the need for freedom from pain or from the threat of physical attack, the need for savings, medical aid, and even for armed response (Amos and others, 2008: 177; Mullins, 2005: 480; Steyn, 2002: 90). In a school work-place, the safety needs are reflected not only in the desire for financial security, but also in fair treatment by the principals, safe working conditions, first-rate fringe benefits, fairness, quality supervision, and job security (Amos and others, 2008: 177-178 cited in Gedefaw,2012).

A study by Ombeni (2016: 11) revealed that teachers were comfortable with job which had high job security and majority of the teachers were satisfied with job which was legally binding between the employer and the employees. Moreover; teachers were happy to work in public secondary schools due to high assurance of permanent and pensionable contracts.

2.10.2. Intrinsic Factors

Intrinsic rewards are the internal satisfactions a person receives in the process of performing a particular action, or solving a problem to benefit others, solving a complex task may give a pleasant feeling of accomplishment to an employee. This is internal and it is under control of the individual. Low salaries play a role, but so does the assignment of administrative or menial/boring tasks; lower standards of teaching; increasing demands on schools from communities; and the creation of large groups of unqualified or even female teachers (Bennell and Akyeampong, 2007). Sometimes teachers may simply not have a good relationship with the community surrounding their school, and this can be especially true in hierarchical societies with large gaps between teachers and the students and community (Ramachandran and Pal, 2005). Many teachers feel that another way to increase societal respect for teaching is to improve the

public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig, 2002).

Achievement

This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively. Manlana and others (2013) noted that their data indicated that almost all items of achievement got the highest mean. This emphasis that teachers find themselves satisfied within this aspect. According to Desta (2014) teachers are not satisfied sometimes, when they got angry due to negative attitudes of some students and low achievements in their respective subjects, inadequate materials and equipment's enforced teachers to minimize their skill and knowledge in practice. Most of teachers' plan their task in the schools but in the implementation of task according to their plan is low because of teachers' are lack of ownerships of their plan, low morale and lack of timely support on the jobs from educational expert.

Recognition

The recognition and reward system emphasized the internal feature of the employment relationship. According to Bratton and Gold (2007) reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to indicate appreciation for the employees' hard work and optimistic contribution and at the same time reinforces and encourage achieving similar future behavior for person or organizational goals with great interest. It takes place only after the behavior has occurred.

Responsibility

Responsibility refers to the teacher's power to control all the aforementioned activities, as well as others. Being charged with important responsibilities may give the teachers pleasure. Teachers are responsible for accomplishing the below tasks in school conditions including; teaching, assessing and reporting students' results, participating in staff development/training/meetings, disciplining students, managing numerous activities, and administration, etc (Gedefaw Kassie,

2012: 67). In Two-factor Theory, responsibility is an intrinsic (satisfier) factor and when present, can lead workers to feel satisfied. In terms of Maslow's theory, responsibility is a higher-order need (an esteem or ego need), and is reflected by providing the employees with self-respect and esteem. To meet the need of responsibility, teachers must be empowered in the form of teacher autonomy, decision-making, collaborative leadership, and so forth (Boey, 2010: 2). Teachers are professionals responsible for educating young citizens, for advancing culture, and for improving the economic viability and social well-being of the nation (Menlo and Poppleton, 1999).

Work itself

The nature of an individual's work is a very important element to facilitate that person's attitude towards the work. It is also one of the major determinants of job satisfaction (Gedefaw Kassie, 2012: 66). Regardless of external factors, it was clear that some teachers valued the work itself and the rewards and satisfaction it brings is another motivator. The importance of the work itself was emphasized. The work was by some participants associated with 'something good' and they were satisfied with knowledge that their work did contribute to something important; then some respondents said that, 'they were motivated because they can change the life of the students, the students' life depend on them, and shape and help the future generation and they also considered their profession itself as associated with positive terms, it's the most important,' (Gier, K. 2016: 46).

Manlana and others (2013), in their study indicated that work itself have got the highest mean (3.52) interpreted as very satisfied, which emphasis a hard-working towards work. It implies that teacher respondents very satisfied with their work. When work, got the lowest mean (3.24) interpreted as somewhat satisfied, it implies that working with pride is one way to satisfy the teachers with their job.

Possibility for academic growth and Development

Training is the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed and Asghar, 2012). Others described training as the formal and systematic modification

of behavior through learning which occurs as a result of education, development and planned experience (Armstrong, 2006).

A study carried by Ombeni (2016: 11-13), in Tanzania stated that majority of the teachers were happy working in public secondary schools due to the availability of academic career development scheme. Teachers were confident with the available scheme for funding academic works such as publications, in-service training and further academic studies. It was found out that, majority of the teachers were getting opportunities to be enrolled in master's degrees while others were joining short courses within the country.

As Saeed and Asghar (2012), points out that training and development improves the motivation and satisfaction level of employees, increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Employees often receive rewards in addition to their basic salary depending on their achieved results, performance or skills acquisition. Rewards have quite a number of aims. According to Armstrong and Murlis (2004), they improved morale, motivate and increase workers' job Armstrong (2002).

The direct impact and effects of rewards is on employees' motivation. Rewards can either be intrinsic or extrinsic.

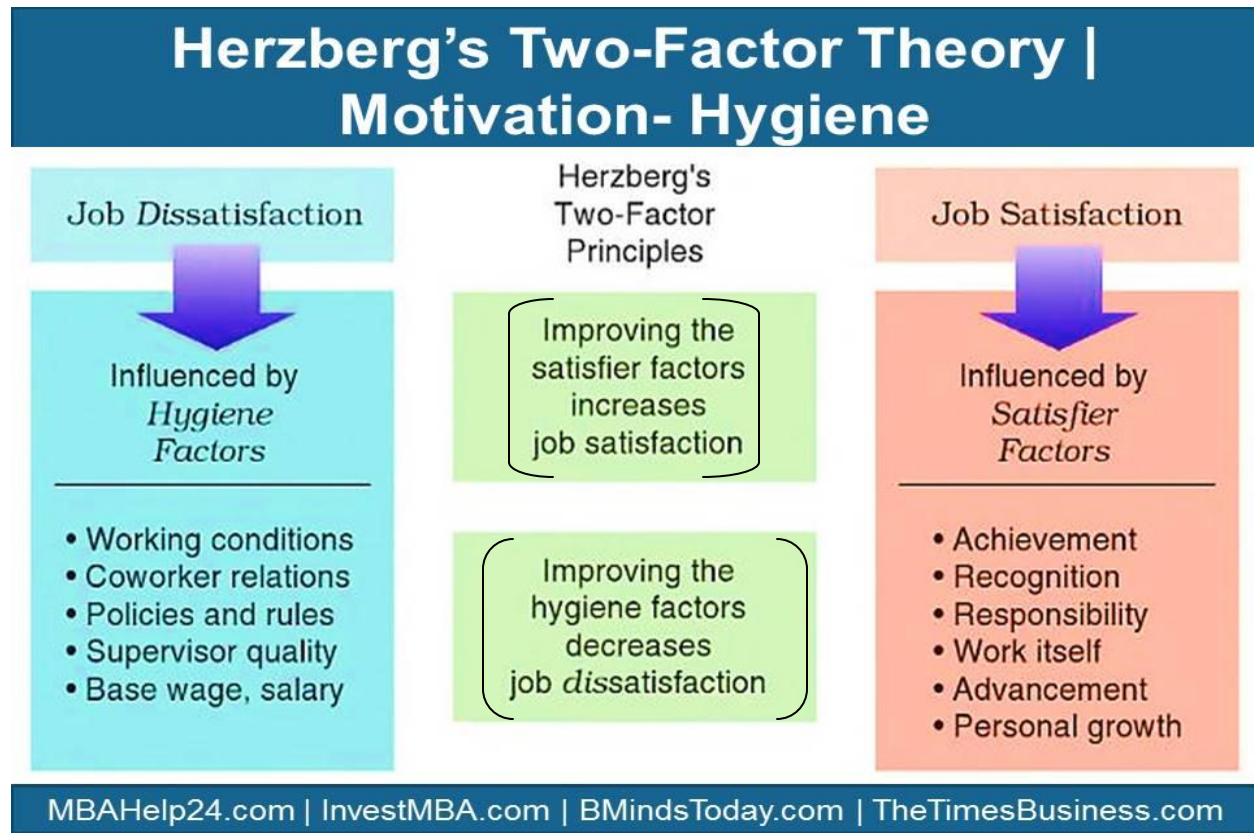


Figure- 1, Herzberg's Two-Factor Theory/Motivations-Hygiene:

The above and below Herzberg's Two-Factor Theories indicated how a groups' or an individual's job could be influenced fairly-motivated or fully-motivated within a given job.

Herzberg's Two-Factor Theories:

I. **Hygiene Factor:** - Work condition related to dissatisfaction caused by discomfort or pain; Maintenance factors, Contributes to employee's feeling not dissatisfied and Contributes to absence of complaints.

II. **Motivation Factor:** - Work condition related to the satisfaction of the need for psychological growth, Job enrichment and leads to superior performance and effort.

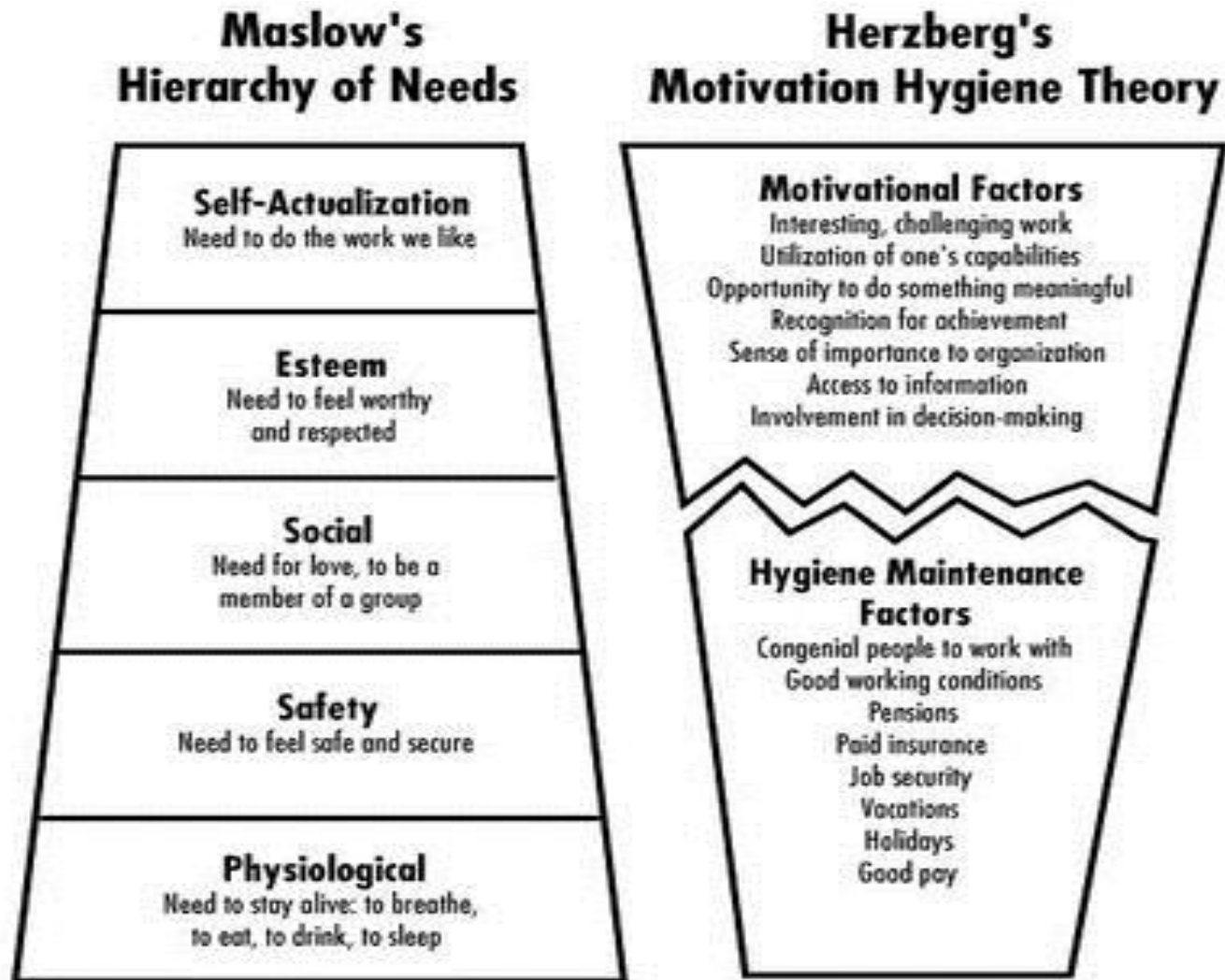


Figure- 2, Maslow's Hierarchy of Needs Theory and Herzberg's Motivation Hygiene Theory

Source: Wiki pea-files.com-361327

The above Theories of Maslow's Hierarchy of needs and Herzberg's Motivation-Hygiene Factors emphasis how a group of people's or an individual's being motivated step-by-Step.

Summary of Related Review Literature:

In this Unit Summary of Related Review Literature, Job Satisfaction has seen as crucial phenomena which emphasis peoples' feeling about their job either negatively or positively depending on the outcomes or inputs of the tasks undertaken by them within organization or workforces. Thus; factors influencing Teachers' Job Satisfaction from the relevant review of

Literatures theories were many and complex because Job Satisfaction is affected by different sets.

In other hand, it is suggested by many researchers that Teachers' Job Satisfaction is very significant because their attitudes towards job have an effect on the teaching-learning process and ultimately on students' achievements. Therefore; Job Satisfaction causes success or failure of any systems or organizations. With this regard, Teachers' circumstances in their professions are needed to be improved in the Secondary Schools by motivating them differently in their works and satisfying their needs because their main responsibilities is to prepare future generations for future carrier of one's Countries. So it is important to be aware of encouraging Job Satisfaction levels of Secondary School Teachers in their tasks.

CHAPTER-THREE

Research Design and Methodology

A research design is the plan that describes the conditions and procedures for collecting and analyzing data (McMillan and Schumacher, 2010:490). The objective of study was identified the significant relationship between the level of Teachers' job satisfaction or job dissatisfaction that are related to the teachers' commitment within their teaching procedures in Government Secondary Schools in Makuey Woreda Nuer Zone.

Regarding this study, the researcher used descriptive survey design that would be potentially appropriate to assess the selected problem and to obtain good result by using it. This design is used to collect data or gather information that describes one or more characteristics (such as beliefs, attitudes, behaviors and demographic composition) of a specific population. This design was employed to reduce and describing the existing challenges of the finding study.

3.1. Location of the Study

The study was conducted in Makuey Woreda which is one among five (5) Woreda's in Nuer Zone- Nyinenyanyang (NZN), of Gambella Peoples' Regional State (GPRS). It is the center of the Nuer Zone and it's about 140 k/m away from Gambella Town. The Woreda was in the West of Gambella Town and has an estimated area covers of 1, 64.2 sq/km². The economic activities of people living in the Woreda is basically depends on farming, pastoralists, more fishes used and also farming around the Baro-River in the winter season.

The weather condition of the area is estimated from 20°C to 35°C in the summer to Winter Seasons and in spring to autumn the weather Conditions is from 32°C to 40°C or vice-versa depending within the seasonal changes of the area. The Woreda has got problem of; transport systems, light, communication with internet and severe suffering with Moreley tribe from South-Sudan who come and take possessions and even to lose the life of people. The Woreda is bordering with Itang Special Woreda, Jikow Woreda in Nuer Zone, Lare Woreda in Nuer Zone, Wanthoa Woreda in Nuer Zone, Abobo Woreda in Anyuak Zone and Jior Woreda in Anyuak Zone. Thus, the study area was determined by the researcher in order to allow him for creation of rapport with the respondents during the data collection.

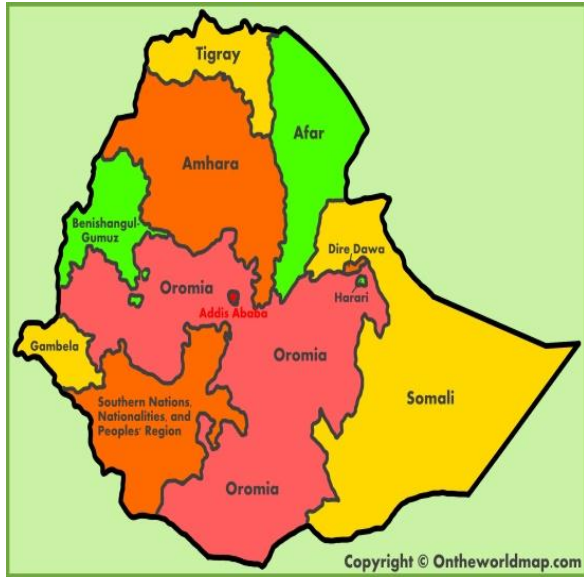


Figure 3, Ethiopia Map with its Regional States



Figure- 4, Gambella Peoples' Regional State Map with its Zones and Woreda's

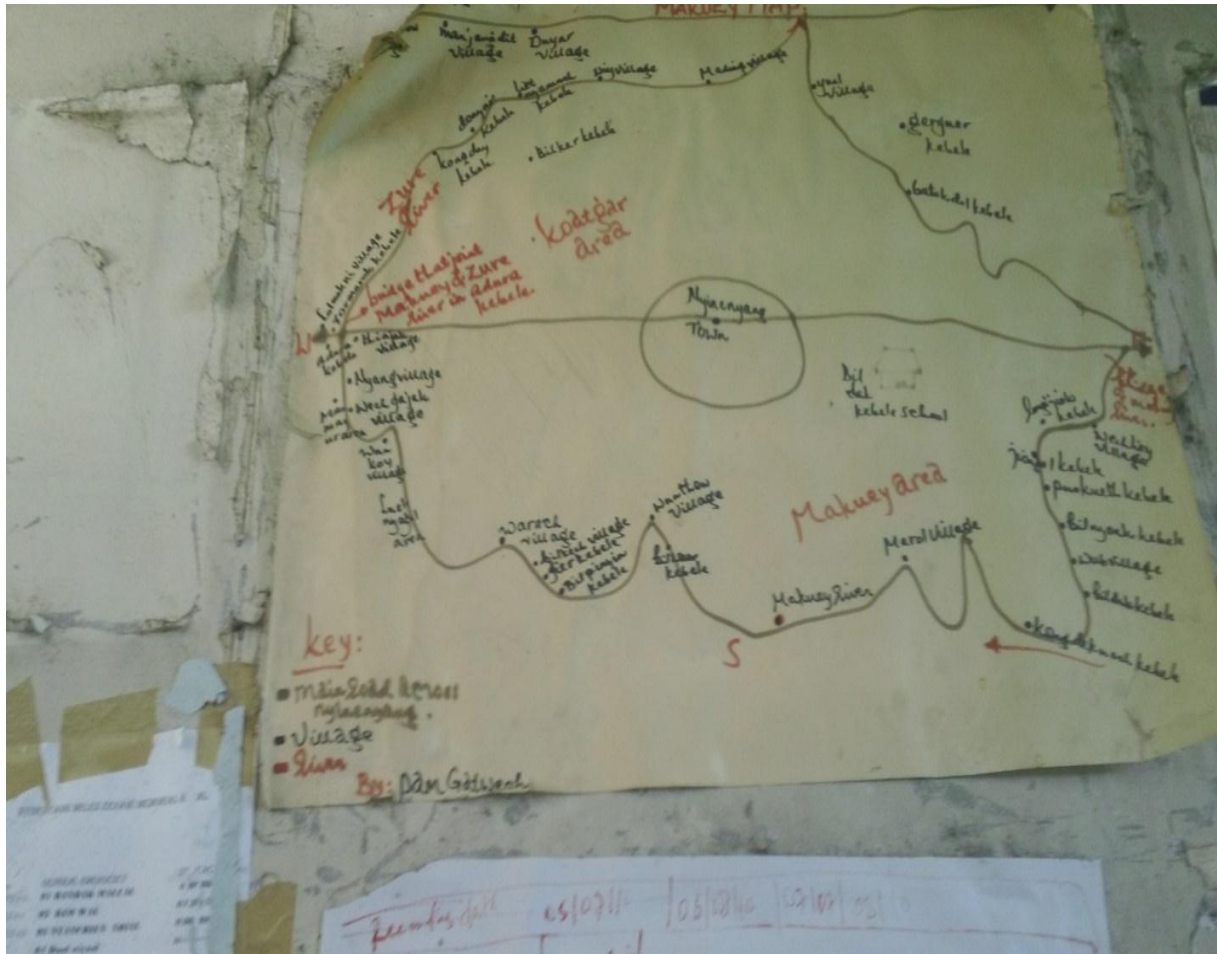


Figure-5, Map of Makuey Woreda

3.2. The Target Population

Population is any collection of specified group of human being or non-human entities such as; objects, educational institutions, time units, geographical areas and prices of items or salaries of individuals. It is called universe by statisticians (Belay Tefera and Abdinasir Ahmed, 2015:144). The study was target population of 5 government secondary schools, 144 teachers, 5 teachers' association and 5 school principals in government secondary schools in Makuey Woreda.

3.3. Sources of Data

The researcher was used Primary and Secondary sources to collect information/data's from the study area.

- a. The primary sources of data collection were school teachers, teachers' association and school principals of selected government secondary schools.

- b. The secondary sources of data collection were the related documents from schools, books, articles, internet sources, journals, references and others related literatures documents.

The researcher was believed that the data obtained by using these sources would be strength than questionnaires.

3.4. Sample Size and Sampling Techniques

3.4.1. Sampling Size

Table-1. Sampled population

S/No.	Name of the selected Woreda	Number of the sampled government secondary schools	Sampled											
			Number of Teachers			Number of Teachers' Association			Number of School Principals			Total No. of the selected sample		
			M	F	T	M	F	T	M	F	T	M	F	T
1.	Makuey	1.Winy-diew Sec. Sch.	43	1	44	1	-	1	1	-	1	45	1	46
2.	>>	2.Nyinyenyang Sec. Sch.	27	3	30	1	-	1	1	-	1	29	3	32
3.	>>	3. Bil-wuor Sec.Sch.	33	4	37	1	-	1	1	-	1	35	4	39
4.	>>	4.Batokdol Sec. Sch.	17	1	18	1	-	1	1	-	1	19	1	20
5.	>>	5. Adura Sec.Sch.	15	-	15	1	-	1	1	-	1	17	-	17
Total	1	5	135	9	144	5	-	5	5	-	5	145	9	154

The target populations of this study were schools, Teachers, Teachers' Association and School Principals within the targeted area of the study. The Makuey Woreda is one of five (5) Woredas' from Nuer Zone of Gambella Peoples' Regional State. It has six (6) government secondary schools and from six the researcher has selected five (5) Secondary Schools for the study. The sampled government secondary schools were; 1.Winy-diew Secondary School (9-12), 2.Nyinyenyang Secondary School (9-10), 3.Bil-wuor Secondary School (9-10), 4.Batokdol Secondary School (9-10) and 5.Adura secondary School (9-10). In the sampled government secondary schools the total population was 154. From the mentioned numbers, there was 144

teachers; 135 males and 9 females and all teachers were used in the study, each (1) school principals in five schools was used and each (1) teachers' association union in five schools was incorporated in the study.

3.4.2. Sampling Techniques

Sampling techniques help the researchers to get representative number from a large population which determined the means total of the population. The sample for this study was selected using random and purposive sampling techniques. The researcher was conducting the study in Makuey Woreda Government Secondary Schools. In this Woreda there were six (6) government Secondary Schools and from these five (5) were used in sampling and the remaining one was served for pilot study. All teachers (144) were randomly selected in five (5) Government secondary schools while sampled five (5) school principals and five (5) Teachers' Association were used by purposive sampling in the study. Thus, the investigator believed that the selected sample would give vital information for the study.

3.5. Instruments of Data Collection

The researcher was employed three types of data gathering tools; questionnaires, interviews and document analysis that would be suitable and appropriate for the level of targeted respondents and their availability to involve both quantitative and qualitative methods of data collection.

3.5.1. Questionnaire

Belay Tefera and Abdinasir Ahmed (2015:169), argue that, questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational topics sent or given to an individual or group of individuals with the purpose to collect data about issues under investigations. Questionnaire is a systematic compilation of questions that are administered to the sampled respondents either face-to-face or through mailing. Therefore, in this study the required data's were collected through questionnaires, both closed-ended and opened-ended questions to collect relevant and necessary data. The questionnaires were prepared based on review literatures and were prepared in English Language for data collection.

3.5.2. Interview

Belay Tefera and Abdinasir Ahmed (2015: 179) stated that interview is a technique of generating primary data in which the interviewee gives the needed information verbally in face-to-face or non-face-to-face situation. The researcher was prepared structured interview for school principals and focus group discussion (FGD) for teachers' association. This interview was scheduled to provide necessary opportunity for the interviewee to actively participate in the interviewer questionnaires. The researcher was considered interview to provide data more valuable and appropriate.

3.5.3. Documents Analysis

The researcher used the related documents for this study, that including; documents from schools, books, articles, educational reports, journals and other related literatures would be used in the documents analysis.

3.6. Procedures of Data Collection

The researcher was obtained letter from Department of educational planning and Management College of Education and Behavioral Studies, Addis Ababa University (AAU) to go to the field work. The researcher was submitted the prepared questions of collecting data both questionnaires and interviews to the advisor for his comment and then, Pilot testing was held on the remained one school with twenty (20) teachers in order to check the reliability of the questionnaires.

After that the researcher has made appointment with school principals, teachers' association and teachers of sampling government secondary schools and request permission to carry out the study within their respective schools and notify them to arrange the time and dates to meet for data collection and then administered questionnaires to them. The document analysis was used for related review literatures which would emphasis factors influencing teachers' job satisfaction on selected government secondary schools.

3.7. Data Analysis Techniques

Data analysis is the process of systematically searching and arranging completed research instruments after fieldwork, with an aim of increasing the researchers' understanding of data's and enabling the researcher to present them to others (Orodho and others,2005). Quantitative data was analyzed and presented using frequencies, percentages and tables were used in

discussions. The data's were also analyzed using a computer generated the predictive analytics which was ensured prediction with confidence and so making smarter decisions, solve problems and improved outcomes. Descriptive data analysis methods was used to analyze data obtained from the demographic characteristics of teachers. The four research questions were answered from the analysis of the sampled population on the government secondary schools of Makuey Woreda.

3.8. Organization of the Study

The research project was organized into five chapters. Chapter one was presenting; the introduction, background, the statement of the problem, the objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, limitation of the study, definition of operational terms and organization of the study. Chapter two was consists of general literature reviews of different scholars and overview on the general concept of teachers' job satisfaction. Chapter three was described the research design and methodology which would deals for the area of study research design, location of the study, target population, sources of data's, sample and sampling procedures, research instruments which consists (questionnaires, interviews and document analysis), data collection and data analysis technique. Chapter four was presented data presentation, analysis and discussions of the findings. The last of Chapter five was focuses on the summary of the findings, conclusions and recommendations for further studies. Reference and appendices were appeared at the end of this chapter five.

3.9. Ethical Considerations

Ethical consideration was playing a significant role during data collection. The researcher was obtained letter from Department of educational planning and Management College of Education and Behavioral Studies, Addis Ababa University to go to the data collection field work. The researcher has made positive interaction to explain the objectives and significance of the study to the respondents and requesting their cooperation to provide required information's for the study. The researcher has made appointment time to meet with respondents and give research data both questionnaire and interview questions to them confidentially and assured them that the information required are for research purpose only and provide to keep confidential.

CHAPTER -FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The chapter of this study treaty with presentation, analysis and interpretation of the significant relationship between the teachers' job satisfaction and dissatisfaction that affect their commitment, internal and external factors influence teachers' job satisfaction, how the working environment and school principals influence on teachers' job satisfaction and challenges that influence teachers' job satisfaction in Government Secondary Schools in Makuey Woreda Nuer Zone of Gambella Peoples' Regional State. In the study, different groups of population were used to obtain the necessary information and these included teachers, teachers' association unions and school principals.

The study was target population of 5 government secondary schools in Makuey Woreda and the six one was used for piloting with twenty (20) teachers in order to check the reliability of the questionnaires, all 144 teachers; 135 males and 9 females were used in the study, each (1) school principals in five schools was used and each (1) teachers' association union in five schools with total population of 154 was incorporated in the study. Presentations, Analysis and interpretation of the data gathered were used by different instruments; questionnaires, group discussions, unstructured interview, summary of the quantitative data and qualitative data were organized, analyzed and presented using discussions, frequencies, percentages and tables were used.

4.1. Background information of respondents

Table-2. Demographic Characteristics of the respondent teachers by Sex, Age, Education, Services and Marital status.

1.Sex distribution among Teacher respondents	Sex	F	%
	Male	135	93.8
	Female	9	6.3
	Total	144	100.0
	Age	F	%
2. Age variation among Teachers	a) 20-25 years	12	8.3
	b) 26-30 years	20	13.9
	c) 31-35 years	38	26.4
	d) 36-40 years	63	43.8
	e) 41-45 years	11	7.6
	Total	144	100.0
	3. Educational background	Education	F
(a) Diploma		83	57.6
(c) BA/BSC/B.Ed. Degree		61	42.4
Total		144	100.0
4. Service year's variation	Services	F	%
	(a) 1-5 years	29	20.1
	(b) 6-10 years	52	36.1
	(c) 11-15 years	57	39.6
	(d) 16-20 years	6	4.2
	Total	144	100.0
5. Marital status distribution of the teacher	Marital	F	%
	a) Single	13	8.8
	b) Married	119	80.4
	c) Widowed	3	2.0
	d) Divorced	9	6.1
	Total	144	97.3

As shown in the above Table.2.the Sex distribution among teachers indicated that 135 (93.8%) were males and 9 (6.3%) were females. This emphasized that the large section of the respondents teachers were males while the small proportion were females that were incorporated in the study.

Regarding the age of respondents teachers out of 12 (8.3%) were from 20-25 years, 20 (13.9%) were from 26-30 years, 38 (26.4%) of them were from 31-35 years, 63 (43.8%) were from 36-40 years and 11 (7.6%) of them were from 41-45 years old. This shows that the more participants were from age of 31-35 and age of 36-40 respectively, while the rest were in least proportion and all different ages were integrated in the study.

Concerning the qualification of the respondent teachers 83 (57.6%) were Diplomas while 61 (42.4%) were BA/BSC/B.Ed. Degrees. Therefore; analysis shows that most of teachers were diplomas and some of them (21 teachers) were in learning in summer courses by upgrading their education to get degree holders besides these degrees were very least in the study and also some of them (6 teachers) were learning to hold MA/MSc. degree.

Regarding the services years of respondent teachers about 29 (20.1%) had served for 1-5 years, 52 (36.1%) served for 6-10 years, 57(39.6 %) served for 11-15 years and 6 (4.2%) of them give services for 16-20 years. In this case, those who gave services for 6-10 years and 11-15 years were more than the rest of services years.

Concerning the marital status of the respondent teachers 13 (8.8 %) of them were not married, 119 (80.4%) of them were married, 3 (2.0 %) were missing their partners and then 9 (6.1 %) were separated. The analysis showed that the majority of the teachers have got spouses 119 (80.4%), whereas others were minimum in the study.

Ma and MacMillan (2001) conducted a research among Canadian teachers revealed that job satisfaction levels differ significantly between male and female teachers. Similarly, teachers in my study were got satisfaction levels differently. The female teachers were more satisfied than male teachers, because they seemed to have no more complaints like male teachers about their salary as well as other self-benefits in their schools.

Table-3. Relations between the teachers' job satisfaction that affects their commitment

1	The extent of your satisfaction with your job.	F	%
	Very satisfied	40	27.8
	Satisfied	72	50.0
	Undecided	0	0
	Slightly Satisfied	32	22.2
	Dissatisfied	0	0
	Total	144	100.0
2	The extent of your satisfaction with your relations to teachers' associations.	F	%
	Very satisfied	89	61.8
	Satisfied	45	31.3
	Undecided	0	0
	Slightly Satisfied	10	6.9
	Dissatisfied	0	0
	Total	144	100.0
3	The extent of your satisfaction with school supervisors.	F	%
	Very satisfied	100	69.4
	satisfied	34	23.6
	Undecided	10	6.9
	Slightly Satisfied	0	0
	Dissatisfied	0	0
	Total	144	100.0

In the Table.3, item-1, the extent of teachers' job satisfaction between organization shows that 40 (27.8%) of teachers were very satisfied with the relation of the organization school managements, teachers' associations, school supervisors, students, colleagues and parent teachers' associations, 72 (50%) of them were satisfied due to the students' and school managers' cooperation within the work and 32 (22.2%) of them were slightly satisfied because the WEO do not always used to call the meeting or make communication which is the key one for all the mentioned school partners' relationship within organization. So most of the teachers were satisfied because of the cooperation of school partners or agents and job-itself.

.In supported to all SPR (May, 2018) interviews, in our schools the Parent Teachers' Association (PTA), Teachers' Association (TA) and Teacher Students' Association (TSA) were those who have very strong communication /relations in our schools who can influence our job satisfaction, while Woreda education office (WEO) have least communication which did not satisfied us. This implied that teachers, school principals and others in Makuey woreda secondary schools were influenced their job satisfaction well by Parent Teachers' Associations' (PTA), Teachers' Associations' (TA) and Teachers Students' Associations' (TSA) Communication.

In the above Table.3, item-2, shows that the relations to teachers' association about 89 (61.8%) of teachers were very satisfied, 45 (31.3%) of them were satisfied and 10 (6.9%) were somewhat satisfied. And the relationship of teachers with supervisors indicated that 100 (69.4%) of teachers were very satisfied, 34 (23.6%) were satisfied and the rest 10 (6.9%) were undecided. This indicated that the positive relationship of teachers with teachers' associations, School supervisors and /or school administrators motivates them and leads to satisfaction and retaining them to the job. It is noticeably that teacher's/worker's motivation or job satisfaction and retention is enhanced when school administrators, teachers' associations and Supervisors were seeming to give fairness, helpful, knowledgeable, and effective to the work.

Table.4. Relations between the Teachers’ Job Dissatisfaction and Commitment.

1. The extent of your satisfaction with the existing teaching and learning resources in your school.	Variables	F	%
	Very satisfied	0	0
	Satisfied	0	0
	Undecided	20	13.9
	Slightly Satisfied	106	73.6
	Dissatisfied	18	12.5
	Total	144	100.0
2. The extent of your satisfaction with the policies, rules and regulation of your school.	Variables	F	%
	Very satisfied	0	0
	Satisfied	56	38.9
	Undecided	4	2.8
	Slightly satisfied	64	44.4
	Dissatisfied	20	13.9
	Total	144	100.0
3. The extent of your satisfaction with your salary and fringe benefits.	Variables	F	%
	Very Satisfied	10	6.9
	Satisfied	24	16.7
	Undecided	0	0
	Slightly Satisfied	89	61.8
	Dissatisfied	21	14.6
	Total	144	100.0
4. The extent of your satisfaction with communication network between teachers, principals and woreda education office.	Variables	F	%
	Very satisfied	0	0
	Satisfied	0	0
	Undecided	24	16.3
	Slightly Satisfied	91	61.9
	Dissatisfied	29	19.7
	Total	144	98.0
5. The extent of your satisfaction with work characteristics; (workload and lower pay) in your school.	Variables	F	%
	Very satisfied	0	0
	Satisfied	11	7.6
	Undecided	0	0
	Slightly Satisfied	12	8.3
	Dissatisfied	121	84.0
	Total	144	100.0

Regarding item.1, in the above Table, 20 (13.9%) of respondents were undecided, 106 (73.6%) of them were slightly satisfied because the school facilities were scarce, 18(12.5%) disagreed

because teaching resources were insufficient. According to the finding of item1, most of the teacher participants were slightly satisfied because the teaching materials /facilities were inadequate that made their teaching process impossible and it is one way to increase job dissatisfaction for teachers' in teaching process and others were undecided and disagreed due to lack of school resources that may support their teaching. In this respect Gier (2016), suggested that the lack of fundamental teaching material hampers the actual capability to teach, when there is a very limited supply of textbooks, laboratory equipment, sports and recreation material, maps and technology equipment.

Concerning item.2 of Table-4,56 (38.9%) of participant teachers were satisfied and said that even policies, rules and regulation in school were being constricted (restricted) they could satisfy teachers' work commitments. Others 4 (2.8%) were undecided, 64 (44.4%) of them said that were somewhat satisfied because it was better for them and 20 (13.9%) of them were discontented due to the policies, rules and regulation in school were constricted which dissatisfied their work commitments. In this case, some employees would be happily because the policies, rules and regulations were restricted, while others would not like how policies, rules and regulations are exercised in that organizations according to the individual's differences.

Item.3 indicated that 10 (6.9%) of respondent teachers were very satisfied due to their interest for the given salary, 24 (16.7%) of them were satisfied according to their self-different, 89 (61.8%) of respondents were slightly satisfied because of the insufficient salary and fringes benefits and other participants 21 (14.6%) disagreed with the question. This shows that salaries and fringe benefits were not enough to satisfied teachers well even though there were monthly salaries they were insufficient and this resulted lack of commitment on job and there was no increase of salary in that area while in other Woredas the teachers' salary was increased to improve the commitment to work satisfaction of teachers.

In supported to all RSPs (May, 2018) interviews, pointed out that their big challenges was salaries delaying procedures that might cause 45 up to 65 days which makes two months and above to receive the previous month's salary and even some teachers did not usually receive their monthly salaries on time due to insufficient budget of employees within the woreda,

therefore; some teachers might be demotivated and lost their confidence regarding their salary and even to work. For these reasons, school principals and teachers in Makuey woreda secondary schools feel job dissatisfaction in their work because in most of the time teachers were more motivated when they were paid on time, but because they like their professions this influences their commitment to work in a better mode.

In supported ideas to all TARs'FGD (May, 2018) agreed that much challenges of teachers' job satisfaction were negatively based on salaries on behalf of their delay and no increment of teachers' salary and lack of school materials. In this case; most of teachers were slightly satisfied and shifted their attention and look for another jobs even though they love their profession in line for getting rid of difficulties for their monthly incomes.

As Chang and others, (2010: 6), "demonstrated that the teachers' satisfaction with their salaries was a significant forecaster of their job satisfaction". In the same idea, teachers in Makuey Woreda needed their salary to be adequate and paid on time for their satisfaction. Item 4 of Table-4, indicated that 24(16.3%) were undecided about the communication, 91 (61.9%) were slightly satisfied by considering that, there is a good network with students, teachers, school managements, parent teachers' association and Woreda office education with little implementation of the school needs and 29 (19.7%) were dissatisfied with communication within schools. In this case, the majority of the respondents 91 (61.9%) were slightly satisfied within school communications. So it is considered that there was somewhat insufficient implementation in some cases within school network as well as school duties that influence teachers' job satisfaction for their commitment.

Table -4, item 5, indicated that 11 (7.6%) were satisfied, 12 (8.3%) were slightly satisfied and 121 (84.0%) were dissatisfied within their work characteristics. This implied that most of respondents 121 (84.0%) were dissatisfied, it was due to the work-load and lower pay within their respective Woreda. This was similar with Gedafaw Kassie's finding in that; more challenges were faced in different ways. In addition, teachers who were in remote areas needs to come to schools within the town and this increases work-loads for those who remained and this brought dissatisfactions of the works, (Gedefaw Kassie, 2012: 53).

Table.5. Internal Factors responses related to Achievement and Recognition that influence Teachers' Job Satisfaction.

1. I am pleased with my achievements in schools.	Variables	F	%
	Strongly Agree	92	63.9
	Agree	52	36.1
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
2. My achievement gives me sense of self-importance.	Variables	F	%
	Strongly Agree	121	84.0
	Agree	23	16.0
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
3. In my school I am recognized for a job well done.	Variables	F	%
	Strongly agree	134	93.1
	Agree	10	6.9
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
4. I get enough recognition from education leaders and others.	Variables	F	%
	Strongly agree	101	70.1
	Agree	43	29.9
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
5. The way I get full praise is for the work I do.	Variables	F	%
	Strongly agree	132	91.7
	Agree	12	8.3
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
6. I get enough recognition from my immediate supervisor for my work.	Variables	F	%
	Strongly agree	116	80.6
	Agree	28	19.4
	Agree	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
7. The recognition given in the school is fairly evaluates my work.	Variables	F	%
	Strongly agree	131	91.0
	Agree	13	9.0
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0

In this Table-5, item-1 showed that all (144) of respondents teachers agreed by saying that, they were pleased due to their accomplishment in institutions. Item-2, in the same Table also indicated that all (144) of respondent teachers showed agreement because of their common sense of self-importance in the school made them teach effectively. The above items-1 and 2, showed that all these sampled teachers in this study area were interested and satisfied in teaching their students to achieve good results in their learning procedures because the most respondent teachers' job satisfactions were influenced internally and satisfied by their students.

In correspondingly to RTs (May, 2018) opened-ended questions, most of them agreed that, they were pleased and satisfied with students' achievement, good self-control/self-discipline and interests of learning to achieve good results that can give them well progresses in their studies and others necessary intended for forthcoming career in schools. In supported to this study, Manlana and others (2013), in their data indicated that almost all items of achievement got the highest mean which emphasis that teachers find themselves satisfied within this aspect to do the work effectively.

In items-3, 4, 5, 6 and 7 of Table-5 all (144) of respondent teachers agreed that their recognition is for the work they have done well in the school. Enough recognition by education leaders and by immediate supervisors made them working hard in their schools. In support to this, Bratton and Gold (2007) said that, reward refers to all the financial, non-financial and psychological payments that an organization gives for its employees in exchange for the work they perform. It is given to indicate appreciation for the employees' hard work and optimistic contribution. It emphasis that teachers' recognition in their working area is very complicated because there were two things that teachers would be recognize; one is bad behavior and other is good behavior which may be well known by their surrounding communities because sometimes teachers may basically lack truth and not have a good relationships with the community surrounding their school, and this can be mainly occurs in categorized societies with bulky differences between teachers, students and communities that could cause conflict internally, but in this case the teachers in this study were recognized by their good behavior. This study was slightly contradicted to (Tudor-Craing, 2002). Many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig, 2002).

Table-6. Internal Factors responses related to Responsibilities and work-itself

1. I am satisfied with my teaching responsibilities in all my work	Variables	F	%
	Strongly Agree	133	92.4
	Agree	11	7.6
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
2. I satisfied to solve my problems in the school.	Variables	F	%
	Strongly agree	135	93.8
	Agree	9	6.3
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
3. I am satisfied of my autonomy in school as a teacher.	Variables	F	%
	Strongly Agree	134	93.1
	Agree	10	6.9
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
4. I am satisfied with my occupation ability to perform my job.	Variables	F	%
	Strongly agree	135	93.75
	Agree	9	6.2
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
5. By receiving academic rewards from school is increased my job satisfaction.	Variables	F	%
	Strongly agree	132	91.7
	Agree	12	8.3
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
6. I am satisfied with the successes gained by students.	Variables	F	%
	Strongly agree	104	72.2
	Agree	40	27.7
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0

Table-6, items-1, 2 and 3, show that all (144) of participant teachers agreed that they were satisfied in their professional to solve problems by their autonomy in the schools. This implied that teachers have self-independence for the implementation of many tasks like; teaching procedures to develop young generation of their nation-states and others abroad , correcting students' works, assessing and reporting some duties in their respective schools as well as in education offices, contributing in communities development works, training or workshops, meetings, managing abundant activities, etc. Therefore; all teachers were got satisfaction regarding their responsibility and work-itself. In this case, my study was contrary to the findings of Boey(2010) and consistent to the study by Menlo and Popleton (1999).A study by Boey (2010:2), noted that to meet the need of responsibility, teachers must be empowered in the form of teacher's autonomy, decision-making, collaborative leadership, and so forth. According to Menlo and Popleton (1999), teachers are professionals responsible for educating young citizens, for advancing culture, and for improving the economic viability and social well-being of the nation.

In the same Table-6 items 4, 5 and 6, shows that all (144) of the participants agreed that they were got satisfaction of the job performances in their schools, due to the commitment to the job and rewarding systems in the education for different rewards that they receive emotionally and the success gained by students in their schools from the knowledge they transfers to students. This emphasized that, work performances and aspects of the work that related to high possibilities of teaching, assessing and different reporting systems that made teachers/employees become satisfied with work itself.

Besides, teachers were proud in teaching children or students this enabling them to continue and to become well-committed to the teaching professions and to work hard that give them high values to the work itself, feelings, self-determination or independence and competition development this made teachers satisfied in the job as we know that job itself is one of intrinsic rewards in any organization this finding was supported by Gedefaw (2012: 66) and Tudo-Craig (2002).

Table-7. Internal Factors responses related to Possibilities of academic growth and development

1. Provision of job related workshops enhance my academic performance.	Variables	F	%
	Strongly agree	16	11.0
	Agree	49	33.8
	Undecided	0	0
	Disagree	59	40.7
	Strongly disagree	20	13.8
	Total	144	99.3
2. Opportunity to attend workshops outside the school is available.	Scale	F	%
	Strongly agree	0	0
	Agree	33	22.9
	Undecided	10	6.9
	Disagree	71	49.3
	Strongly disagree	30	20.8
	Total	144	100.0
3. I am satisfied with some further training professional development opportunities.	Variables	F	%
	Strongly agree	91	63.2
	Agree	34	23.6
	Undecided	9	6.3
	Disagree	10	6.9
	Strongly disagree	0	0
	Total	144	100.0

According to Table-7, item-1, 65 (45.13%) of respondent teachers agreed that there was provision of workshops sometimes and 79 (54.86%) of them disagreed that there was no provision of workshops at all. In item-2, of Table-7, 33 (22.9%) of the respondent teachers agreed that there was some workshops that are being attended outside of the schools, 10 (6.9%) of them were undecided, 101 (70.13%) of them disagreed by considered that, there was no any opportunity to get workshops. Item-3, in the same Table, implies that 125 (86.80%) of respondents agreed that, further training professional development opportunities was not given to most of them, 9 (6.25%) of the respondents were undecided and 10 (6.9%) of

them disagreed. The implication of item-1, 2 and 3, was that the potentials provision of academic growth and development did not satisfy teachers because there was an unusual workshops that was provided for teachers.

As a result, teachers became dissatisfied with work and got no good academic growth and possible development of getting good knowledge and skills for their future career. Academic growth and development might encourage teachers' mind to enhance skills and knowledge of subject matter through advanced practical studies, but in this case, teachers were not well provided for seminars and workshops that might develop and upgrading their skills to make different programs; for that reasons, they were not got satisfaction within their respective schools/ organizations. In support to this study, Darling-Hammond and McLaughlin (2005) suggested that employees' development also means providing occasions for teachers to reflect critically on their practice and to approach new knowledge and beliefs about content, pedagogy and learners.

Table-8. External Factors Responses to Organizational Policy, Administration and Salaries that influence Teachers' Job Satisfaction

1. Policies, rules and regulations in schools are tight which dissatisfied teachers' work commitments.	Variables	F	%
	Strongly agree	60	41.7
	Agree	46	31.9
	Undecided	10	6.9
	Disagree	18	12.5
	Strongly disagree	10	6.9
	Total	144	100.0
2. I am happy with support I receive from School administrators.	Variables	F	%
	Strongly agree	16	11.1
	Agree	62	43.1
	Undecided	16	11.1
	Disagree	50	34.7
	Strongly disagree	0	0
	Total	144	100.0
3. I feel relaxed with my future incomes.	Variables	F	%
	Strongly agree	78	54.2
	Agree	32	22.2
	Undecided	0	0
	Disagree	24	16.7
	Strongly disagree	10	6.9
	Total	144	100.0
4. I am comfortable with my salary and fringe benefits.	Variables	F	%
	Strongly agree	26	18.1
	Agree	16	11.1
	Undecided	4	2.8
	Disagree	12	8.3
	Strongly disagree	86	59.7
	Total	144	100.0

Concerning Table-8, item-1, show the majority of respondent teachers 106 (73.61%) agreed that policies and rules in schools are very constricted, 10 (6.9%) of them were undecided, 28 (19.44%) of them disagreed that rules and policies were not displeased teachers' work commitments. Regarding the above Table-8, item-2, 78 (54.16%) of participants agreed and expressed the good supportive systems from principals, 16(11.11%) of the respondents were undecided and 50 (34.7%) of them disagreed with the question.

Table-8, item-1, implies the negative attitudes of majority teachers towards the practice of school policies, rules, regulations and its administration that was strictly on the teachers as a result teachers were not work happily and sometimes have conflicts among themselves due to limited school administrative and regulation. This constricted circumstances affecting job satisfaction among teachers negatively as supported by Bennell and Akyeampong (2007) noted lack of clear rules tends to generate conflict, power vacuum, and overlap and duplication of effort. Item-2, of this Table, emphasis that 78 (54.2%) of respondent teachers agreed and satisfied with good support they received from school administrators, 16 (11.1%) of them were undecided and 50 (34.7%) of them were disagree. This implied that bulks of them have some sort of getting satisfaction support from their school administrators.

Table-8, item-3, showed 110 (76.4%) of respondent teachers agreed and 34 (23.6%) of them disagreed. This confirmed that teachers' were got satisfaction for upcoming influential incomes regarding their job even though their salaries were insufficient. According to item 4, of Table-8, 42 (29.16%) of respondents agreed that, they were comfortable with salary and fringes benefits, 4 (2.8%) were undecided and 98 (68.06%) were disagree, due to insufficient salary and fringe benefits of the Woreda and this hindrance most teachers' participation in work place and not satisfied. This poor forecasting to get other profits other than monthly incomes made them unhappy and also there was no considerable increase of the teachers' monthly salaries and fringe benefits by WEO. In contrary to this finding, Nielsen and Smyth (2008: 1932) in their study found that, among other things, teachers or employees who selected a job because of a satisfactory salary were more likely to have higher levels of job satisfaction, cited in (Gedefaw, 2012).

Table-9. External factors related to Opportunities and Promotion and Job Security

1. The promotion procedures used by Woreda education office are fair.	Variables	F	%
	Strongly Agree	0	0
	Agree	20	13.9
	Undecided	10	6.9
	Disagree	14	9.7
	Strongly disagree	100	69.4
	Total	144	100.0
2. Teaching provides me with opportunity to use all my skills.	Variables	F	%
	Strongly agree	123	85.4
	Agree	21	14.6
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
3. I feel protected against individual dismissal.	Variables	F	%
	Strongly agree	111	77.1
	Agree	33	22.9
	Undecided	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	100.0
4. I satisfied with better job security in our school.	Variables	F	%
	Strongly agree	96	66.7
	Agree	38	26.4
	Undecided	0	0
	Disagree	10	6.9
	Strongly disagree	0	0
	Total	144	100.0

Concerning Tabl-9, item1, 20 (13.9%) of respondent teachers agreed that promotion procedures was good, 10 (6.9%) were undecided and114 (79.16%) of respondents disagreed that the promotions for Woreda education office were unfair. This emphasis that promotion process was

imbalance and how to provide opportunities in education office disappointed teachers' job and displeased them even though, the organization relation with teachers was somehow, not all workforces have willingness to do the job confidently. In supported to RTs' open-ended questions, most of them agreed that there was unfairness distributions of opportunities in their secondary schools according to the field in which the teachers' qualified and the work and ability of the teacher. This emphasis, they were not got satisfaction under this study concerning fairness distribution of opportunities in their schools.

RSP5 (May, 2018) interviews agreed that the challenges faced were that, no good promotion for teachers because some teachers were working with unsatisfactory salaries. So they told woreda education office and woreda administration office to upsurge their salaries no good response even now. In addition to this problem, if the Woreda education office take teacher or school principal or supervisor to the office as a promotion or upgrading to work in office, they did not provided him/her with supplementary of budget, he/she might last for one to above years not to have increment of money needed in that post to be permanent. This implied that principals, teachers and supervisors were not satisfied in their work because the woreda education office and administration office failed to take better action of promotion process and salaries increment. Regarding item.2, of the same Table, all respondent teachers (144) agreed that teaching satisfied them with different opportunities for future career within organization. In supported to this finding, Kreitner and Kinicki (2001), states that the optimistic relationship between promotion and job satisfaction is dependent on perceived equity by employees.

Regarding item-3 and 4 of Table-9, all (144) of respondent teachers agreed that they were well protected and secured in their work-place for any things that were being happened in the works, like liberty from punishment or from the threat of physical attacks and this influence teachers' job satisfaction to become comfortable in their respective schools, but were still lacked many kinds of serves in their schools that might shift teachers to leave their jobs. Similar to this outcome, Amos and others (2008: 177-178), "said that in a school work-place, the safety needs are reflected not only in the desire for financial security, but also in fair treatment by the principals, safe working conditions, first-rate fringe benefits, fairness, quality supervision and job security".

Table-10. The working environment influences on Teachers' job satisfaction.

1. Teaching and learning resources are adequate that influences teachers' job satisfaction.	Variables	F	%
	Strongly agree	10	6.9
	Agree	50	34.7
	Undecided	22	15.3
	Disagree	62	43.1
	Strongly disagree	0	0
	Total	144	100.0
2. I feel satisfied due to suitable working conditions' influences.	Variables	F	%
	Strongly agree	30	20.8
	Agree	42	29.2
	Undecided	0	0
	Disagree	72	50.0
	Strongly disagree	0	0
	Total	144	100.00
3. The availability of staff offices, class rooms, libraries and laboratories influences teachers' job satisfaction.	Variables	F	%
	Strongly agree	12	8.3
	Agree	38	26.2
	Undecided	0	0
	Disagree	84	57.9
	Strongly disagree	10	6.9
	Total	144	99.3

Table-10, item-1, specified that 60 (41.6%) of respondent teachers agreed, 22 (15.3%) were undecided and 62 (43.1%) of respondents teachers disagreed. This emphasized that working conditions did not satisfied teachers because many secondary schools were not good-looking for teachers as well as learners. Item-2, of Table-10, 72 (50%) of respondents teachers agree, 72 (50%) disagree. In this finding emphasized that, half of participants agreed and others were disagree, which mean that, there were some secondary schools which have lacked good working circumstances and important resources necessary for learning like; libraries, laboratories, etc. In this case, teachers were influenced undesirably and not satisfied concerning school environments and school resources in this study. In supported to SPR2 (May, 2018) interviews agreed the only comfortable feeling about imagination was their profession that influenced teachers and principals to favorable situations that satisfied their job and this shape their attitude to have

conduciveness work environments, but in other circumstances challenges were depending on school resources.

Item-3, of the same Table, emphasized that 50 (34.7%) of respondent teachers agreed, 94 (65.3%) of them were disagree. This expressed the most of respondent teachers disagreed. It was because the working situations influenced their teaching process negatively due to the insufficient of school amenities,(staff offices, book stores, benches, chairs, class rooms, libraries and laboratories), therefore; teachers in those secondary schools of Makuey Woreda were not got satisfaction in their jobs. In supportive to this study, McCormick and Ilgen, 1987 found out that a good working environment includes the entire working environment such as class size, disciplinary conditions, availability of teaching materials, positive relationship among colleagues and positive thinker principals' supervision. And also Legesse (1992), says when the work and living conditions for many teachers is poor, it follows lower self-esteem and is generally demotivating to stay and work in the institution.

Table-11. School Principals Influence on Teachers' Job Satisfaction

1. School Principal is responsible and gives attention to the teachers.	Variables	F	%
	Strongly agree	48	33.1
	Agree	76	52.4
	Undecided	20	13.8
	Disagree	0	0
	Strongly disagree	0	0
	Total	144	99.3
2. I am satisfied with the existing management practices of the school.	Variables	F	%
	Strongly agree	41	28.5
	Agree	40	27.8
	Undecided	0	0
	Disagree	63	43.8
	Strongly disagree	0	0
	Total	144	100.0
3. I am happy with the support that I received from the school Principal.	Variables	F	%
	Strongly agree	42	29.2
	Agree	61	42.4
	Undecided	0	0
	Disagree	41	28.5
	Strongly disagree	0	0
	Total	144	100.0
4. I am satisfied with school Principal's Leadership practices and his or her collaboration.	Variables	F	%
	Strongly agree	40	27.8
	Agree	31	21.5
	Undecided	0	0
	Disagree	73	50.7
	Strongly disagree	0	0
	Total	144	100.0

Regarding item 1 of Table-11, 124 (86.1%) of respondent teachers agreed that school principals give more attention to the works that were doing within their particular schools and 20 (13.8%) of them were undecided. In item 2 of Table-11 showed that 81 (56.2%) of respondent teachers agreed that the management of more secondary schools was good and 63 (43.8%) of participant teachers disagree with the question. Concerning item 3, of Table-11, 103 (71.5%) of respondent teachers agree that they were receiving good support from school principals and were happy, while others 41 (28.5%) were disagree and considered that no good maintenance from school principals according to their views.

Regarding item 4, in the same Table, 71 (49.3%) of participants agreed and the rest 73 (50.7%) of participant teachers disagreed because the leadership practice was negatively influenced teachers' job satisfaction and were not got pleasure in the work they do. The above Table-11, item-1, 2 and 3, specified that the majorities of respondents agreed that principals' attention, responsible, support received by teachers and the existing management practices by school principals were positively in a good way as a result teachers were satisfied their jobs because it was obvious that teachers needed provision of giving a permission for sick leaves or others evidences when having it on time, directing them about how to do school time table when needed, get attention to annual and year lesson plans, assigning them to positions for which they are qualified and promoting well-ordered departments and others needed for them.

Similar to RSP3 (May, 2018), interviews the implementation of rules and regulations of our schools was implemented in presenting of management committees with hopefully regarding the interest of the teachers, students and communities, but for Woreda education office is not satisfied them due to their delaying techniques of implementation of our needs". Therefore; school principals were satisfied for what they implemented in the schools but not satisfied their work for the implementation of Woreda education office because it has got deficient operation for the needs of these secondary schools in this study. In slightly supported to all RTs' (May, 2018) open-ended questions, agreed that they were taking part in general decision makings with school principals, teachers' associations and other school management committees in order to get the problems and solutions amongst school managements and also they were sometimes taking part in some issues related to what is being gone wrong from management committees and this sometimes displeased their commitment to work in competition way.

Item-4, of Table-11, indicated a slight majority of respondent teachers 73 (50.69%) disagreed. This was due to the current leadership practices of school principals which applied in a way that dissatisfied the work commitments of teachers in that study areas. In addition, the existing of school clusters influences made some teachers' and school principals' communication weak because of self-interests for needs and also lack of well collaboration of school principals to his/her subordinates made dissatisfaction of teachers' job commitments in those secondary schools. In support to this finding, Johnson (2006: 15) suggested that, school principals holds the formal authority to supervise the teachers' work, and serves as the link between the school and the community and also with the woreda offices. And also Bolin (2007: 49) suggested that factors influencing job satisfaction identified by different studies were not identical, but the contents of the items are basically similar.

Interview Question for School Principals.

How is the provision of your school cluster wide experience sharing with model schools?

RSP4 (May, 2018) interviews mentioned that as school principals our schools have some challenges experienced sharing things with other schools, this influences our role satisfaction negatively or positively to teach and make some students changes their attitudes which resulted in the changes for the communities' attitudes to participate in all school activities.

In supported to all TAR's FGD (May, 2018) pointed out that they shared different things with model schools' experiences within a cluster schools and gains different schools resources, knowledge and skills from other schools based in changing teachers' and students' attitudes and we get job satisfaction. This implied that teachers' associations were satisfied in their job by sharing experiences with other secondary schools within Makuuey woreda. Others questions were integrated with quantitative questions.

Major Findings of the Study

This is used to sum up and make the clarification of the researcher's major finding on the Factors Influencing Teachers' Job Satisfaction in Government Secondary Schools of Makuey Woreda.

This finding specified the large sex distribution among respondent teachers 135 (93.8%) were males and smaller proportion 9 (6.3%) were females that were incorporated in the study and have different satisfactions in their works. Regarding the age of respondents teachers 12 (8.3%) were age large of 20-25 years, 20 (13.9%) were from 26-30 years, 38 (26.4%) of them were from 31-35 years, 63 (43.8%) were from 36-40 years and 11 (7.6%) of them were from 41-45 years old. This showed that the more participants were from age of 31-35 and age of 36-40 respectively, while the rest were in least proportion and all different ages were integrated in the study, and the most qualified of respondent teachers 83 (57.6%) were Diplomas while the least number 61 (42.4%) were BA/BSC/B.Ed. Degrees and were not satisfied due to work-load. The study disclosed that the majority of respondent teachers 52 (36.1%) served for 6-10 years and 57 (39.6%) served for 11-15 years, were more than the rest of services years.

The marital status of respondent teachers 13 (8.8 %) were unmarried, 119 (80.4%) were married, 3 (2.0 %) were missing their partners and the minimum 9 (6.1 %) separated with their partners. It was found out that majorities of respondent teachers have got spouses and all were got satisfaction levels differently, meaning, female teachers were more satisfied than male teachers, because they seemed to have no more complaints like male teachers about their salary as well as other self-benefits in their schools. The finding also indicated the relations between teachers' job satisfaction and their commitment showed 72 (50%) of respondent teachers were satisfied. This indicated the positive relationship of teachers with students' and school managers' cooperation within the work, teachers' associations, school supervisors and /or school administrators motivates them and leads to satisfaction and retaining them to the job. It is noticeably that teacher's/worker's motivation or job satisfaction and retention is enhanced when school administrators, teachers' associations and supervisors were seeming to give fairness, helpful, knowledgeable, and effective to the work. According to the finding of item1Table-4 majority of respondent teachers 106 (73.6%) were slightly satisfied because the schools' teaching materials /facilities were scarce that made their teaching process impossible and it is one way to increase job dissatisfaction for teachers' in teaching process.

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The purpose of this study was to assess and identify the factors influencing teachers' job satisfaction in Government Secondary Schools in Makukey Woreda Nuer Zone. To this end, descriptive survey design was used. Sources of data were teachers, school principals, teachers' associations and related literatures. A total of 154 respondents; 144 teachers, 5 school principals and 5 teachers' associations were used in the study. Data were collected by using questionnaires, unconstructed interviews and focus group discussions. The collected data were presented and analyzed and triangulated. Finally, the data analysis led to the following major findings;

1. It was found out that the great majority of respondent teachers 135 (93.8%) were males. Concerning age, 38 (26%) of the teachers were in the age range of 31-35 years where as only 11 (7.6%) of the teachers were in the age range of 41-45 years.
2. The study indicated that the majority of respondent teachers 106 (73.6%) were slightly satisfied with existing teaching facilities in the schools. The study disclosed that 89 (61.8%) of the respondent teachers were slightly satisfied with their salaries and fringe benefits.
3. The study showed that the majority of respondent teachers in secondary schools 83 (57.6%) was diploma holders. It was revealed that 71 (49.3%) of respondent teachers expressed their disagreement concerning the existence of adequate workshops and training opportunities.
4. The study indicated that the majority challenges that school principals faced include; lack of school facilities; (class rooms, teachers' guide books, libraries, laboratories and book stores, school fences), insufficient budget to employed more teachers, work-loads, delaying of teachers' salaries to received them on time and no good promotions of Woreda education office for teachers and this made them not satisfied in their work commitment.
5. The study disclosed that the major factors influencing teachers' job satisfaction in the sampled secondary schools positively was their teaching professional and the work itself that motivated them.
6. The study revealed slight majority of teacher respondents 73 (50.69%) disagreed. This was due to the current leadership practices of school principals which applied in a way that dissatisfied the work commitments of teachers and the existing of school clusters influences made some teachers' and school principals' communication weak because of self-interests for needs and this made dissatisfied of teachers' job commitments in those secondary schools.

5.2. Conclusions

The extent of teachers' job satisfaction and their commitment in government secondary schools was indicated by their positive relationship with students, teachers' associations, school supervisors and /or school administrators motivates them and leads to satisfaction and retaining them to the job. It is noticeable that teacher's/worker's motivation or job satisfaction and retention is enhanced when school administrators, teachers' associations and supervisors were seeming to give fairness, helpful, knowledgeable, and effective to the work commitment. The demotivation of teachers' job satisfaction and their commitments in their schools was inadequate of teaching materials/facilities, policies, rules and regulations in schools were constricted (restricted) and the negative influence of working situations.

The internal and external factors influences teachers' job satisfaction in Government Secondary schools like; achievements, recognitions and work-itself in schools, showed all respondent teachers agreed that they were satisfied. The more pleased the teachers were due to their accomplishment of work in institutions because of their common sense of self-importance. The more satisfaction they were and the more they could teach students and work effectively. Besides, work performances and aspects of the work related to high possibilities of teaching, assessing and different reporting systems that made teachers/employees become satisfied with work itself.

The major challenges within the finding was salaries and fringes-benefits, that were scarce and let teachers' feel either negatively or positively and poor forecasting this made them slightly satisfied and dissatisfied. Therefore; it was considerable that teachers' job satisfaction is when there was an increase of salaries and provision of fringes-benefits, even though teachers' job satisfactions was moderately low in salary but were relatively high in work and in self-recognition.

5.3. Recommendations

The WEO should upgrade their teachers by giving them more training in order to increase the number of degrees and MA/MSc/M.Ed. degree that may be fit for teaching in secondary schools because most of teachers were teaching in secondary schools while they are holding diplomas in education. The extent relations between organization and school teachers was indicated by respondent teachers that they were satisfied with the relation of the organizations; school managements, teachers' associations, school supervisors, students, colleagues and parent teachers' associations. So WEO should participate to employ deep networking with secondary schools, school partners and to have implementation in different tasks that should satisfied teachers' job.

The REB and WEO should plan to have a sufficient budget to increase school materials/facilities (staff offices, class rooms, libraries and laboratories, etc) influences teachers' job satisfaction because resources were inadequate for teachers' teaching procedures in those secondary schools as points out in the analysis that majority of the respondent teachers were slightly satisfied because the school facilities were scarce. As a result it may make teaching process impossible because when there were no available resources in schools for teaching-learning process; teachers should get job dissatisfaction that affects their commitment in their teaching.

REB and WEO should program different trainings for teachers' possibilities of academic growth and development, because slight majority of respondent teachers disagreed because there was an unusual workshops and trainings being provided for teachers as shown in Table-7, as a result they became dissatisfied with work when they got no good academic growth and possible development. So it was known that academic growth and development should encourage teachers' mind to enhance skills and knowledge of subject matter through advanced practical study, therefore; they should be provide for seminars, workshops and other trainings; including on-the-job and off-the-job training programs, that might develop and provide teachers' upgrading within a schools/ organizations.

In the case of teachers' salaries and fringe benefits increment, WEO should plan to have much budget for teachers' salaries to receive them on time and make change in the woreda to increase also teachers' salaries according to their working experiences and that should cause much

commitment to work and motivated them in their work because most of the time teachers were more motivated when they were pay on time even if they have insufficient salaries because they love their profession, they should get their job satisfaction.

The WEO should implement the policies, rules and regulations because there were gaps between what the WEO said and it is putting to actions to satisfied teachers' needs and for them to work effectively in their secondary schools. Therefore; the school principals were satisfied for what they implemented in the schools but not satisfied their work for the work implementation of Woreda education office because woreda Education Office has got deficient operation for the needs of those secondary schools in this study.

Factors influencing teachers' job satisfaction in Government secondary schools should be the work to revised and continued by the researcher for future career. It should also be better for this research paper to use and research again by other researchers for the future study to satisfied teachers' job in Government secondary schools within the Regional states in the country as well as other countries.

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Appendix-A. Questionnaires for Teachers



ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to be filled by Government Secondary School Teachers.

Dear Respondents!

I am a postgraduate student of Addis Ababa University scrutinizing a Master's degree in Educational Leadership and Management. I am conducting a study on Factors Influencing Teachers' Job Satisfaction in Government Secondary Schools in Makuey Woreda Nuer Nation Zone. The main purpose of these Questionnaires is to collect relevant information for this research. Therefore; you are kindly requested your participation to fill the questionnaires based on the relevant information related to this study.

The accomplishment of this study directly depends upon your honest and genuine response to each question. The information obtained will be used for the academic purpose and also treated with utmost confidentiality.

Instructions: -You are needed not to write your name.

-If the question is not clear ask the data collector before starting your answer.

-Your confidential should represent your direct feelings to answer question.

-You should keep the statement in mind when deciding you feeling about characteristics of your job.

Thank you in advance for your cooperation and assistance!!

Yours Sincerely,

Jacob Nhial Thing

Part: 1. Personal information, please mark a tick best related to you (√) once

1. School name.....
2. Sex: (a) Male (b) Female
3. Age: (a) 20-25 (b) 26-30 (c) 31-35 (d) 36-40 (e) 41-45 (f) 46 and above
4. Educational background (a) Certificate (b) Diploma (c) BA/BSC/Bed. Degree
(d) MA/MSc/MED degree
5. Service years: (a) 1-5 year (b) 6-10 years (c) 11-15 years (d) 16-20 years
(e) 21-25 years (f) 26 and above years
6. Marital Status: (a) Single (b) Married (c) Widowed (d) Divorce

Part: 2. Questionnaires to be filled by Government Secondary School Teachers

Table-1. Relations between the teachers’ job satisfaction that affects their commitment.

Please, indicate the rate of your extent with each statement in relation to your school. Very Satisfied (VS) =1, Satisfied(S) =2, Undecided (U) =3, Slightly Satisfied (SS) =4, Dissatisfied (DS) =5

	Statements	V	S	U	S	D
		S-	-	-	S-	S-
		1	2	3	4	5
1.	The extent of your satisfaction with your job.					
2.	The extent of your satisfaction with your relations to teachers’ associations.					
3.	The extent of your satisfaction with school supervisors.					
4.	I am satisfied in relationship with the school students and parents.					
5.	I am satisfied with teachers’ cooperation to work and colleagues.					
6.	I am satisfied in relationship with the school students and parents.					

Table-2. Relations between teachers’ job dissatisfaction and commitment.

Please, indicate the rate of your extent with each statement in relation to your school. Very Satisfied (VS) =1, Satisfied(S) =2, Undecided (U) =3, Slightly Satisfied (SS) =4, Dissatisfied (DS) =5

	Statements	VS -1	S- 2	U -3	SS -4	DS -5
1.	The extent of your satisfaction with the existing teaching and learning resources in your school.					
2.	The extent of your satisfaction with the policies, rules and regulation of your school.					
3..	The extent of your satisfaction with your salary and fringe benefits.					
4.	The extent of your satisfaction with communication network between teachers, principals and woreda education office.					
5.	The extent of your satisfaction with work characteristics; (workload and lower pay) in your school.					

The following Responses on Internal Factors influence Teachers’ Job Satisfaction in Government Secondary Schools. Please, indicate the extent of your agreement with each statement in relation to your school. Strongly Agree(SA)=1, Agree(A)=2, Undecided(U)=3, Disagree(D)=4, Strongly Disagree(SD)=5

Table-5. Internal Factors responses related to Achievement and Recognition.

	Statements	SA- 1	A- 2	U- 3	D- 4	SD- 5
1.	I am pleased with my achievements in schools.					
2.	My achievement gives me sense of self-importance.					
3.	In my school I am recognized for a job well done.					
4.	I get enough recognition from education leaders and others.					
5.	The way I get full praise is for the work I do.					
6.	I get enough recognition from my immediate supervisor for my work.					
7.	The recognition given in the school is fairly evaluates my work.					

Table-6. Internal factors responses related to responsibilities and work itself.

	Statements	SA- 1	A- 2	U- 3	D- 4	SD- 5
1.	I am satisfied with my teaching responsibilities in all my work.					
2.	I satisfied to solve my problems in the school.					
3.	I am satisfied of my autonomy in school as a teacher.					
4.	I am satisfied with my occupation ability to perform my job.					
5.	By receiving academic rewards from school is increased my Job satisfaction.					
6.	I am satisfied with the successes gained by students.					

Table-7. Internal Factors responses related to Possibilities of academic growth and development

	Statement	SA- 1	A- 2	U- 3	D- 4	SD- 5
1.	Provision of job related workshops enhance my academic performance.					
2.	Opportunity to attend workshops outside the school is available.					
3.	I am satisfied with availability of further training professional development opportunities.					

The below Responses in the tables is related to the External Factors influence Teachers' Job Satisfaction in Government Secondary Schools. Please, indicate the extent of your agreement with each statement in relation to your school. Strongly Agree(SA)=1, Agree(A)=2, Undecided(U)=3, Disagree(D)=4, Strongly Disagree(SD)=5

Table-8. External Factors Responses related to Organizational policy and Administration and Salaries.

	Statements	SA- 1	A- 2	U- 3	D- 4	SD- 5
1.	Policies, rules and regulations in schools are tight which dissatisfied teachers' work commitments.					
2.	I am happy with support I receive from School administrators.					
3.	I feel relaxed with my future incomes.					
4.	I am comfortable with my salary and fringe benefits.					

Table-9. External factors Responses related to Opportunities and Promotion and Job Security.

	Statements	SA- 1	A -2	U -3	D -4	SD- 5
1.	The promotion procedures used by Woreda education office are fair.					
2.	Teaching provides me with opportunity to use all my skills.					
3.	I feel protected against individual dismissal.					
4.	I satisfied with better job security in our school.					

Table-10. The working environment influences on Teachers' job satisfaction.

	Statements	SA- 1	A- 2	U- 3	D- 4	SD- 5
1.	Teaching and learning resources are adequate that influences teachers' job satisfaction.					
2.	I feel satisfied due to suitable working conditions' influences.					
3.	The availability of staff offices, class rooms, Libraries and Laboratories influences teachers' job satisfaction.					

Table-11. School Principals Influence on Teachers’ Job Satisfaction

	Statements	SA- 1	A -2	U -5	D -4	SD- 5
1.	School Principal is responsible and gives attention to the teachers.					
2.	I am satisfied with the existing management practices of the school.					
3.	I am happy with the support that I received from the school Principal.					
4.	I am satisfied with school Principal’s Leadership practices and his or her collaboration.					

Appendix-B.

Part-3. Open-ended Questions for Teachers

1. Do you have fairness or unfair distribution of opportunities in your school? Yes No

Explain

2. How do you taking part in decision making with school principals?

Explain;

3. What satisfaction do you get from students’ good discipline, interests of learning process, achievement and success?

Appendix-C. Interview questions for School Principals

Addis Ababa
University
(Since 1950)



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Dear Respondents!

This structured interview is prepared for school principals. The purpose of this interview is to provide necessary opportunity for the interviewee to actively participate in the interviewer questions and the researcher will consider interview to provide data more valuable and appropriate. Therefore; you are kindly requested your participation to fill this interview questions based on the relevant information related to this study.

The accomplishment of this study directly depends upon your honest and genuine response to each interview questions. The information obtained will be used for the academic purpose and also treated with utmost confidentiality.

Thank you in advance for your cooperation and assistance!!

Yours Sincerely,
Jacob Nhial Thing

Part-4. Interview questions for School Principals.

1. How is the provision of your school cluster wide experience sharing with model schools challenges influences your role satisfaction as a School principal?

2. How do your salaries challenges and influences your Job Satisfaction in your school?

3. What challenges do you face in promotion procedures used by Woreda education office?

4. What are the challenges influences teachers' job satisfaction to make conducive work environment?

5. Mention the communication network challenges with students, teachers, education office and Parents' or communities' that influence your job?

6. What do you say about the implementation of rule and regulation satisfied you in school?

Appendix-D. Focus Group Discussion (FGD) questions for Teachers' Association.

Addis Ababa
University
(Since 1950)



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Dear Respondents!

This focus group discussion (FGD) is prepared for Teachers' Association. The purpose of this focus group discussion (FGD) is to gather necessary information's/data's from Teachers' Association to discuss some specific questions. This will allow the participants to agree or disagree with each other and think about an issue, about the range of opinion and ideas that exists in their particular school in terms of beliefs and their experiences and practices. Therefore; you are kindly requested your participation to fill this interview questions based on the relevant information related to this study.

The accomplishment of this study directly depends upon your honest and genuine response to each interview questions. The information obtained will be used for the academic purpose and treated with utmost confidentiality.

Thank you in advance for your cooperation and assistance!

Yours Sincerely,

Jacob Nhial Thing

Part -5. Focus Group Discussion (FGD) questions for Teachers' Association

1. How is the provision of your school cluster experience sharing with model schools challenges and influences your role satisfaction?

2. How do salaries challenges and influences your Job Satisfaction in your school?

3. What challenges do you face in promotion procedures used by Woreda education office?

4. What are the challenges influences teachers' job satisfaction to make conducive work environment?

5. Mention the communication networks challenges with students, teachers, education office and Parents' or communities' that influence your job?

6. What do you say about the implementation of rule and regulation satisfied your work in your school?
