

**TEACHERS JOB SATISFACTION IN GOVERNMENT  
AND PRIVATE SECONDARY HIGH SCHOOLS  
OF KIRKOS SUB CITY ADDIS ABABA**

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OF KIRKOS SUB CITY ADDIS ABABA**

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**ADDIS ABABA, ETHIOPIA**

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## **DECLARATION**

I Tadesse Araya, hereby declare” that this thesis entitled “Teachers Job Satisfaction in Government and Private Secondary Schools of Kirkos Sub City of Addis Ababa” is the outcome of my own effort that all sources of materials used for the study have been duly acknowledged. This study has not been submitted for any degree in this university or any other university.

Name: \_\_\_\_\_

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## **ENDORSEMENT**

This is to certify that the thesis entitled “Teachers Job Satisfaction in Government and Private Secondary Schools in Kirkos Sub City of Addis Ababa”, undertaken by Tadesse Araya in partial fulfillment of Masters of Art Degree (MA) has been submitted to Addis Ababa University School of Graduate Studies for Examination with my approval as a University Advisor.

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**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

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# CHAPTER ONE

## **Introductions**

This chapter deals with the background of the study, statement of the problem, research question of the study, objectives of the study, scope and limitations of the study, the significance of the study, and operational definition of the study.

### **1.1. Backgrounds of the study**

Job satisfaction portrays the perception of the person towards his or her job, job related activities and environment. It is a combination of psychological and emotional experiences at work. Job satisfaction, as defined by Locke (Fincham and Rhodes, 2003), which is pleasurable or emotional state resulting from the appraisal of one's job experience. It is often a result of the perception of the employee as to whether his job provides him with the outcomes he views as important. Job satisfaction is determined by how well the result of the job meets the expectations of the employee or they exceed the expectations.

The study of job satisfaction is a major research activity throughout world in all walks of organizational life including education. More of the work is done in business and industry, however, a reasonable number of studies have also been conducted in the field of education throughout world. Every individual needs job to fulfill basic needs. It shares in strengthening the financial basis for individuals' lifestyle. Therefore the job satisfaction is a most interesting field for many researchers to study work attitude in workers (Koustelios, 2001).

Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction (Fincham & Rhodes, 2003). It is also important due to its significance with the physical and mental wellbeing of workers. It is closely related to behaviors such as productivity, absenteeism, and turnover. Besides its humanitarian value it makes the economic basis to get maximum financial remuneration.

School staff Job satisfaction has been the burning issue for the researchers throughout the research history. A teacher is a backbone of a nation and its progress depends upon the education system. The role of teacher is very significant in the development of a country. He acts as a coach, mentor, trainer, and guide. But his performance totally depends on the working environment. Students learning ability and performance are the key judgment factors of a teacher's performance (Mehta, 2011). Both Government and private schools play an important role in the growth of nation. A high degree of Job satisfaction has been found when the characteristics of both employer and employees' expectation meet.

Fisum (2003) reported that the need for qualified personnel, private education institutions preferred transferring experienced teachers, especially from government schools to private school by offering them better reward conditions. According to the data obtained from the study private school teachers are paid more attention than government school does. This large amount accelerates the transfer of experienced government school teachers to private education institutions. The increase in these transfers might be considered as one of the reasons degrading the level of school academic personal job satisfactions related issue in government schools. Current study focusing specially on job satisfaction for secondary school teachers identified several indicators of satisfaction and dissatisfaction.

Job satisfaction is also associated with teacher payment, recognitions and reward with reference to scholastic achievement, attitude of students, fringe, and working conditions.

- Private schools are schools which are owned and maintained by a person, body of persons or any in situation other than the government they provide education by collecting School fees.
- Government schools are schools directly maintained managed and financed by the ministry of education students in government schools don't pay school fees like the private ones.

## **1.2. Statements of the problem**

It is assumed that job satisfaction has dual role as a contributing aspect to commitment and as a prevailing variable that mediates the demographic and school teacher job satisfactions determinants with commitment (Mehta, 2011; Mehta, 2012).

The Study on psychological impact of teachers' job satisfactions in secondary school was conducted by Fitsum (2003) indicated that teachers were not satisfied with their Jobs. Likewise Degfaw, (2012) studied teachers motivations and Job satisfactions in Secondary School of *Jimma zuria* employed by using cross-sectional survey method and depicted that motivation plays a significant role in Job satisfaction.

More over Mulugeta and Ayele (2015) studied on the impact of teacher's appraisals on teacher's satisfactions using descriptive survey with quantitative data type. Teacher's satisfactions showed that depends on the ability and motivation of the teachers to teach as it does on the ability and motivation of the students to learn during their study.

But, the researcher observed the following knowledge gap: First, the above researchers did not conduct comparative studies between private and government secondary schools related to

teacher's job satisfactions. Second, the above mentioned researches have not paid attention on concern of payment, promotions and reward as evaluations as key of teachers job satisfactions.

According to Admasu (2016) studied the reason for teacher turnover was payment, and promotions. Teachers' satisfaction with their career showed strong implications for student learning. Specifically, a teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students. Therefore, this study would contribute to closing the existing research gap by comparing the level of teacher job satisfactions in private and government Secondary schools in Kirkos Sub City of Addis Ababa, Ethiopia.

### **1.3. Research questions**

1. What is the current level of teacher's job satisfactions in private and government secondary schools in Kirkos sub city of Addis Ababa?
2. Are there statistically significant differences on teachers' job satisfaction between private and government secondary schools in Kirkos sub city of Addis Ababa?
3. What are the factors that determine teachers' job satisfaction in private and government secondary schools in Kirkos sub city of Addis Ababa?

### **1.4. Objectives of the study**

#### **1.4.1. General Objective**

The overall objective of the study was to explore the status of Teachers' Job Satisfaction working in private and government secondary schools in Kirkos sub city of Addis Ababa.

#### **1.4.2. Specific Objectives**

1. To measure the current level of job satisfaction of the teachers in private and government secondary schools in Kirkos sub city of Addis Ababa.
2. To undertake a comparative study between government and private school teachers regarding to their job satisfaction in private and government secondary schools in Kirkos sub city of Addis Ababa.
3. To examine the factors that determines teachers' job satisfaction at working place in private and government secondary schools in Kirkos sub city of Addis Ababa.

## **1.5 significances of the study**

The study will input to the individuals find satisfaction and meaning in a work, the school performance from effective use of their talent and energy. But when satisfaction and meaning are lacking, individuals withdraw, resist, or rebel. At the end, everyone loses.

The study findings would contribute to create awareness about the phenomenon of job satisfaction to educational policy makers, school administrators, employers and school owners with the hope that it would provide possible solutions to some of the issues that might be reviled particularly pertaining to job satisfaction among secondary school teachers. The findings are expected to be for the betterment of the education sector in the Ethiopia.

## **1.6 Scope of the Study**

Since it was not feasible and manageable to involve all schools in Addis Ababa, therefore this study was conducted at government and private secondary schools in kirkos sub city of Addis Ababa. The study focused on the status of teachers' job satisfaction in government and private secondary schools of kirkos sub city of Addis Ababa.

## **1.7. Limitations of the Study**

In carrying out the study, the researcher faced a number of limitations due to limited resources.

These were as follows:

It is obvious that the time which was set by the University for carrying out the research was relatively short. This is due to the reason that the researcher carried out the research while on work where he is employed. This was a major limitation that the researcher encountered during carrying out the study. This factor hindered the researcher to get the required data during data

collection as some respondents such as headmasters were unwilling to provide some of the important information required in the studies which were regarded to be very confidential. This may have impact on the quality of data to be collection.

## **1.8 Definition of key Terms**

**Job Satisfaction:** Mbua (2003) defines job satisfaction as the fulfillment acquired by experiencing various job activities and rewards.

**Motivation:** The term motivation refers to the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals, or a proponent state that energizes and guides behavior (Mbua, 2003).

## **1.9. Organizations of the Study**

The study was presented in five chapters; the first chapter highlights the background of the study, the statement of the problem, research questions, objectives, scope, significance of the study and limitations of the study. The second chapter presents the literature review while chapter three deals with research design and methodology. Chapter four treats the presentation, analysis & interpretation of data while chapter five presents summary of the major findings, conclusions and recommendations.

## **CHAPTER TWO**

### **Review of the Related Literature**

This chapter focuses on review of related literatures which can help the investigators to assess the gaps and similarity of the study focuses teacher's job satisfactions between private and government secondary schools. The conceptual issues and other relevant topics related to the study.

#### **2.1 Overview of Job Satisfactions**

Job satisfaction is the favorable or unfavorable subjective feeling with which employees view their work. It results when there is congruence between job requirement, demands and expectations of employees. It expresses the extent of match between employees, expectation of the job and the reward that the job provides. The factors of physical conditions and social nature affect job satisfaction and productivity. Job satisfaction is defined as an effective or emotional response toward various facts of one's job. Job satisfaction is in regard to one's feelings or state-of-mind regarding the nature of their work. It can be influenced by a variety of factors, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc. Several studies focused on the relationship between job satisfaction and extra role behavior towards individuals inside and outside the organizations. It is also important to study job satisfaction because of its effects on teacher retention and continuous development. Teachers who were planning to leave the profession reported less satisfaction and a more negative attitude toward teaching as a career (Fincharm & Rhodes, 2003).

Several studies focused on the relationship between job satisfaction and extra- role behavior towards individuals inside and outside the organization it is also important to study job satisfaction because of its effects on teacher retention and continuous development. Teachers who were planning to leave the profession reported less satisfaction and a more negative attitude toward teaching as a career. Job satisfaction was also found to be associated with teacher's quality, organizational commitment and organizational performance in reference to the following school areas: academic achievement, student behavior, student satisfaction, teacher turnover, and administrative performance.

review of the literature on job satisfaction by Herzberg and Peterson (1957) cited by Fisum Abraha (2003) that factor analytic studies have indicated the presence of six relatively independent factors as general satisfaction and moral, attitudes toward the company and its policies, satisfaction with intrinsic aspects of the job, attitudes toward the immediate supervisor, attitudes toward satisfaction of aspirations, and satisfaction with conditions of present job.

## **2.2. Theoretical Foundation of Job Satisfaction**

### **2.2.1. Taylor's Scientific Management**

Fredrick Taylor's, principles and methods of scientific management (1911), is an early study focusing on motivation and job satisfaction. Taylor (1911) outlined four principles of management: "the development of a true science, the scientific selection of the workman, the scientific education development of the workman, and intimate and friendly cooperation between the management and the men" (p. 130). He believed that the employer and employee share the same interest, the desire to prosper. Taylor (1911) suggested that prosperity will not exist long term for the employer unless it exists for the employee, and vice versa. Taylor (1911) contended

that it is necessary to give some special incentive to the workman, such as promotion, higher wages and better working conditions, if the manager desires any effort from the workman.

Taylor (1911) called this type of management, initiative and incentive. “Taylor’s belief that job satisfaction related to extrinsic rewards and the physical need of the worker mean that meeting these needs, the worker would thus maximize his or her potential” (Duncan, 2006, p.8).

### **2.2.2. Hawthorne studies**

The Hawthorne studies served as a preface to the study of job satisfaction. The studies, which began 85 years ago, were in five stages conducted over a period of eight years. The purpose of the studies was to investigate work behavior and attitudes deriving from an array of physical, economic, and social variables (Carey, 1967). The five stages are described in the following paragraph.

Stage I, the Relay Assembly Test Room study was intended to investigate the impact physical conditions have on work behavior. For example, variations in work breaks, pay, temperature, and humidity. Stage II, Second Relay Assembly Group Study, and Stage III, Mica Splitting Test Room Study, were designed to confirm the findings in Stage I. the results in stage I indicated that the observed increase in production was a result of a change in the social situation, work task, wage incentives, and reduced fatigue. Stage II focused on the introduction of the new pay incentive system only. And stage III centered on the introduction of new supervision but no new pay incentive. Stage IV, The Interviewing Program, and Stage V, The Bank-Writing Observation Room Study, “resulted directly from conclusion based on stages I –III about the superior influence of social needs” (carey, 1967,p, 404). Stage IV was carried out to investigate worker

attitudes towards the job, stage V was used to study informal group organization in a work situation.

The Hawthorne studies were an attempt to apply the concept of the scientific management theory, developed by Frederick Winslow Taylor, to the work being done at the Bell Telephone Western Electric manufacturing plant in Hawthorne, IL (Gautschi, 1989). The personnel managers of the plant, in 1928, consulted with Elton Mayo, of the Harvard Business School, and Clair Turner, a professor of biology and public health at the Massachusetts Institute of Technology, to interpret the results of the studies (Brannigan & Zwerman, 2001). It was concluded that changes in the work condition can have an impact on a worker's productivity. This was evidenced in the increase of productivity by workers as they were being observed during the experiments, a phenomenon known as the "Hawthorne Effect". "The initial Hawthorne effect referred to the observation that the productivity of the workers increased over time with every variation in the work conditions introduced by the experiments" (Brannigan & Zwerman, 2001, p.56). According to Brannigan and Zwerman (2001), those workers that were observed during the illumination experiments and relay assembly tests worked at optimal levels to show themselves in a more positive light.

Gautschi (1989) stated work motivation led to interest in leadership, which led to studies of the impact of the organization's social structure on the work group, and ultimately to the field of organizational psychology and organization behavior

According to Carey (1967) the data reported by the Hawthorne investigators appear to be consistent with the view that the material, and particularly financial, reward is the primary influence on worker morale and behavior.

### **2.2.3. Maslow's Hierarchy of Needs**

Abraham Maslow believed that his hierarchy of needs theory outlines how people satisfy various personal needs in the context of their work. According to Maslow (1954), humans have five basic needs that can be categorized into two groups, deficiency needs and growth needs. The first group, called deficiency needs, included physical, safety, and affection or belongingness needs. The second group, called growth needs, addressed self- fulfillment. Shoura and Singh (1998) outlined Maslow's (1943) five levels of needs as described below in hierarchical order:

1. Physiological needs: air, water, food sex, etc., which are basic and most powerful.
2. Safety needs: assurance of survival and continuing satisfaction of basic needs.
3. Affection or belongingness needs: relation to emotional and social grouping, loving, being loved, and fellowship with others.
4. Esteem needs: by self and others, an individual having adequate self- esteem being capable, confident, and productive.
5. Self- actualization or self- development needs: this set includes the characteristics and condition for advancing self and humanity through elevating culture, science, and other areas of growth, including spiritual, that propel a drive for oneness, interconnectedness, justice, perfection, and ultimately the truth in all dealings, perceptions, and beliefs (P.45-46).

Maslow (1954) placed the deficiency needs on the bottom, which he explains need to be satisfied first before those on the upper level can be met and satisfied. Maslow explains that the lower part of the pyramid make up an individual's primary needs while the upper part makes up the motivational need (Duncan. 2006).

According to Maslow and Lowery (1998), the “growth needs” group was later modified by adding two more needs, cognitive (the need to know and understand). And aesthetic. In addition, Maslow (1971) states that one level beyond self-actualization was added, self-transcendent, “Maslow’s basic position is that as one becomes more self-actualized and self-transcendent, one becomes more wise (develops wisdom) and automatically knows what to do in a wide variety of situations” (Huitt, 2004,p.2). Maslow (1971) believed that an individual could not be satisfied unless the elements of the hierarchy of needs are met. He considered the concept of self-actualization as the ultimate state for satisfaction but believed that very few individuals could achieve it (Maslow, 1971).

#### **2.2.4. Herzberg’s Motivation –Hygiene Theory**

Fredrick Herzberg’s Two Factor Theory, also known as Motivator Hygiene Theory, was first outlined in the book the motivation to work (Herzberg, Mausner, & Synderman, 1959). The theory focuses on those sources of motivation that are essential for an individual to achieve and accomplish goals in the workplace (Hall& William, 1986). The theory is outlined in two separate parts. part one states that job factors can be divided into separate sets: factors that contribute to job satisfaction, and seldom if at all, job dissatisfaction that arte called ‘Motivators’ and factors that contribute to job dissatisfaction, and seldom if at all, to job satisfaction called ‘Hygiene’s’ (Gardner, 1977). Part two of this theory is also in two parts:

(1) paying attention to Motivators (intrinsic job satisfaction or higher order needs) will increase satisfaction with no impact on dissatisfaction, and (2) paying attention to Hygiene factors (extrinsic job satisfaction or lower order needs) will decrease job satisfaction but will not

increase overall job satisfaction (Gardner, 1977). This means if attention is paid to the motivators, by improving them, then there will be improvement in organization efficiency such as higher productivity. On the other hand, if attention is paid to hygiene factors then there will be no improvement in performance.

According to Flores and Utley (2000), Herzberg described motivators as those aspects of the job that give individuals the desire to perform and provide them with satisfaction. Examples of motivation are achievement, recognition, the work itself, responsibility, growth, and advancement (Herzberg, Mousner, & Snyder man, 1959). Hygiene factors are described by Herzberg as those factors that can only bring an employee's job satisfaction level to neutral. Such as company policy, supervision, working conditions, interpersonal relations, salary, status, job security, and personal life (Herzberg, Mousner, & Snyderman, 1959).

### **2.2.6. Vroom's Expectancy Theory**

Victor Vroom's Expectancy Motivation Theory has been used by psychologists and industrial sociologists to predict performance, effort, and job satisfaction (Lincoln, Garaham, & Lane, 1983). The Expectancy theory is based on the assumption that people have an idea of what consequences are associated with their actions and they make conscious choices as to preference of outcome (Lincoln, Garaham, & Lane, 1983).here are three concepts important to the Expectancy Theory: valence, instrumentality, and expectancy. Valence is the outcome an individual wishes to obtain (i.e., the valence is zero if the outcome is not obtained) (Lincoln, et al., 1983).Lincoln, et al. (1983) stated that Valence referred as the anticipated satisfaction associated with and outcome and is distinguished from the value of an outcome, which is the actual satisfaction resulting from the attainment of an outcome, while instrumentality relates an outcome to another outcome and expectancy relates an effort or action with and outcome.

Instrumentality is the extent to which an individual sees an outcome leading to other outcomes. Expectancy is the likelihood of the individual obtaining the outcome they desire (Duncan, 2006). Vroom has three theoretical models associated with this theory: valence, force, and performance. The equation for the valence model is as follows:  $V_j = f^n (V_k I_{jk})$  with  $k=1$ . According to Lincoln, et. al. (1983), this model can be used to predict the valence of any outcome. It has been used to predict job satisfaction and occupational preference. Vroom has used the second model, force, to predict choice of occupation. Remaining on the job and effort on that job (Lincoln, et.al., 1983). The equation for this model is as follows:  $F_i = f^n (E_{ij} V_j)$  with  $j=1$ . The third model, performance, "... hypothesize that job performance (p) is a function of the interaction between ability (A) and motivation (M)" (Lincoln, et al., 1983,p.8).

The equation for this model is as follows:  $p=f(A \times M)$ . Overall, Vroom (1964) viewed job satisfaction as the level in which an individual's job provided positively valued outcomes.

### **2.2.7. Locke's Range of Affect Theory**

Edwin Locke believed that satisfaction is determined by two factors: the have- want discrepancy and the importance of satisfaction (McFarlin, Coster, Rice, & Cooper, 1995). The have-want discrepancy is the difference between the amount of a job facet the employee wants to experience and what he or she actually feels. According to McFarlin, et al. (1995), this is a result of the employee comparing what he or she actually has in a job against what they want and desire. The importance of satisfaction "... refers to the position that the [importance] holds within the worker's personal hierarchy of values" (McFarlin, et al., 1995,p.490).

Locke believed that his Range-of Affect hypothesis explains the possible level of satisfaction that can be obtained by a particular job facet (McFarlin, et al., 1995). McFarlin, et al., (1995)

stated that when facet importance is high, one could experience the full range of affective reaction, from extreme satisfaction to extreme dissatisfaction.

When facet importance is low... affective reactions are more muted and restricted to the neutral range of the satisfaction- dissatisfaction dimension. (p. 490).

In addition, Locke's Range –of Affect hypothesis can be used to predict when workers will experience the most satisfaction and dissatisfaction. According to Mc Farlin,et al. (1995), facet satisfaction will be at its highest level when what is received matches what is wanted. On the contrary, facet dissatisfaction will be at its highest level when what is received is less than or greater than what is wanted and important.

A job is more than just shuffling paper, writing programming code, waiting on customers, or driving a truck. Jobs require interacting with co-workers, and bosses, following organizational rules and policies, meeting performance standards, living with less than ideal working conditions and the like. (Robbins and Judge, 2013: 79).

When it comes to job satisfaction, it was previously thought as an overall global satisfaction of workers about their job (Balzer et al., 2000). It was measured by the single global rating using a single question –“all things considered how satisfied you with your job are? (Balzer et al., 2000). But this question hardly catches up the complete attitude of workers to their job (Balzer et al., 2000).

On the contrary, now a day, it is believed that job satisfaction is one of the basic issues in organizations. Scholars suggested that Job satisfaction in the workplace lead to innovation, creativity in business, increase service, reduce employee turnover, increase mental and physical health of employees. Job satisfaction is a part of the work environment, impacts

on human emotions at work likewise; because the job is a major part of life in the job satisfaction overall satisfaction in life is through (Saatchi, 2003).

### **2.3. Teachers' Job Satisfaction**

For Robbins (2005), the concept job satisfaction refers to the employee's feelings about her or his job. Similarly, job satisfaction is a positive feeling about one's job resulting from an evaluation of its characteristics (Robbins & Judge, 2008). Consequently, Job satisfaction is defined as the amount of importance an organization, institution or management places on its human resources. On the basis of the above definitions, and in relation to this study, the concept of job satisfaction refers to the teacher's attitudes, perceptions and feelings that they have towards their job as teachers. Teacher job satisfaction refers to whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a satisfied dimension (Lunenburg and Ornstein, 2004). It is teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher.

Suki (2011) examined on job satisfaction and organizational commitment: The effect of gender on employee perception of job satisfaction and organizational commitment. Study revealed that employee's gender has no significant effect on his/her perception of job satisfaction and men and women have the same level of organizational commitment. Kumar & Bhatia (2011) mentioned that the level of job satisfaction and attitude of the teachers towards teaching is least affected by the gender, the marital status, minimum qualification and income group of physical Education

teachers to compare the job satisfaction among Physical Education teachers and their attitude towards teaching.

Kumari and Jafri (2011) mentioned a study on level of Organizational Commitment of Male and Female teachers of Secondary School to investigate the overall level of Organizational Commitment of Male and Female teachers of Secondary School of Aligarh Muslim University. Data analyzed by using t-test result revealed that overall percentage of female teachers Organizational Commitment was much higher than male teachers.

Zilli and Zahoor (2012) conducted a study to find out the organizational commitment among male and female higher education teachers and to compare the organizational commitment among male & female higher education teachers. Result revealed that the females had significantly higher level of organization commitment. Mehta (2012) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (private vs. Govt.) and the gender (male vs. female). Descriptive analysis was made to study the perception of job satisfaction of male vs. female and t-test was used. Result showed that there would be significant difference in the level of job satisfaction of Govt. and private school teachers.

## **2.4. Determinants to Teachers Job Satisfactions**

Later, it has been recognized that teachers can have different feelings about various facets of the job such as nature of the work itself, payment, relations with co-workers, supervision and promotion opportunities (Lunenburg & Ornstein, 2004). The following section briefly discusses each job satisfaction facet.

**Satisfaction with the work itself:** this facet reflects the characteristics of the work such as task variety, opportunity for creativity, autonomy, amount and complexity of the work. A work satisfies teachers when it requires creativity.

In addition, challenging but accomplishable job, which enables to see results, satisfies teachers. On the other hand, workers who are engaged in simple, repetitive, routine, boring and uncomfortable job are less likely satisfied (Lunenburg & Ornstein, 2004).

**Satisfaction with pay:** this is an attitude toward one's payment, which is judged by comparing one's actual and expected pay. Employees become satisfied when they believe that they earn the deserved payment based on their inputs (experience, effort and expertise). This judgment made by comparing the payment of other employees who have the same or similar qualification.

In addition, when the payment of employees enables them to have luxuries or at least cover normal expenses and when they perceive that their pay is fair, they are likely satisfied (Balzer et al., 2000 cited by Mehta, 2011).

**Satisfaction with promotion:** promotion offers opportunity for personal growth of employees and thereby increases their status (Kumari & Jafri, 2011). Employees experience satisfaction when adequate promotion opportunities are, regularly offered based on abilities. Employees may also be satisfied when they perceive fair promotion procedures in their organization. When unfair promotion rules are, practiced and if the promotion opportunities are limited, employees are less likely satisfied.

**Satisfaction with supervision:** this aspect of job satisfaction related to the supervisor's characteristics (Balzer et al., 2000). According to Balzer, if the immediate supervisor is considerate, tactful, friendly, and employee-centered and praises good works, workers'

satisfaction will be high. However, if the immediate supervisor is impolite, hard to please, annoying and lazy, employees may be de-motivated and dissatisfied (Robbins, 1993; Balzer et al 2000).

**Satisfaction with co-workers:** it is an attitude towards one's own fellow workers (Robin and Judge, 2013). Satisfaction with co-workers prevails when there is smooth work related interaction and mutual admiration among workers whereas dissatisfaction occurs when there is no stimulating interaction among workers. For instance, if the majority of the employees are talk active, slow and often use gossip, their interaction may not be smooth (Zilli & Zahoor, 2012).

In the above reasons, Job satisfaction is that one of the most commonly studied organizational variables that have been widely studied in organization (Robbins & Judge, 2008). Since job satisfaction can be a vital pointer of how workforces feel about their jobs and a forecaster of work behaviors such as organizational citizenship, absenteeism, and turnover. Although there is concurrence between scholars that the conception relating organizational commitment notifies the bond of an employee with one's organization, there exists a controversy relating to the kind of organizational commitment.

**Pay and promotion:** Pay is associated with global satisfaction and even more closely with the facet of pay satisfaction. Although money is important to individuals, research has shown that Promotions provide opportunities for personal growth, more responsibilities and increased social status. Job satisfaction is likely to be experienced by individuals who perceive promotional opportunities to be fair (Spector, 1997; Lunenburg & Ornstein, 2004).

**Supervision, nature of work and communication:** An immediate supervisor's behavior is also a determinant of job satisfaction and Employee satisfaction increases when the immediate

supervisor is understanding, friendly, offers praise for good performance, listens to employees' opinions and shows personal interest in them. The nature of work satisfaction is defined as the employees' satisfaction with the type of work they do ((Lunenburg & Ornstein, 2004).

Employees prefer work that is mentally challenging in that it provides them with opportunities to use their skills and abilities and offers a variety of tasks, freedom and feedback on how well they are doing (Robbins, 2005). The formation of specific goals, feedback on progress towards these goals, and reinforcement of desired behavior all stimulate motivation and require communication. The fewer distortions, ambiguities and incongruities that occur in communication within organizations, the more satisfied employees will feel with regard to their work.

**Fringe benefits and contingent rewards:** Spector (1997) divides fringe benefits into monetary and non-monetary benefits. Increasing intrinsic and extrinsic fringe benefits that attract an employee's attention may subsequently increase their performance and induce higher levels of organizational commitment According to Spector (1997), examples of contingent rewards are appreciation, recognition and rewards for good work. Employee dissatisfaction may result if an employee perceives that their efforts are not recognized or that their rewards are not equitable tied to their performance or tailored to their needs (Robbin, 2005). Contingent rewards support the reinforcement theory of motivation, in terms of which performance-relevant behaviors will increase in frequency if rewarded.

**Operating conditions and co-workers:** Perceptions of fairness are important determinants of people's behavior and reactions to work. Employee motivation and organizational culture are affected by how an employee's needs and objectives are integrated with the needs and objectives of the organization, work-life balance practices and physical work environment.

Work fulfills an individual's social factor need. Therefore having friendly and supportive co-workers leads to increased job satisfaction of employees (Robbins, 2005). An employee's coworkers, the groups they belong to, and the culture to which an individual is exposed all have the potential to influence job satisfaction.

## **2.5. Teachers' Job Dissatisfaction Factors**

Albanese (2008) associates job dissatisfaction with monthly salaries, incapable and unsupportive administrators and lack of collegial relationship with co-workers. Incapable leaders and salary were key factors that influenced job dissatisfaction. This means that teachers' job dissatisfaction is associated with leadership or managerial incapability. On the other hand job dissatisfaction can be influenced by company policy and administration, supervision-technical, salary, interpersonal relations supervision and working conditions. These factors are referred to as dissatisfies. Shann (2001) argued that teachers were uniformly dissatisfied with their level of participation in decision making. This shows that denial of opportunities for teachers to participate in decision-making may make them dissatisfied with their job.

Additionally, previous research conducted in Cyprus revealed that the teachers' job dissatisfaction was associated with students' misbehavior and lack of interest, a decline in teachers' respect and status, power relationships with national authorities and teachers' lack of voice in education decision-making processes (Robbins, 2005). However, Dinham and Scott (2000) conducted research in the United Kingdom and Australia and they associate teachers' job dissatisfaction with extrinsic factors.

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

Job satisfaction results in teachers' poor performance, job turnover, absenteeism and involvement in teachers' union activities (Robbins, 2005 & Robbins & Judge, 2008). However, there is no empirical data that justifies direct or indirect influence of employees' satisfaction on productivity.

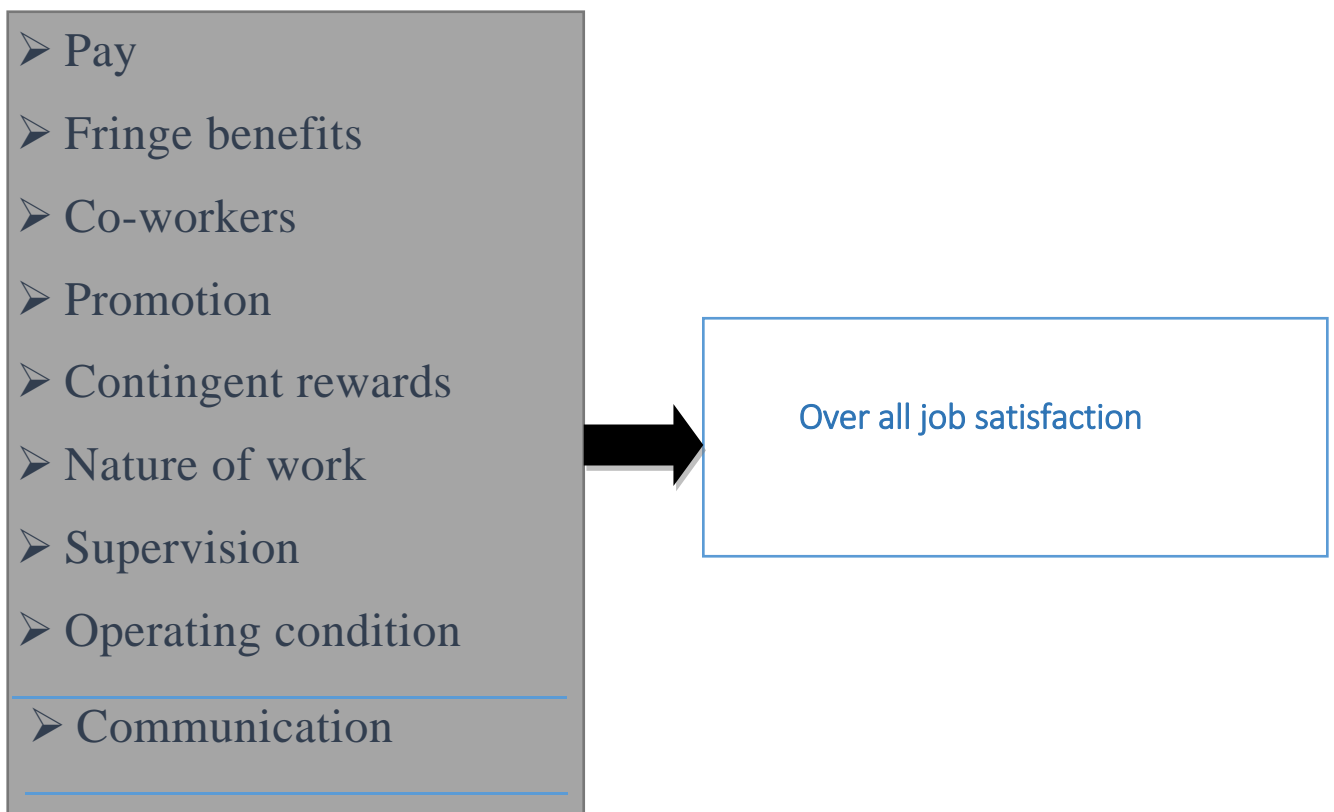
According to Robbins (2005), job satisfaction can do far more than help retain teachers; it can improve their teaching. This means that satisfied teachers can contribute significantly to the improvement students' academic performance and school effectiveness at large. Similarly, Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students' learning and teacher retention.

Kumari & Jafri (2011) claim that low satisfaction with salary and the lack of promotion opportunities contributed significantly to teachers' intention to quit the job. This implies that high satisfaction with these variables would contribute to their intention to remain in the job. However, a survey conducted among 245 human resource representatives and 7,101 workers in United States of America revealed that employees do not remain in their jobs because of good salaries and fringe benefits, but they stay because of the collegial relationship with co-workers and managers.

## 2.7. Conceptual Framework of the study

The theoretical and empirical literature done above has shown that, there are many factors that the implication of these factors to teachers is that, whether a teacher is teaching in government or private school, whenever, there is room for Pay, fringe benefits, co-worker, Promotion , contingent rewards, nature of work, Supervision, operating condition, communication, necessarily the teachers will be well satisfied which will result in high retention of teachers, low absenteeism, high academic performance and low turnover.

Absence of these factors among secondary schools or any other place of work, will lead to low motivation, low job satisfaction, high absenteeism, high turnover and poor academic performance. The figure below clarifies the conceptual framework as shown above:



Adopted from Spector (1997).

## **2.8 Summary**

In this chapter several theories relating to Job satisfaction were explained. The views of different scholars and researchers were reflected on, as well as the criticisms associated with the theories, The review highlighted the following process theories of Job satisfaction, namely Taylor's scientific management, Hawthorne studies, Maslow's hierarchy of Needs Herzbergs' motivation Hygiene Theory, vroom's expectancy Theory and Locke's Range of Affect Theory.

The chapter presented the results of studies conducted by researchers on the issue of job satisfaction. It pinpointed and explained aspects of the teachers work that could lead to satisfaction or dissatisfaction. These factors include pay, fringe benefits coworkers, promotion, contingent rewards, nature of work, supervision, operating conditions & communication.

## **CHAPTER THREE**

### **Research Methodology**

#### **3.1 Introduction**

This chapter presents the research methodology that was employed in doing the study. It included research design, study population, sample size and the sampling techniques, types of data and data collection methods, reliability and validity issues and the data analysis method.

#### **3.2 Research Design**

Orodho (2003) defines research design as the scheme, outline plan that is used to generate answers to research problems. It is the conceptual structure within which research is conducted. Descriptive research design was used in this study. A descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in anyway (Shuttleworth, 2008). study also employed both qualitative and quantitative data in the study with some attempts to integrate the two approaches at one or more stages of the research process. The researcher used both quantitative and qualitative methods studies to triangulate the data following instruments that could insure the validity and reliability of the research.

This is because it is expecting to portray and describe deeply the level of job satisfaction among secondary school teachers in both government and private secondary schools.

### **3.3 Study Population**

Population is the group of potential participants, objects, or events to whom or to which researchers want to generalize the results of the study derived from a sample drawn from the population (Martella, 1999). Therefore the population of the study comprises six secondary school teachers totally 478 of them working in Kirkos sub city Private & government secondary schools.

### **3.4 Sample Size**

A sample is the unit that is derived from the population and is the one used in the research. It is a sub-set of a population. Samples involve collecting information from a portion of the larger group, and on this basis, infer something about the larger group (population). Therefore; the sample for the study was 208 respondents, from the selected six schools whereby the available sampling technique was employed to get the required number of respondents as mentioned.

### **3.5 Data Collection Tools**

This study used a combination of both secondary and primary sources of data.

**Questionnaire:** The job satisfaction questionnaire was adapted from Spector (1994) job satisfaction survey. The instrument has a total of 36 items with six alternatives that ranges from strongly disagree up to strongly agree. The instrument has nine (9) sub items i.e. pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communications. Each sub-scale is measured through four items in the instrument. The instrument has a total reliability of 0.91 measured by Cronbach alpha.

The following table summarizes subscales, items measure the subscales and the description what each sub scale measures.

*Table. 1: job satisfaction subscales and their description*

Sub scale	Item numbers that measure the sub scale	Description of the subscale
Pay	1, 10, 19, 28	Pay and remuneration
Promotion	2, 11, 20, 33	Promotion opportunities
Supervision	3, 12, 21, 30	Immediate supervisor
Fringe Benefits	4, 13, 22, 29	Monetary and nonmonetary fringe benefits
Contingent rewards	5, 14, 23, 32	Appreciation, recognition, and rewards for good work
Operating conditions	6, 15, 24, 31	Operating policies and procedures
Coworkers	7, 16, 25, 34	People you work with
Nature of work	8, 17, 27, 35	Job tasks themselves
Communication	9, 18, 26, 36	Communication within the organization
Total	1-36	Total of all facets

According to Spector (1994), from the total number of 36 items which measures job satisfaction level with six range alternatives scores range from 36\_108 indicates dissatisfaction, from 144\_216 shows satisfaction and ranges from 108\_144 indicates that the workers are ambivalent (undecided). All the items were found reliable during pilot test. The pilot test was carried out on 20 people (10 males &10 females) who were not included in the actual sample. The total reliability of the items was found 0.72 measured by Cronbach alpha. So, 36 items were used to collect data in the actual study.

### **3.5.2 Document Source**

Secondary data refer to the data which have already been collected and analyzed by someone else and which have already been passed through the statistical process (Kothari, 2009). Therefore; apart from the primary data, this study also included secondary data books, journal articles, both print and electronic), brochures,(research reports, thesis and dissertations, online databases, websites and newspapers booklets, policy documents related to the study.

### **3.6 Reliability and Validity**

Validity refers to the extent to which the concept one wishes to measure is actually being measured by a particular scale or index (Kothari, 2004). Validity aims at establishing the results from 36 items and Cronbach alpha  $\alpha=0.78$  which are linked with the condition. Reliability is the degree of consistency with which the instrument measures an attribute. Reliability is aimed at the point that even if the research will be repeated it end up with similar results

Therefore, to ensure reliability and validity, the data collection methods were pretested through pilot study before starting the study officially. The information that was obtained from the pilot study was used to determine the reliability of the instruments as well as improving them.

### **3.7 Data Analysis Techniques**

The process of data analysis aims at determining whether the observations support the research questions that were formulated before going into the field to collect the information or does not support them. It's a plan of answering the research questions from the data that were obtained from the field. With regards to this study, the data collected were edited for accuracy and completeness before being subjected to analysis, presentation and report writing.

Descriptive analysis method was adopted to show up mean difference of respondents and standard deviations. This type of other analysis method is inferential statistics which is to show up using t-test depending of independent sample t-test to compare the result indications by the same issue with different groups by using statistical package for social science (SPSS version 22).

In analyzing the data, answers from different respondents and information obtained from documents were thoroughly checked out and compared to establish their validity and reliability. The purpose was to add value to the study findings.

### **3.8. Ethical Considerations**

Initially, informed consent was secured from respondents. They had given enough information and explanation about the research objectives. They were also informed the fact that they have the right to withdraw from the research at any time whenever they are not comfortable about it. Finally, participants were assured of the anonymity and confidentiality of their response.

## CHAPTER FOUR

### Data Presentation Analysis, and interpretations

#### 4.1 Introduction

This chapter presents the nature of data which were collected in the field. The process of data analysis aims at determining questions that were formulated before going into the field to collect data. However, before discussion of the empirical findings, the characteristics of respondents and the research questions that were asked are hereby presented and analyzed since are among the ways which establish validity and reliability of data collected.

#### 4.2 Background characteristics of respondents

The primary purpose of this section is to describe the participants in this study who completed the questionnaire with respect to the following demographic variables: working position, gender, academic qualifications and working experiences in their respective teaching within the school.

##### 4.2.1. Gender

<b>Table 1: Gender of Respondent</b>		Frequency	Percent
Valid	Male	165	79.3
	Female	37	17.8
	Total	202	97.1
Missing	99.00	6	2.9
Total		208	100.0

Source: Field Data; 2018

The data above showed that, there were more male participants than female i.e. 165(79.3%) than female 37 (17.8%), It pursue that the greater gender participations in research aim to integrate, whenever relevant, sex and socio-cultural differences in all phases of research. The concept of gender in this context includes not only the socio-cultural but also the biological differences between men and women. To ensure gender equality in research and to produce better quality research, equal consideration must promote and be given to the life patterns, biological differences, needs and interests of both women and men. Since sex and socio-cultural differences are fundamental organizing features of life and society, recognizing these differences has important implications for scientific knowledge ((Balzer et al., 2000).

#### 4.2.2. Age of Respondents

<b>Table 2: Age of Respondents</b>		Frequency	Percent
Valid	Under 26	22	10.6
	27-35	111	53.4
	36-45	21	10.1
	46-55	14	6.7
	56-65	11	5.3
	66 above	1	1.5
	Total	180	86.5
Missing	99.00	28	13.5
Total		208	100.0

Source: Field Data; 2018

From above table 2 regarding age of participants; the majority 111(53.4%) were in the age range of 26-35 of years old .The remaining 22(10.6%) of them were under age off 26. The other 21(10.1%) of teachers were 36-45 and 14(6.7%) of the teachers were at the age of 46-55 years old.11 (5.3%) of the teachers were between the age of 56-65. The rest 1(1.5%) of the teachers were 66and above years old. But, the majorities 53% of the teachers were young workers. Most of the time young workers are essential for teaching learning newly creative approach.

### 4.2.3 Educational qualifications

<b>Table 3: educational level of respondents</b>			
		Frequency	Percent
Valid	Diploma	4	1.9
	First Degree	168	80.8
	MA/MSc	32	15.4
	other	2	1.0
	Total	206	99.0
Missing	99.00	2	1.0
Total		208	100.0

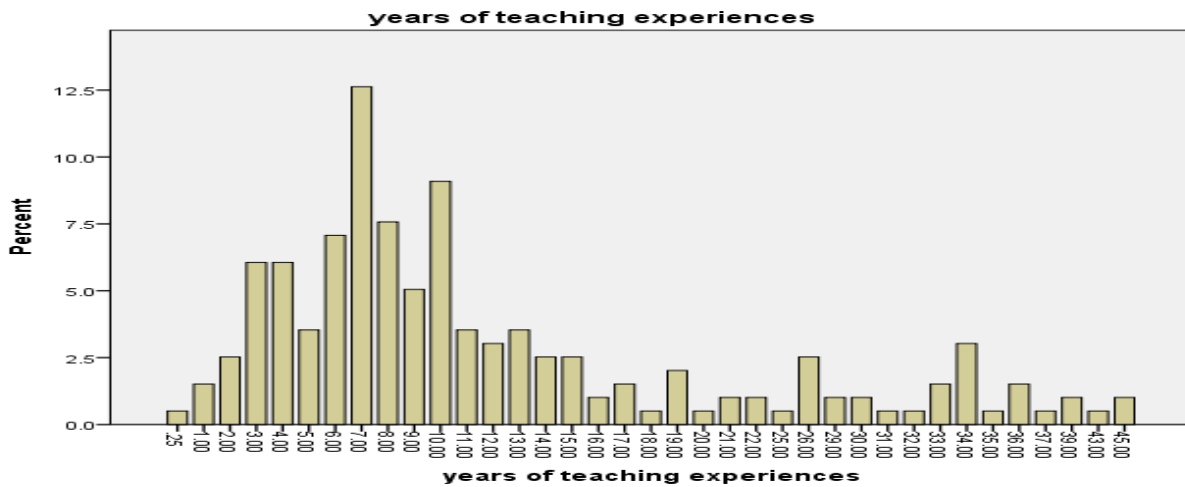
Source: Field Data; 2018

The data shown in table 3 above indicates that, majority 168(90%) of teachers were first degree holders. Other 32(15%) of teachers were Master degree holders the Data above showed that, most of the respondents had acquired bachelor degree in various field of education which was of great importance in the validity and accuracy of data concerning the study. This is in line with the directives from the Ministry of Education (MoE, 1995, 103) that “those students who pass the ACSEE pursue a three-year undergraduate degree course in education, that is, a Bachelor’s degree in/with Education and thereafter they qualify to teach in the Advanced Level of Secondary Schools”.

Additionally; 4% of the teachers with ordinary diploma in education reflect the same directives of MoE (1995, 103), that; “the minimum qualification for a secondary school teacher in both Government and Non-Government Schools shall possess a valid Diploma in Education obtained from a recognized institution” (MoE, 1995, 103). However, this was not generally the case in practice as explained above, where by 1 of the respondents found teaching among the secondary schools was visited by the researcher, while he was a secondary leaver.

Probably he was one among those who were employed under *Induction Course program* organized by the Government to curb the alarming shortage of teachers following the implementation of the SEDP (2004-2009).

#### 4.2.4 Years of teaching experiences



**Figure 1. /Years of Teaching experience/**

Regarding Data in the above figure years of services in teaching average experience was seven years. The highest years of teaching were 45 Years and list service was 2 months. The implication of the working experience among the respondents is that, they were in position to give out their ideas based on their diverse work experience which provide good inputs to the topic under investigation.

### 4.3. Job Satisfaction among Teachers in Private and Government secondary School's

#### Range of Score

36-108 dissatisfaction

108-144 ambivalent (undecided)

144-216 satisfaction

	Type of School	N	Mean	Std. Deviation	Std. Error Mean
Pay	Government	108	10.5208	3.04409	.29292
	Private	71	11.3415	2.55868	.30366
Promotion	Government	119	10.5063	3.08675	.28296
	Private	75	10.1833	2.71424	.31341
Supervision	Government	117	10.6902	2.68951	.24865
	Private	79	10.7120	2.24326	.25239
Fringe Benefits	Government	111	11.4077	2.79283	.26508
	Private	78	10.9295	3.38994	.38384
Contingent rewards	Government	117	10.2393	2.80171	.25902
	Private	72	10.3715	2.68046	.31589
Operating conditions	Government	111	11.2860	2.99390	.28417
	Private	75	11.1100	3.38374	.39072
Coworkers	Government	113	13.1305	3.08711	.29041
	Private	76	13.4507	2.79106	.32016
Nature of work	Government	121	12.1612	3.00501	.27318
	Private	76	12.9079	2.85156	.32710
Communication	Government	116	10.5862	2.69139	.24989
	Private	77	11.2045	3.09465	.35267

Source: Field Data; 2018

From the above table 5, the descriptive statistics showed that

- The Private School teachers are more satisfied than government. school teachers in relation to:
  - Pay
  - Supervision
  - Contingent rewards
  - Co-works
  - Nature of work
  - communication
- Government school teachers are better off with regard to:-
  - Promotion
  - Fringe benefits
  - Operating conditions

**Table 6, T-test statistics for Job satisfaction of teachers on the basis of Government and private school**

Statement	Nature of school	Mean	SD	t-value	p-value
pay	Private	2.120	.8075	-18.000	.000
	Govt.	4.030	.6883		
Promotions	Private	3.070	1.0372	-4.651	.000
	Govt.	3.690	.8372		
Supervision	Private	3.060	.9300	-11.473	.000
	Govt.	4.320	.5839		
Fringe Benefits	Private	3.020	1.1632	.370	.712
	Govt.	2.970	.6883		
Contingent rewards	Private	2.930	1.0274	1.190	.236
	Govt.	2.790	.5737		
Operating conditions	Private	2.890	.9523	-9.511	.000
	Govt.	4.020	.7103		
coworkers	Private	3.030	.9369	-3.631	.000
	Govt.	3.500	.8933		
Nature of work	Private	3.030	.9582	-.137	.891
	Govt.	3.030	.9582		
Communication	Private	2.560	.9568	-6.422	.000
	Govt.	3.490	1.0870		

**\*Significant at 0.05**

Source: Field Data; 2018

**Level Note:**

M=Mean



Table 6, study highlights T-test the difference between private and Government Secondary school teachers with respect to nine of the statements (i.e. pay, Promotions , Supervision , Fringe Benefits, Contingent rewards, Operating conditions, coworkers, Nature of work and Communication) related to facilities provided by schools. Here significant differences were found in six statements (i.e. pay, Promotions, Supervision, Operating conditions, coworkers and Communication) and rest of the three (i.e. Fringe Benefits, Contingent rewards and Nature of work) statements found insignificant. Pay scale given by the schools and significant difference was found in the satisfaction level of teachers  $M=2.120$ , with a standard deviation of  $=.8075$  and private schools  $M= 4.030$ , with a standard deviation of  $=.6883$ . Salary is very important factor to motivate the employees. Teachers who belong to private school are not satisfied with the salary. There is no any structure for fixation salary; private schools management gave them salary according to their capacity. In case of government schools pay scale is decided by the government which is implementing in well manner. It shows that Government school teachers are more satisfied. Here p value is 0.000 that is less than significant level 0.05.

Government school teachers found dissatisfied in case of promotion by  $M= 1.960$ , with a standard deviation of  $=.7095$ . But, private school teachers are satisfied in promotion  $M= 2.880$ , with a standard deviation of  $=.8075$  variance. The main reason behind that government schools situated in salaries is not good from their promotions but in case of private schools promotion is provided better for their teachers as well as staff members. Here p value (0.000) is less than significant level at the (0.05).

In respect to Nature of work in the schools p value is (0.891) more than significant level. It means that there is insignificant difference found in satisfaction level of private and Government schools teachers by  $M= 3.030$ , with a standard deviation of  $= .9587$ . government school employees and private school employees both showed that there is bad Nature of work depicted them in the schools in  $M= 3.030$ ,  $SD= .9582$  of  $M= 2.930$ ,  $SD= 1.0274$  of private and  $M= 2.790$ ,  $SD= .5737$  of government schools regarding 'Contingent rewards and p -value staffs 0.236 more and then significant principal' level shows that there is no any difference found.

In case of Fringe Benefits found in private schools by  $M= 3.020$ ,  $SD= 1.1632$  of and  $M= 2.970$ ,  $SD= .6883$  in government schools revealed that both schools employees are neutral in respect of these Fringe Benefits. Significance values are more than (0.05) in this case there is significant difference between them.

During the data collection it is found that whether school belongs to government or private, there were no any Fringe Benefits which was helpful to increase the knowledge level of teachers.

In case of Supervision towards the teachers  $M= 3.060$ ,  $SD= .9300$  of private Schools and  $M= 4.320$ ,  $SD= .5839$  in government schools. This shows that private school teachers are neutral and government schools teachers are dissatisfied in respect to Supervision system. In private schools there are some chances of Supervision on their good work done by the employees. In Government schools there is a little chance of appreciating their work. There is not any specific rule for selecting the best teachers. P value is less than 0.05 shows that there is significant difference between them.

The results come after the analysis of data regarding Operating conditions  $M= 2.890$ ,  $SD= .9523$  of private schools and  $M=4.020$ ,  $SD= .7103$  of government schools shows that teachers from private schools are more satisfied than government school teachers because they receive good Operating conditions from their schools and provide these types of facilities. P value is 0.000 showed that there is significant difference.

Further in respect to coworkers demonstrated that private schools teachers are in favor of neutral and the teachers belong to Government school teachers are dissatisfied working with coworkers in  $M= 3.030$ ,  $SD= .9369$  of private schools and  $M= 3.500$ ,  $SD= .8933$  of Government schools. The main reason is that p value is less than 0.05. In Government schools the coworkers are based on seniority. So the chance of having better coworkers is low.

In respect to Communication  $M= 2.560$ ,  $SD=.9568$  of private schools and  $M= 3.490$ ,  $SD= 1.0870$  of government schools, data revealed that employees from private schools are more satisfied than government school employees. Significant differences are found.

In Private schools there are chances of good Communication for further development and in case of government Schools there are low chances of development.

After the analysis of data and applied t-test statistics on the given data, one thing clearly came out that there is totally difference when we analysis data separately and when we analyzed data combined.

## CHAPTER FIVE

### 5. Summary, Conclusions and Recommendations

#### 5.1. Summary

The purpose of the study was to analyze Teachers job Satisfaction working in Private and government Secondary Schools of Kirkos sub city Addis Ababa .

To this end descriptive summary data was used and a total of 208 respondents were used as a sample. Quantitative method was used as data collection instrument. The data analysis resulted in the following major findings.

1. There was more male participation in the research 165(79.3%) than female 37 (17.8%), it pursue that the greater gender participations in research aim to integrate, whenever relevant, sex and socio-cultural differences in all phases of research.
2. The study indicated that; the majority 111(53.4%) of respondents age were from 26-35 years old .The remaining 22(10.6%) of them were under age off 26. The other 21(10.1%) of teachers were 36-45 and 14(6.7%) of the teachers were at the age of 46-55 years old.11 (5.3%) of the teachers were between the age of 56-65. The rest 1(1.5%) of the teachers was 66 years old. But, the majorities 53% of teachers were young workers. Most of the time young workers are essential for teaching learning newly creative approach.
3. Regarding to educational qualification; the majority 168(90%) of teachers were first degree holders. Other 32(15%) of teachers were Master degree holders. The Data above showed that, most of the respondents had acquired bachelor degree in various fields of education which is of great importance in the validity and accuracy of data concerning the study.

4. Regarding years of teaching experience the average teaching experience was seven years. The highest years of teaching were 45 Years and list service was 2 months. The implication of the working experience among the respondents is that, they were in position to give out their ideas based on their diverse work experience which provide good inputs to the topic under investigation.
5. It was found out that private school teachers were more satisfied than government school teachers with regard to pay as this could be seen from their means 11.3415 and government school teachers 10.5208 respectively. It means private school teachers were satisfied with pay than Government school teachers. One of the most important purposes to do a job is to get salary (Tasnim, 2006). Payment is the top factors which cause satisfaction of employees. Job satisfaction is found directly linked with financial aspect. Any job must have some sort of financial outcome. The higher outcome, the higher the employees satisfied with that job.

Regarding to promotions Government school teaches job satisfactions showed mean difference  $M=10.5063$  with a standard deviation of 3.08675. On the other hand private school teachers job satisfactions on promotions showed mean difference by  $M=10.1833$  with a standard deviation of 2.71424. Teachers especially from the government secondary schools raised concern that despite the fact that number of teacher's promotions has recently been moderate level under secondary schools. The number of teachers living in government schools promotion is negligible.

Regarding to teachers satisfactions towards supervisions government school teachers showed mean difference  $M=10.6902$  with a standard deviation of 2.68951. On the other hand private school teachers showed mean difference  $M= 10.7120$  with a standard deviations of 2.24326.

6. The study revealed that In Private schools supervision tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions.
7. Government school Teachers satisfactions with Fringe Benefits showed mean difference  $M=10.5063$  with a standard deviations of 3.086 but Private school showed  $M=10.1833$  with a standard deviations of 2.714. Teachers satisfactions among Contingent rewards in Government school teachers mean difference  $M=10.2393$  with a standard deviations of 2.80171 and Private school teachers  $M=10.3715$  with a standard deviations of 2.68046. The Finding showed that Contingent rewards have a significant positive association with Fringe Benefits it was moderate in government schools. Teachers are satisfied with their job if retirement plans are provided. In private school, Fringe Benefits are a positive determinant to enhance satisfactions level. The respondents perceived that retirement benefit is an essential welfare and higher rate of pension rates able to retain them in the institution.

Regarding to Operating conditions Government school teachers mean difference  $M=11.2860$  with a standard deviations of 2.99390 on the other hand Private school teachers  $M=11.1100$  with a standard deviations of 3.38374.

Regarding to relations ship with Coworkers Governments school teachers showed  $M=13.1305$  with a standard deviations of 3.08711 and Private school teachers showed  $m=13.4507$  with a standard deviations of 2.79106.

Regarding to school nature of work government school teachers showed mean difference  $M=12.1612$  with a standard deviations of 3.00501. On the other hand Private school teachers responded their job satisfactions mean difference  $M=12.9079$  with a standard deviations of 2.85156.

Regarding to Communication within the organization Government school teachers showed mean difference  $M=10.5862$  with a standard deviations of  $2.69139$  and Private school showed mean difference  $M=11.2045$  with a standard deviations of  $3.09465$  revealed that over all responses falling under the neutral category. The research has shown that, there are private secondary schools which are fostering poor Communication for their teachers. For instance those teachers who are working at government Secondary Schools respectively have moderate Communication which is in place and it is being used to training teachers in various academic disciplines.

8. The study highlights Using T-test the difference between private and Government school teachers with respect to nine of the statements (i.e. pay, Promotions , Supervision , Fringe Benefits, Contingent rewards, Operating conditions, coworkers, Nature of work and Communication) related to facilities provided by schools, Here significant difference were found in six statements (i.e. pay, Promotions, Supervision, Operating conditions, coworkers and Communication) and the rest of the three (i.e. Fringe Benefits, Contingent rewards and Nature of work) statements found insignificant. Pay scale given by the school and significant difference is found in the satisfaction level of teachers in  $M=2.120$ ,  $SD=.8075$  of private schools &  $M=$  of  $4.030$ ,  $SD= .6883$  of private and Government school respectively. Salary is very important factor to motivate the teachers. Private school teachers are not satisfied with the salary. There is no any structure for fixation the salary of private schools .The management gave them salary according to their capacity. But in case of government schools pay scale is decided by the government. which is implementing in well manner. It shows that Government school teachers are more satisfied. Here p value is  $0.000$  that is less than significant level  $0.05$ .
9. With Respect to promotion Government school teachers were found to be more dissatisfied by  $M=$ of  $1.960$ ,  $SD=.7095$ . But, private school teachers were satisfied in  $M= 2.880$ ,  $SD=.8075$

variance. The main reason behind that government school situated in salaries is not good from their promotions but in case of private school promotions is provided better for their teachers as well as staff members. Here p value (0.000) is less than significant level at the (0.05).

In respect to Nature of work in the school p value is (0.891) more than significant level. It means that there is insignificant difference found in satisfaction level of private and Government schools teachers by M= 3.030, SD= .9587. government school employees and private school employees shows that in both schools there is bad Nature of work depicted them to the schools in M= 3.030, SD= .9582 of M= 2.930, SD= 1.0274 of private schools and M= 2.790, SD= .5737 of government schools regarding 'Contingent rewards and p -value staffs 0.236 more and then significant principal' level shows that there is no any difference found.

In case of Fringe Benefits private schools by M= 3.020, SD= 1.1632 of and M= 2.970, SD= .6883 in government schools revealed that both schools employees are neutral in respect of these Fringe Benefits. Significance values are more than (0.05) in this case there is significant difference between them. During the data collection it is found that whether school belongs to government or private, there are no any Fringe Benefits which is helpful to increase the knowledge level of teachers.

In case of Supervision towards the teachers M= 3.060, SD= .9300 of private Schools and M= 4.320, SD= .5839 in government schools showed that private school teachers are neutral and government school teachers are dissatisfied in respect to Supervision system. In private school there are some chances of Supervision on their good work done by the employees. In government schools there is little chance to appreciate the work of teachers. There is no any specific rule for selecting the best teachers. P value is less than 0.05 showed that there is significant difference between them. The results after the analysis of data regarding Operating

conditions  $M= 2.890$ ,  $SD= .9523$  of private schools and  $M=4.020$ ,  $SD= .7103$  of government schools showed that teachers from private schools are more satisfied than government school teachers because they received good Operating conditions from their schools and provide these types of facilities. P value is 0.000 shows that there is significant difference is found.

Further in respect to coworkers demonstrated that private schools teachers are in favor of neutral and the teachers belong to Government schools are dissatisfied working with coworkers in  $M= 3.030$ ,  $SD= .9369$  of private schools and  $M= 3.500$ ,  $SD= .8933$  of Government schools. The main reason was that p value is less than 0.05. In Government schools the coworkers are based on seniority. So the chance of having better coworkers is low.

In respect to Communication  $M= 2.560$ ,  $SD=.9568$  of private schools and  $M= 3.490$ ,  $SD= 1.0870$  of government schools, data revealed that teachers in private schools were more satisfied than government schools teachers. Significant difference was found. In private schools teachers there are chances of good Communication for further development and in case of government schools teachers there are some low chance of development. After analysis of data and applied t-test statistics on given data, one thing is clearly come out that there is totally difference when we analyzed data separately and when we analyzed data combined.

Study conducted using One Way ANOVA in order to show up the significance difference between teachers job satisfactions in private and government secondary schools, the school teachers populations response mean weights are relatively equal The study have a 2.8% chance of finding the differences that study observe in the sample. So, the study concludes that the mean weights of the privet and government school teacher's satisfactions were nearly equal. The government school teachers were not satisfied among all explained school facility provisions

conditions resulted in different mean weights difference and  $F = 3.7$ , the p value (denoted by “Sig.”) is .028.

To sum up, the study has discovered that teachers’ motivation and job satisfaction differ not only from one school to another; but also in private and public secondary schools in both pecuniary and non-pecuniary factors. The teacher’s job satisfactions are clearly one of the most research concepts in the school (Praveer et.al. 2009). Hundreds, if not thousands, of studies have examined the various dimensions of the job satisfaction and the relationship between job satisfaction and a vast array of other variables. It showed that there is significance difference between private and government secondary school teachers based upon the idea that Job satisfactions of teachers. At all private secondary school teachers’ job satisfactions were moderate in Kirkos sub city and have important contributors to school effectiveness and ultimately to its long-term government secondary school level of job satisfactions were low.

## 5.2. Conclusions

The findings of this study showed that it has very significant difference in almost every teacher's school job satisfactions determinates. There is a statistically meaningful difference between teachers who work at private educational institutions, and teachers who work in government schools. Additionally, job satisfaction levels of teachers who work at private educational institutions are higher than teachers who work at government schools. private and Government school respectively in case of pay scale given by the school and significant differences are found in the satisfaction level of teachers were very important factors to motivate the teachers who belong to private schools are not satisfied with the salary.

Hence, it could be safely concluded that, there is no any structure for fixation salary and private schools management gave them salary according to their capacity and in case of government school pay scale is decided by the government which is implementing in well manner. It shows that Government school teachers are more satisfied in a p value is 0.000 that is less than significant level 0.05.

Job satisfaction level of teachers who transferred to private schools from government schools are higher than of the teachers who already work there. Consequently, it can be argued that the factors which affect the job satisfaction level of the teachers where in Government schools regarding promotions show that private school teachers are satisfied and government school teacher found dissatisfied. The main reason behind that government school situated in salaries are not good from their promotions but in case of private school promotions are provided better for their teachers as well as staff members. Here p value (0.000) is less than significant level at the (0.05).

In respect to Nature of work in the school shows p value is (0.891) more than significant level. It means that there is insignificant difference found in satisfaction level of private and Government schools teachers. Government schools teachers and private school teachers show that in both schools there are bad Nature of work depicted. For the other factors discussed above there is no significant difference in the satisfaction level of government & private school teachers as significant value of t-test is greater than .05 in all cases.

Regarding 'Contingent rewards and p -value staffs 0.236 more and then significant principal' level shows that there isn't any difference found.

It reveals that there are significant differences in satisfaction level of government & private school teachers regarding the dimension Contingent rewards and it is concluded that satisfaction level of private School teachers are greater than government school teachers.

Government schools in respect to coworkers demonstrated that private school teachers are in favor of neutral and the teachers belong to Government schools are dissatisfied working with coworkers. The main reason is that p value is less than 0.05. In Government schools the coworkers are based on seniority. So the chances of having better coworkers are low. It did not show any significant difference of job satisfaction. However, there is meaningful difference exists in the average in terms of coworkers teachers were more satisfied. It may be justified that teachers work with more devotion and obey their coworkers.

In respect to Communication private schools and government schools, data revealed that teachers from private schools are more satisfied than government schools teachers' does.

There are job satisfaction level difference between the teachers who work at private educational institutions despite of the fact that they work at the same organizational climate. There are

statistically meaningful difference of job satisfaction level between teachers who started to work at private educational institutions right after graduation and teachers who transferred to private educational institutions because of resignation or retirement. The factors that cause this difference are independence administrator- employee relationship. Significant difference is found. It is interesting schools asserted that government school employees think there are chances of good Communication of further development and in case of government schools there are some low chances of development.

Pay scale, Promotions, Supervision, Operating conditions, coworkers for further development are those factors which are deciding factors of satisfaction level of teachers. On the other hand Fringe Benefits, Contingent rewards Nature of work by school teacher's responses are almost same, here no significant difference has been found. On the basis of response received from teachers it can be said that overall environment of schools were close to low levels of satisfactions for Government school teachers and moderate for private school teachers.

### **5.3. Recommendations**

Based on the major findings and the conclusion drawn, the following recommendations are forwarded.

1. Addis Ababa Education Bureau is advised to.....
2. Kirkos sub city education office is advised to.....
3. Government schools in Addis Ababa are advised to....
4. Private schools in Addis Ababa are advised to.....

In the field of education, job satisfaction is a crucial factor which influences the quality of instruction, educational output and student teacher relationships. In fact the success of secondary

schools and other educational institutions can be considerably assessed by the level of job satisfaction of its teachers over all facilities. If a teacher is not getting any satisfaction with his/her pay, promotions, supervisions, rewards and benefits and good relationship with coworkers and having good communications, it could not be possible for him/her to develop desirable attitudes, habits, values, interests and other qualities either in himself/herself or among his/her students.

Since teacher job satisfaction is an important index of school efficacy, performance and teachers retention, there is a need of addressing them in ensuring that, teachers are well settled and satisfied. This research identified those factors affecting teachers' motivation job satisfaction as well as the cause of dissatisfaction. Only after gaining an understanding of these factors one can effectively motivate and mobilize teachers and increase their enthusiasm for their work, given the fact that other factors such as pay scale, Promotions , Supervision, Fringe Benefits, Contingent rewards, Operating conditions, coworkers and communications, founds few to mention are held constant.

These are important inputs to education administrators and other respective authorities to understand in order to take the necessary steps for increasing the level of job satisfaction among secondary school teachers both in private and in government secondary schools.

The only way forwarded for the betterment of students is to invest in good – teacher education. Ignoring teachers work is like betraying the students and hence killing our nation because there will be no enough qualified teachers. Pupils taught by desperate teachers produce a nation with no vision; the nation whose people live in a deep pool of poverty, ignorance and diseases.

Therefore the respective authorities and other stakeholders and the society in general should clear the mess of their payment, reward, work supervisions and positive communications. It can be done if each stakeholder has to play his respective role effectively.

#### **5.4. Further areas of Study**

In accordance to the nature of the results shown above, the researcher has proposed further studies on the following areas.

- a) Further research can be conducted to find out the relationship between teachers' motivation and job satisfaction and the current decline on the quality of education in Addis Ababa.
- b) Also another study is suggested on the evaluation of the contribution of teacher's satisfactions on the retention of secondary school teachers in Addis Ababa.

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**Appendix**  
**ADDIS ABABA UNIVERSITY**

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

**A. Questionnaire set to examine teachers' job satisfaction**

**Dear participants**

This research intends to study the status of teachers' job satisfaction in government and private secondary high schools in kirkos sub city Addis Ababa. This questionnaire therefore measures job satisfaction in your school. I would like you to help me in answering all the questions in this questionnaire. Please indicate your choice by using a circle in the box as it applied to you. This data will be used only for my M.A. Thesis. I just want to remember you that there are no rights or wrong answers. The data will be tabulated, analyzed, and reported using codes or pseudonym.

I thank you in advance for your collaboration.

## Demographic questions

The following seven questions are prepared to investigate your demography.

It has given options and completing questions; please mark and write your appropriate choice or answers on the space given.

1. Sex: - Male [ ] Female [ ]
2. Age Group? Under 26 [ ] 26 to 35 [ ] 36 to 45 [ ] 46 to 55 [ ] 56 to 65 [ ] 66 or older [ ]
3. Total years of work experiences \_\_\_\_\_
4. What is your highest level of Education?
  - a . Diploma [ ]
  - b. Bachelor's degree [ ]
  - c. Master's Degree [ ]
  - d. other please specify \_\_\_\_\_
5. Your major field of study -
  - A. Natural Science
  - B. Social Science
  - C. Language
  - D. Others
6. Name of School \_\_\_\_\_
7. Type of School
  - A. Government
  - B. Private

## JOB SATISFACTION SURVEY

The following 36 statements describe your degree of attachment and loyalty towards the job satisfaction survey you are now employed with. Please respond by indicating the degree to which each of the statements applies to you using the following scale: There is no right or wrong answer. Write the number that best indicates to what extent each of the statement is true or not true in the parenthesis provided at the end of each statement. Dear participants : Disagree very much means 1, Disagree moderately means 2, Disagree slightly means 3, Agree slightly means 4, Agree moderately means 5, Agree very much means 6.

Thank you.

### Job satisfaction

PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	I feel I am being paid a fair amount for the work I do in my school.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job in the school.	1	2	3	4	5	6
3	My principal is quite competent in doing his/her job in this school.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive in this school.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive in my school.	1	2	3	4	5	6
6	Many of our rules and procedures in this school make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with in my school.	1	2	3	4	5	6
8	I sometimes feel my job in this school is meaningless.	1	2	3	4	5	6
9	Communications seem good within this school.	1	2	3	4	5	6

10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My principal is unfair to me.	1	2	3	4	5	6
13	The benefits we receive in this school are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do in this school is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job in this school are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with in this school.	1	2	3	4	5	6
17	I like doing the things I do at work in my school.	1	2	3	4	5	6
18	The goals of this school are not clear to me.	1	2	3	4	5	6

PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
19	I feel unappreciated by the school when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My Principal shows too little interest in the feelings of teachers.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6
23	There are few rewards for those who work in this school.	1	2	3	4	5	6
24	I have too much to do at work in this school.	1	2	3	4	5	6
25	I enjoy my colleagues in this school.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with this school.	1	2	3	4	5	6
27	I feel a sense of pride in doing my teaching.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my principal in this school.	1	2	3	4	5	6
31	I have too much paperwork in this school.	1	2	3	4	5	6

32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion in this school.	1	2	3	4	5	6
34	There is too much bickering and fighting at work in this school.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained in this school.	1	2	3	4	5	6