



Addis Ababa University

College of Business and Economics

Masters of Business and Administration

**Effect of Motivational Practices on School Performance: A case Study of
Government High School Teachers in Kirkos Sub city, Addis Ababa**

A thesis submitted in Addis Ababa University partial fulfillment of the
requirements for the award of Master Degree in Business Administration in
Management

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DECLARATION

I, Temrie Mohammed, affirm that the document titled “**The impact of teachers’ job satisfaction on school performance: the case of government high school in kirkos sub city Addis Ababa**” is entirely my own work. To the best of my understanding and belief, it does not incorporate any previously published material or content authored by another individual. Furthermore, I assert that it has not been submitted for the attainment of any other degree or diploma from any university or institution of higher learning, except where proper acknowledgment has been provided within the text.

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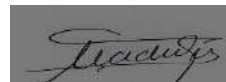
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Abstract

The aim of this study is to investigate how teachers' job satisfaction affects school performance in government secondary schools in Addis Ababa's Kirkos Sub-City. The research framework considered both intrinsic and extrinsic variables from Herzberg's motivation-Hygiene theory, addresses both motivation and job satisfaction. Using a quantitative approach with descriptive and inferential statistics, including percentage and mean analysis, as well as correlational techniques, the study employed an explanatory research design. Data collection involved distributing questionnaires to 195 participants, resulting in a response rate of 95.59%, with 195 completed responses returned. Respondents used a 5-point Likert scale to indicate their satisfaction levels. Data analysis was conducted using the Statistical Package for Social Science (SPSS). Results from Pearson coefficients and multiple regression analysis revealed insights into how independent variables influence employee job satisfaction and its impact on school performance. The findings underscore the significance of factors such as school policy, personal and professional growth, work conditions, student success, and the nature of work or work itself, salary, and recognition in shaping teachers' job satisfaction, with statistically significant effects observed. Furthermore, the analysis indicates a notable positive correlation between teachers' job satisfaction and school performance.

Keywords: Teachers, job satisfaction, school performance, government secondary schools, intrinsic variables, extrinsic variables

Table of Contents

DECLARATION.....	i
List of Tables	ix
List of Figures.....	x
ABBREVIATIONS AND ACRONYMS.....	xi
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Research Questions	4
1.4 Objective of the study	4
1.4.1 General Objective	4
1.4.2 Specific Objectives of the Study.....	5
1.5 Hypotheses of the Study.....	5
1.6 Significant of the study	5
1.7 Scope of the Study	6
1.8 Limitations of the Study	6
1.9 Operational Definition of Key Terms.....	7
1.10 Organization of the study	7
CHAPTER TWO	8
REVIEW OF THE RELATED LITERATURE	8
2.1 Theoretical review	8
2.1.1 Concepts of Job and Job Satisfaction	8
2.1.1.1 The Job Description Index (JDI)	10
2.1.2 THEORIES OF JOB SATISFACTION	16
2.1.2.1 Frederick Herzberg Two Factor Theory	16
2.1.2.2 Locke’s Value Theory:.....	21
2.1.2.3 Adam’s Equity Theory:	21

2.1.2.4	Opponent Process Theory:	22
2.1.2.5	Need Fulfillment Theory.....	23
2.1.2.6	Discrepancy Theory	23
2.1.2.7	Dispositional theory.....	23
2.1.2.8	Job Characteristics Model.....	24
2.1.3	Benefits of Job Satisfaction	26
2.1.4	Factors Affecting Teachers' Job Satisfaction.....	28
2.1.4.1	Leadership Style	28
2.1.4.2	Organization Policies	29
2.1.4.3	Salary, Incentive Pay and Fringe Benefits.....	29
2.1.4.4	Interpersonal or Social Relation	30
2.1.4.5	Working Conditions.....	30
2.1.4.6	Recognition	31
2.1.4.7	Autonomy giving employees.....	31
2.1.4.8	Advancement and promotion.....	31
2.1.4.9	Job security	32
2.1.4.10	Student Engagement and Success.....	32
2.1.5	Demographic Variables	33
2.1.5.1	Age	33
2.1.5.2	Teaching experience.....	33
2.1.5.3	Salaries	34
2.1.6	Organizational Performance.....	35
2.1.6.1	School performance.....	35
2.1.7	Job Satisfaction and Organizational Performance Effect.....	38
2.1.7.1	The Effect between Teachers' Job Satisfaction and School Performance...	39
2.1.7.2	The Importance of Teachers' Job Satisfaction for Effective School Performance	40
2.2	Empirical Literature review.....	41
RESEARCH METHODOLOGY		48
3.1	Research Area.....	48

3.2	Research Design.....	48
3.3	Research approach.....	49
3.4	Data sources and types.....	49
3.4.1	Primary Data.....	50
	Primary data was collected from questionnaires from selected teachers.....	50
3.4.2	Secondary Data	50
3.5	Data Collection Method.....	50
3.5.1	Questionnaire	50
3.6	Population of the study	51
3.7	Sampling Technique and Sampling Design	51
3.8	Variables specification	52
3.8.1	Dependent variable	52
3.8.2	Independent variables	52
3.9	Method of data analysis	54
3.9.1	Descriptive statistics.....	54
3.9.2	Inferential statistical Analysis.....	54
3.9.2.1	Correlation.....	54
3.9.2.2	Multiple Regressions	55
3.10	Reliability and validity of the instrument	56
3.10.1	Reliability of the Instrument.....	56
3.10.2	Validity of the Instrument.....	57
3.11	Ethical consideration.....	58
3.12	Conceptual framework	58
	CHAPTER THREE	60
	CHAPTER FOUR.....	60
	DATA PRESENTATION, ANALYSIS AND.....	60
	INTERPRETATION	60
4.1	Response Rate.....	60
	Table 4.1: Rate of response	60
4.2	Demographic characteristics of respondents.....	60

4.3	Descriptive Statistics	63
4.3.1.1	Descriptive Statistics on Hygiene factors (Extrinsic factors)	64
4.3.1.2	Descriptive Statistics on Motivating factors (Intrinsic factors)	67
4.3.2	Descriptive Statistics on School Performance	69
4.4	Descriptive statistics of the variables.....	70
4.5	Correlation analysis	71
4.6	Tests for Multiple Regression Assumptions	73
4.6.1	Diagnostic Tests of Assumptions of Classical Linear Regression Model (CLRM)	74
4.6.1.1	Homoscedasticity Test.....	74
4.6.1.2	Independence of residuals (Autocorrelation)	75
4.6.1.3	Multicollinearity Test.....	76
4.6.1.4	Normality test	77
4.6.2	Regression Result Analysis and Discussion	78
4.6.3	Analysis of variance (ANOVA) result	79
4.6.4	Regression coefficients.....	80
4.6.5	Hypothesis test and discussion of regression result	83
CHAPTER FIVE	85
SUMMARY, CONCLUTIONS AND.....	85
RECOMMENDATION.....	85
5.1	Introduction	85
5.2	Summary of major findings	85
5.3	Conclusions	88
5.4	Recommendation.....	90
5.4.1	Policy maker	90
5.4.2	For School Leaders	91
5.4.3	Other Research Implications	92
Reference	93
Appendix.....	99

List of Tables

Table 3.1: Population of the Study	51
Table 3.2: Model Specification of Variables.....	56
Table 3.3: Reliability Statistics	56
Table 4.1: Rate of response	60
Table 4.2: gender respondents	61
Table 4.3: Age Respondents	61
Table4.4: Years of Teaching Experience of Respondents	61
Table 4.5: Salary of Respondents	62
Table 4.6: Academic qualification of Respondents.....	62
Table 4.7: Marital status of Respondents	63
Table 4.8: School and administrative policy.....	64
Table 4.9: Salary, incentive pays and fringe benefits	64
Table 4.10 work condition.....	65
Table 4.11: work itself	66
Table 4.12: Achievement	67
Table4.13: Recognition.....	67
Table 4.14: Personal and Professional growth.....	68
Table 4.15: Student engagement and success	68
Table 4.16: Descriptive Statistics on School Performance	69
Table 4.17: Descriptive Statistics.....	71
.Table 4.18: Ranges of correlation effect	71
Table 4.19: Correlation matrix of Dependent and Independent Variables.....	72
Table 4.20: Autocorrelation Test.....	76
Table 4.21Test of multicollinearity.....	76
Table 4.22: Regression model summary	79
Table4.23: Analysis of variance (ANOVA) for Model 1.....	80
Table 4.25: Regression Coefficients.....	81

List of Figures

Figure 2.1: Conceptual Framework Model	59
Figure 4.1: Homoscedasticity Test model 1	75
Figure 4.3: Histogram of Regression Model 1.....	78

ABBREVIATIONS AND ACRONYMS

JCM	Job Characteristics Model
JDI	Job Description Index
JIG	Job in General
JSI	Job Satisfaction Index
MPS	Motivating potential score
MSQ	Minnesota Satisfaction Questionnaire

CHAPTER ONE

INTRODUCTION

This chapter encompasses background of the study, statement of the problems, research questions, objectives of the study, significance of the study, limitations of the study, operational definition of key terms, and organization of the study and schedule.

1.1 Background of the Study

Companies also make an effort to develop a pool of content workers so that workers are not prevented from voluntarily dedicating their time to the pursuit of established or emerging company objectives. The overall performance of an organization hinges on each employee's ability to work effectively and efficiently within the company. Consequently, organizations rely on the performance of individual employees to attain high levels of performance collectively. Since each employee's performance significantly influences the organization's overall performance, their job satisfaction becomes a pivotal factor. When employees feel satisfied with their job, they are motivated to exert greater effort. This increased effort usually leads to improved overall organizational performance. In summary, the satisfaction of individual employees, coupled with their effort and commitment, is indispensable for the success of the organization. (Pallant, 2011).

Teacher job satisfaction is a critical aspect of educational institutions, as it directly influences school performance. When Teachers feel satisfied with their jobs, they typically exhibit higher levels of motivation, engagement, and dedication to their profession. This, in turn, positively influences student outcomes, parent satisfaction, and the overall school climate (Matthew, 2013).

In the Philippines, research was undertaken at the Lyceum of the Philippines University in Batangas City to assess the job contentment of both teaching and non-teaching personnel. Findings indicated that LPU-Batangas exhibited a significant degree of job satisfaction high level of job satisfaction in terms of maintenance/hygiene factors and satisfaction/motivation factors (Javier, 2014). “There was a clear link between hygiene and motivation factors, as evidenced by the level of job satisfaction among both teaching and non-teaching staff” (Javier, 2014).

So that numerous factors contribute to teacher job satisfaction, including compensation, workload, professional development opportunities, work-life balance, supportive leadership, and a positive school culture and School performance It's crucial for educational institutions to grasp how teacher job satisfaction impacts their ability to attract, keep, and develop highly effective educators. When teachers aren't satisfied with their jobs, it can result in adverse outcomes like higher teacher turnover, lower student achievement, and reduced overall school performance. Understanding this connection is vital for fostering positive environments in schools. It can create a ripple effect within the organization, impacting the morale and motivation of other staff members, as well as the perception of parents and the community. (Bhat, 2018)

According to Tadesse (2018) Job satisfaction is a crucial concept in all types of organizations, whether they are public or private. It describes how content an individual or employee is with their work, and there are a variety of factors that affect job satisfaction among employees in a given organization, which vary depending on the individual or employee. A recent study that specifically examined job satisfaction among secondary school teachers found several indicators of both satisfaction and dissatisfaction. In addition, job satisfaction is linked to factors such as teacher pay, rewards and recognition for academic achievement, student attitudes, benefits, fringe, and working conditions.

It was shown that teachers' job happiness has a major impact on how committed they are to their careers. Enhancing job satisfaction among educators has the potential to increase retention rates and draw the best applicants to the field. Assessing a framework that combines organizational citizenship behavior, intrinsic and extrinsic satisfaction among high school teachers, along with their overall job satisfaction, this research would contribute significantly to the educational management field's knowledge base (Aliyah, 2019).

This study attempted to delve deeper into the effect of teacher job satisfaction on school performance. By undertaking a complete analysis of the elements that influence job satisfaction and investigating their link with various performance indicators, this research would shed light on successful techniques for boosting teacher satisfaction and, subsequently, organizational effectiveness. Understanding the connection between organizational success and teacher job satisfaction allows educational institutions to create evidence-based practices and policies that

enhance teachers' work environments. The study's conclusions will offer insightful analysis and helpful suggestions to raise teacher job satisfaction, which will ultimately boost student achievement, improve school performance, and improve the educational environment in Kirkos Sub City Comprehensive Secondary Schools.

1.2 Statement of the Problem

The objective of this study is to explore the impact of teacher job satisfaction on the performance of educational institutions, with a specific focus on Kirkos Sub City's four Government Comprehensive High School, including Abiyot Kirs, Temenja Yazi, Miserak Goh, and Shimeles Habete.. Although there's a growing acknowledgment of the significance of teacher job satisfaction, there remains a scarcity of empirical evidence concerning its precise impact on organizational performance within educational environments.

No adequate researches' addressing the effect of teachers' job satisfactions on school performance in kirkose sub city government high school. This hinders the development of evidence-based policies and practices that aim to improve both teacher well-being and overall Schools effectiveness. Therefore, there is a need for in-depth investigation to bridge this gap and provide insights into how teacher job satisfaction influences schools performance. Educational organizations face numerous challenges in providing high-quality education and achieving optimal student outcomes.

The level of job satisfaction among teachers stands out as a crucial factor that can significantly influence these outcomes. When teachers are dissatisfied with their jobs, it can lead to decreased motivation, engagement, and commitment, which subsequently affect their instructional practices and overall performance. The problem of low teacher job satisfaction has far-reaching consequences. It can result in increased teacher turnover rates, creating disruptions in The process of teaching and learning additionally incurring additional costs for the recruitment and training of new teachers (Chen, 2021).

The 2023 grade 12 national exam pass rate is alarmingly low at 3.2%, with only 27,267 out of 845,099 students passing, similar to the 2022 pass rate of 3.3%. This raises concerns about the potential impact of teachers' job satisfaction on student performance and overall educational outcomes (Wondwosen.Tamrat, 2023).

Moreover, low job satisfaction among teachers can destructively impact student achievement, school climate, and parent satisfaction, ultimately affecting the overall performance and reputation of the School. Previous studies have underscored the importance of teacher job satisfaction. However, there's a need for additional research to delve into the specific factors that shape job satisfaction and their correlation with school performance metrics. Pinpointing these factors can empower educational institutions to implement tailored interventions and approaches aimed at supporting teacher job satisfaction and, consequently, enhancing school performance. Therefore, the primary problem addressed in this study helps to survey the impact of teacher job satisfaction on school performance within Addis Ababa Kirkos Sub-City government high school. By exploring the effect teacher job satisfaction on School performance indicators, this research aimed to provide valuable insights and recommendations to help educational organizations foster a positive and supportive work environment for teachers, leading to enhanced School performance and improved student outcomes.

1.3 Research Questions

1. What are the primary factors that influence job satisfaction among teachers in government secondary schools in Kirkos sub-city?
2. What is the relationship between teachers' (pay, personal and professional growth, student success, School policy, work itself, working condition, achievement and recognition) and school performance in government secondary schools in Kirkos sub-city?
3. What effect do teachers' (pay, personal and professional growth, student success, School policy, work itself, working condition, achievement and recognition) have on school performance in government secondary schools in Kirkos sub-city?

1.4 Objective of the study

1.4.1 General Objective

The general objective of this study is to investigate the effect of motivational practices on school performance, specifically focusing on government high school teachers in Kirkos Sub-city, Addis Ababa.

1.4.2 Specific Objectives of the Study

The general objective can be further broken down into the following specific objectives:

- ❖ To identify the determinants of teachers' job satisfaction in government secondary schools in Kirkos sub-city of Addis Ababa
- ❖ To examine the relationship between teachers (pay, personal and professional growth, student success, School policy, work itself, working condition, achievement and recognition) on School performance Kirkos sub-city of Addis Ababa
- ❖ To examine the effect of teachers(pay, personal and professional growth, student success, work itself, working condition, school policy ,achievement and recognition) on School performance Kirkos sub-city of Addis Ababa

1.5 Hypotheses of the Study

In consideration of the above stated objectives, explored the following hypotheses:

Hypothesis 1: Salary, Incentive Pay and Fringe Benefits have a positive and significant effect with School performance

Hypothesis 2: Working Conditions have a positive and significant effect with School performance

Hypothesis 3: Student Success has a positive and significant effect with School performance

Hypothesis 4: Personal and Professional Growth have a positive and significant effect with School performance

Hypothesis 5: Achievement has a positive and significant effect with School performance

Hypothesis 6: School policy has a positive and significant effect with School performance

Hypothesis 7: Work itself has a positive and significant effect with School performance

Hypothesis 8: Recognition has a positive and significant effect with School performance

1.6 Significant of the study

This study on the impact of teachers' job satisfaction on school performance holds significant implications for educational institutions and the broader field of education. The findings of this

research will contribute valuable insights that can inform policies and practices aimed at enhancing teacher job satisfaction and improving overall school performance.

The results of the study will help educate employers, school administrators, educational policy makers, and school owners on the phenomena of job satisfaction in the hopes that it may offer potential answers to some of the problems that might be despised. "Especially concerning the job satisfaction of secondary school teachers. The results are anticipated to improve Ethiopia's educational system. Enhancing teacher retention and teacher job satisfaction has a direct correlation with teacher retention.

1.7 Scope of the Study

Due to the impracticality of including every school in Addis Ababa, the research was limited to government secondary schools within the Kirkos area. It aimed to examine how teachers' job satisfaction affects school performance, specifically focusing on government secondary schools in Kirkos Sub City, Addis Ababa, Ethiopia..

1.8 Limitations of the Study

This study focused on educational institutions within a specific region of the country, especially Addis Ababa Kirkos Sub-City Government High School, so the findings might not be generalizable to other geographic locations due to variations in cultural, economic and educational contexts. Due to time and resource constraints, this study targeted a specific sample size of teachers. This study would employ a quantitative research design, utilizing questionnaires to gather data. The limitations of this design include potential response bias and the inability to capture nuanced qualitative insights that might arise from other research methods, such as interviews or observations.

Self-reported data, it is important to acknowledge that self-reported data may be subject to social desirability bias or memory recall bias, affecting the accuracy and reliability of the responses. Time Constraints, the study was conducted within a specific time frame, which may limit the ability to capture long-term changes in teacher job satisfaction and organizational performance.

External factors, such as economic conditions, policy changes, or leadership turnover within educational institutions, may influence teacher job satisfaction and organizational performance.

These external factors, although acknowledged, may not be fully controllable or accounted for in the study.

1.9 Operational Definition of Key Terms

Job satisfaction: A multidimensional and dynamic affective state reflecting an individual's cognitive and emotional evaluation of their work (Whetten & Cameron, 2015).

Performance: The degree to which an individual, team, organization, or system achieves its stated goals or objectives effectively and efficiently, taking into account the resources available and the context in which it operates (Armstrong & Taylor, 2023).

Organizational performance: The adept and economical deployment of resources to accomplish predetermined aims and objectives, all the while attending to stakeholders' needs and flexibly responding to shifts in the environment (Daft & Murphy, 2022).

School performance: The collective achievement of an educational institution in fulfilling its goals and objectives, as measured by a variety of indicators, including student academic achievement, graduation rates, student well-being, and teacher satisfaction (Muijs & Reynolds, 2023).

1.10 Organization of the study

This research is structured with five chapters. Chapter one contains background of the study, Statement of the problems, research questions, objectives, Hypotheses of the Study, scope, limitations, and significance. Chapter two is reviewed relevant theoretical and empirical literature. The third chapter details the research design and methodology, while the fourth chapter presents data, conducts analysis, and in chapter five, offers summaries of key findings, conclusions drawn from the analysis, and potential recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Theoretical review

2.1.1 Concepts of Job and Job Satisfaction

A person's job holds immense significance in their life, shaping their living standards and social interactions. Consequently, it's crucial for organizations to ensure a contented workforce (Inayat & Khan, 2021).

A job can be described as a specific set of tasks, responsibilities, and duties assigned to an individual within an organization. It is a role that individuals perform in exchange for compensation, such as salary or wages. A job typically has a defined scope and purpose, with specific requirements and expectations. A job includes various elements, such as tasks and responsibilities. Jobs involve performing specific tasks and responsibilities that contribute to the overall functioning and objectives of the organization. It can also involve working individually, in teams, or with clients and customers. In exchange for performing their job, employees receive compensation, which can be in the form of a salary, wages, or other financial incentives. Additionally, many jobs offer benefits such as healthcare, retirement plans, vacation time, and other perks.

Overall, a job is a fundamental component of an individual's professional life, providing a means to earn a living and contribute to the goals and objectives of an organization.

Job satisfaction refers to an individual's overall sentiment towards their job, encompassing feelings of preference or aversion. It represents an emotional or affective response to various aspects of one's work and embodies the entirety of an individual's attitude and viewpoint regarding their employment (Obiekwe, Obibhunun, & Omah, 2019). Baridam and Nwibere (2008), cited in Obiekwe et al. (2019), characterized job satisfaction as the extent to which an individual experiences positive or negative sentiments concerning different elements of their job, including tasks, work environment, interpersonal effects, and the job itself. Those with high job satisfaction exhibit favorable attitudes towards their role, whereas those less satisfied hold unfavorable perceptions.

As per Obiekwe et al. (2019), job satisfaction is a state of pleasure or emotional fulfillment resulting from the evaluation of one's work experiences. It emerges from employees' assessments of how well their job fulfills their perceived needs and values. Alternatively, job satisfaction can be understood as the integration of effects stemming from an individual's assessment of need fulfillment within their work and associated responsibilities.

Saiyaden (1993) referenced by Obiekwe, Obibhunun, and Omah (2019) highlighted that job satisfaction encompasses a multifaceted array of perceptions, emotions, and inclinations. It denotes the degree to which an employee finds fulfillment in their job and associated tasks. Intrinsic factors (such as recognition, tasks, and responsibility) and extrinsic factors (including salary, work itself, working conditions, and company policies) are two broad categories influencing job satisfaction. Intrinsic factors pertain to internal motivation and the pleasure derived from task performance, while extrinsic factors represent external benefits provided by the organization. Virtually any aspect of a job can impact an individual's level of satisfaction or dissatisfaction (Obiekwe, Obibhunun, & Omah, 2019).

Job satisfaction, as described by Organ and Hammer (1991) cited by Obiekwe, Obibhunun, and Omah (2019), is the level of contentment or joy a person derives from their workplace. It is evaluated through affective, cognitive, and behavioral components. Job satisfaction can be categorized into extrinsic and intrinsic types. Intrinsic satisfaction is influenced by the nature of the work and job responsibilities, while extrinsic satisfaction is influenced by factors like coworkers, compensation, work environment, and supervision.

Various factors contribute to job satisfaction, including overall job satisfaction, measured by questions like "how satisfied are you with your job?" Several popular survey instruments assess overall job satisfaction, such as the Job in General (JIG) scale and the Job Satisfaction Index (JSI). Facet-specific measures evaluate specific job facets like pay, supervision, and promotion. Examples include the Minnesota Satisfaction Questionnaire (MSQ), the Job Satisfaction Survey (JSS), and the Job Descriptive Index (JDI). The JDI, developed by Smith et al. (1969), as cited by Obiekwe, Obibhunun, and Omah (2019), measures five crucial facets: work on the present job, present pay, and opportunities for promotion, supervision, and co-workers. These facets aid in diagnosing important job aspects (Azash & Thirupalu, 2017).

Luthan (1985) cited in Obiekwe, Obibhunun, and Omah (2019) summarized key facets of job satisfaction, including pay, the nature of work, promotions, supervision, work group, and working conditions. The JDI, developed by Patricia Smith et al. (1969), as cited in Obiekwe, Obibhunun, and Omah (2019), assesses five significant aspects: work on the present job, present pay, and opportunities for promotion, supervision, and co-workers. These facets serve to diagnose important job aspects

2.1.1.1 The Job Description Index (JDI)

Smith et al. (1969) as referenced in Obiekwe, Obibhunun, & Omah,(2019), identified and assessed five critical dimensions of job satisfaction. These encompassed aspects such as” the work on present job, present pay, and opportunities for promotion, supervision, and co-workers”. The study emphasized that job satisfaction should be viewed as a sense of fulfillment stemming from the overall job situation, as well as an inclination that arises within the employee in response to their work environment. Additionally, it noted that the availability of opportunities significantly influences job satisfaction. According to Nwachukwu (2006) cited in Obiekwe, Obibhunun, & Omah, (2019), employees with limited job prospects are more likely to find contentment in their current situation, whereas those with numerous opportunities tend to weigh their choices, which can impact their overall satisfaction levels. The notable advantage of Patricia Smith's JDI lies in the scale's demonstrated validity (Obiekwe, Obibhunun, & Omah, 2019).

The Job Descriptive Index (JDI) stands as a widely utilized instrument for gauging job satisfaction. This questionnaire-based survey examines employees' pleasure across various job facets. The JDI typically incorporates five dimensions: 1. Pay: This dimension assesses employees' satisfaction with their salary and compensation packages. 2. Promotion: It evaluates satisfaction levels concerning prospects for career progression and development within the organization. 3. Supervision: This dimension measures employees' satisfaction with their immediate supervisors, encompassing leadership styles, communication effectiveness, and supportiveness. 4. Coworkers: It assesses satisfaction regarding effects and collaboration with peers. 5. Work Itself: This dimension evaluates satisfaction with the nature of the work, including tasks, responsibilities, and challenges. By utilizing the JDI, organizations can gain insights into overall job satisfaction levels and pinpoint areas for improvement. This tool proves

valuable for employers seeking to comprehend the factors influencing employee satisfaction and make informed decisions to enhance job satisfaction and engagement within their workforce (Azash & Thirupalu, 2017).

Work on the Present Job:

It's commonly understood that one's satisfaction with their current job is heavily influenced by the nature of the work itself. The JDI aims to determine whether the tasks performed in one's current job are fulfilling or if they lead to feelings of weariness and dissatisfaction. Regardless of an employee's level of effort, their satisfaction with their work is shaped by their perception of the job (Obiekwe, Obibhunun, & Omah, 2019).

To determine if a worker is happy in their current position, Employee satisfaction is higher when they are engaged. Examine the employee's degree of dedication and passion for their work. Keep an eye on the worker's output and performance. Higher job performance levels are frequently demonstrated by contented workers. Talking, encourage feedback and open, sincere communication with the staff member. Frequent feedback sessions can help pinpoint areas for improvement and reveal information about how satisfied they are. Seeing how an employee interacts with coworkers and superiors can provide insight into their level of job satisfaction. The workplace and general contentment recall that individual differences exist in the subjective measure of job satisfaction. To guarantee employee happiness, it's critical to establish an atmosphere that values open communication, encouragement, and professional development opportunities. While dissatisfied workers may have higher absenteeism rates, regular attendance and punctuality can be indicators of job satisfaction (Blanch, 2017).

Present Pay:

Hezberg suggests that money doesn't serve as a source of satisfaction, despite individuals often having a sentimental attachment to it. Money can symbolize achievement, success, status, fame, or authority. Additionally, some individuals may work to support large families or address physiological needs. Possessing significant wealth can instill a sense of control over one's surroundings. The JDI scale endeavors to ascertain from employees their perception of their pay's sufficiency, whether they feel adequately compensated or not. Baridan and Nwibere (2008:44), cited in Obiekwe, Obibhunun, & Omah (2019), argue that there isn't conclusive

evidence supporting the notion of distancing oneself from material rewards. Drucker contends that no amount of interpersonal connection can compensate for the lack of financial rewards. When rewards are appropriate, good human relations can offer additional benefits to a team, motivating them to exert their utmost efforts. Porter and Lawler (1976), cited in Obiekwe et al. (2019), observed that satisfaction serves as a motivator for employees' exertion and raises expectations of performance, thereby leading to rewards.

According to Herzberg, money is not a satisfier irrespective of how individuals have a wistful connection to it. Money can be viewed as a reflection of accomplishment, achievement, status, renown or power. Most importantly, there are a few people who need to work so as to keep up a huge family or to address physiological issues. Ownership of a lot of cash gives one an inclination that one has power over one's environment. The JDI scale attempt to find out from an employee about the adequacy of his or her pay, whether he is well paid or under paid. Baridan and Nwibere (2008:44) as cited in (Obiekwe, Obibhunun, & Omah, 2019) .argue that there isn't one clear proof for supposed getting some distance from material rewards. Drucker contends that no measure of human connection can make up for absence of money related rewards. In the event that the rewards are correct, great human relations will give additional rewards to a group, rousing them to give their earnest attempts. Porter and Lawler (1976) as cited in (Obiekwe, Obibhunun, & Omah, 2019) noted that satisfaction motivates worker's effort, and helps to increase expectations of performance leading to rewards.

The researcher believes that present pay can exert a substantial influence on employee motivation and job satisfaction. Here's how it can both motivate and demotivate workers:

Motivation:

- ✚ Financial Security: Adequate pay can provide employees with a sense of financial security, which can motivate them to excel in their roles and stay committed to their jobs.
- ✚ Rewards Effort: When employees feel that their pay is directly tied to their efforts and performance, it can serve as a motivator to work harder and achieve better results.
- ✚ Recognition and Value: Fair and competitive pay can make employees feel valued and recognized for their contributions, enhancing their motivation and job satisfaction.

- ✚ Attract and Retain Talent: Offering competitive pay can attract skilled individuals to the organization and increase the likelihood of retaining top performers.

Demotivation:

- ❖ Inequity: If employees perceive pay inequities within the organization, where their compensation is lower than their peers despite similar roles and contributions, it can result in demotivation and motivate.
- ❖ Absence of Growth: When pay is stagnant or does not offer opportunities for growth and advancement, employees may become demotivated and seek opportunities elsewhere.
- ❖ Unfair Evaluation: If pay decisions are perceived as unfair or arbitrary, it can negatively impact motivation and erode trust within the organization.
- ❖ External Comparisons: Employees may compare their pay to industry standards or market rates. If they feel underpaid compared to others in similar roles, it can demotivate them and lead to dissatisfaction. It is important for organizations to ensure that pay is fair, competitive, and tied to performance to motivate employees. Regular reviews, transparent pay structures and opportunities for growth and development can help address potential demotivates and foster a positive work environment.

Opportunity for Promotion:

Promotion serves as recognition of past performance and an incentive to continue excelling, offering both a sense of appreciation and a vote of confidence. It acts as a catalyst for behavior. According to Nwachukwu (2006:211) cited in (Obiekwe, Obibhunun, & Omah, 2019), an employee who is repeatedly passed over for promotion can experience frustration and dissatisfaction with their work. Such feelings of frustration and dissatisfaction can hinder an employee's ability to perform at their best and contribute effectively to organizational productivity and performance. Additionally, when employees perceive promotion policies or practices as unfair, they may become disengaged and discontented with their work, leading to a decreased commitment to the organization. Therefore, an employee's perception of their promotion opportunities significantly influences their level of job satisfaction (Obiekwe, Obibhunun, & Omah, 2019).

The researcher believes that Opportunities for promotion can be a powerful motivator for workers. Here are some ways in which promotion opportunities can motivate employees. Promotion offers employees a chance for career advancement and to take on more challenging roles and responsibilities. The prospect of career growth motivates individuals to work hard, develop new skills, and demonstrate their capabilities. Promotion serves as a form of recognition for employees' hard work and achievements. It validates their efforts and shows that their contributions are valued by the organization. This recognition can boost motivation and job satisfaction. With promotion comes increased responsibility and authority. This can provide employees with a sense of empowerment and ownership over their work, which can be highly motivating. Promotions often come with opportunities for training, skill development, and learning (Kochito, Dereje, & Mebratu, 2021). Employees are motivated by the chance to acquire new knowledge, strengthen their abilities, and gain valuable experience, which enhances Personal and Professional Development. Promotions are often accompanied by salary increases and improved benefits. The potential for higher earnings can act as a strong motivator for employees to strive for promotion opportunities, demonstrating that the organization is invested in the growth and development of its employees (Abel, 2014). This can foster a sense of loyalty and commitment, motivating individuals to stay with the company long-term. To effectively motivate employees through promotion opportunities, organizations should ensure transparent and fair promotion processes, provide clear criteria for advancement, offer mentorship and training programs, and communicate the pathways for career progression within the organization.

People on the Present Job:

The people in a present job, including colleagues, supervisors, and managers, can greatly influence the motivation of employees. Constructive interactions with colleagues and supervisors can foster a nurturing work atmosphere. When employees feel valued, respected, and supported by their peers, it can increase their motivation and job satisfaction. When employees have the opportunity to collaborate with their coworkers on projects and tasks, it can foster a sense of teamwork and camaraderie (Blanch, 2017). Working together towards common goals and celebrating achievements can be highly motivating. Regular recognition and feedback from colleagues and supervisors can be powerful motivators. When employees receive praise and

acknowledgment for their work, it boosts their confidence and encourages them to continue performing at a high level. Having mentors or experienced colleagues to provide guidance and support can be a great source of motivation. Mentors can offer valuable insights, share their knowledge, and help employees navigate their career paths. Having competent managers and leaders is essential for inspiring workers. When supervisors and managers exhibit supportive, communicative, and inspiring leadership styles, it can create a positive work environment and motivate employees to perform their best. The overall work culture, shaped by the people in the organization, can significantly impact motivation. A culture that promotes teamwork, collaboration, respect, and recognition can motivate employees to contribute their best efforts. Creating a positive work environment where people feel valued, supported, and motivated requires fostering open communication, encouraging teamwork, recognizing achievements, and providing opportunities for growth and development. When the people in the present job contribute to a positive workplace, it can enhance employee motivation and overall job satisfaction

Supervision on the Job:

Given that employees are an organization's most valuable resource, it's logical to recognize that workplace morale plays a pivotal role in productivity. Staffing your team with knowledgeable and passionate individuals is not enough to boost morale. Consider this: have you ever had a job that you were passionate about and had the necessary skills for, but you still didn't enjoy going to work every day? A perfect job can quickly turn into, well, just a job when the culture at work is unsupportive or unpredictable. When employees are dissatisfied and burned out, businesses cannot prosper (Gombita & Kim, 2019). Bosses and managers set the tone for employee morale. Setting the tone for the rest of their staff is an amazing opportunity that leaders have. A strong, upbeat, and committed leader can motivate team members to perform at their peak, enabling them to flourish at work and contribute to the accomplishment of the organization's objectives.

According to Obiekwe, obibhunun & Omah (2019), “supervisor is nearest to the operative employee, and performs the linking–pin function; the supervisor can make or break an employee. Thus the employee’s perception of the supervisor has been good or bad, supportive and encouraging or disheartening greatly influences the employee’s satisfaction at work”.

2.1.2 THEORIES OF JOB SATISFACTION

Job satisfaction encompasses a range of intricate factors that significantly influence an employee's effectiveness in the workplace. Researchers offer diverse perspectives on this concept, each shaping their unique understanding of its impact on employee productivity. Despite theoretical and practical distinctions, it's challenging to separate motivation from job satisfaction, as they are intricately linked. However, both concepts share notable similarities, as observed in various studies. Numerous theories delve into the diverse determinants of worker satisfaction in their roles. (Rajni, 2022).

2.1.2.1 Frederick Herzberg Two Factor Theory

At first, Herzberg et al., (1959) as cited in (Rajni, 2022) “had a question in their mind about what people expect from their jobs. To do this, he employed the critical incident technique to poll 200 Pittsburgh-based engineers and accountants, asking them to recount instances that either positively or negatively impacted their feelings about their work”.

All responses were documented, employing the Two Factor Theory methodology. Herzberg identified factors contributing to employee satisfaction and dissatisfaction in their roles, categorized as "Motivators" and "Hygiene factors." He observed that the motivating factors drivers of employee satisfaction included recognition, rewards, responsibility, promotion, and opportunities for growth. Conversely, "hygiene factors" were deemed crucial in averting dissatisfaction among employees in the workplace. These factors, including, “power cuts, poor relations with superiors and colleagues, poor pay, restrictive policies, absence of job security and so on were found responsible for distributing the employees. The contrary, these factors do not generate motivation among the employees and, hence are separated from motivating factors” (Rajni, 2022).

Let's examine hygienic concerns to see how Herzberg's theory applies in actual practice.

According to Herzberg et al., (1959) as cited in (Rajni, 2022) “Although hygiene issues are not the source of satisfaction, still these issues must be dealt with extra care to create an environment in which employee satisfaction and motivation are equally responsible

a. Hygiene factors

Company and Administrative Policies:

A policy is a predetermined course of action established by an organization to guide decision-making and behavior. “Policies in an organization can generate a great sense of dissatisfaction among the employees. if the employee is unclear about the policies and does not understand them well or are not followed by anyone”. When employees perceive policy unfairness or inequality, discontentment can arise, potentially affecting motivation and satisfaction levels. While consistent employee satisfaction with company policies isn't always feasible, neglecting these concerns could exacerbate the issue over time (Honig, 2014). It's essential for companies to ensure easy access to their policies and procedures manual for all staff members, possibly through multiple copies and a written handbook. Soliciting feedback from employees during the creation or update process can enhance clarity and relevance. Regular assessments of policy stringency and consequences compared to industry standards are crucial, with prompt revisions as needed to maintain fairness and effectiveness (Rajni, 2022).

Supervision:

“When an organization starts making smart choices about who gets appointed to be a supervisor, an employee may feel unsatisfied with the supervision of his immediate supervisor and things could get worse.” (Rajni, 2022).

According to Rajni,(2022) Supervisors play a crucial role in organizations, requiring leadership skills and equitable treatment of subordinates. They should consistently acknowledge and praise exceptional work, fostering positive effects to prevent feelings of neglect or demoralization among employees.

Salary:

“The old proverb "You get what you pay for" often holds true when discussing staff members. While salary can serve as a motivator for employees, it's also essential that they are fairly compensated, as it is their right. If individuals feel that they are not being compensated according to their ability, then they become unhappy working with you. So making fair payments is important for the organization and with this they must be provided with other benefits according

to the requirements of the employees. With this, organizations should make sure to have clear policies related to salaries, increments and bonuses” (Rajni, 2022).

Job Security

That's a valid observation. Private sector firms often have more flexibility in terms of compensation, working conditions, and career development opportunities compared to government sector companies. This can make them more attractive to employees seeking job security and growth. Additionally, the perceived efficiency and productivity of private firms can also contribute to their appeal (Kochito, Dereje, & Mebratu, 2021). However, it's worth noting that some individuals may still prefer the stability and benefits offered by government sector employment, such as pension plans and potentially greater job security in certain roles. Overall, people's preferences for private versus government sector employment can vary based on their individual priorities and career goals (Rajni, 2022).

Interpersonal Relations:

It's undeniable that humans are inherently social beings, necessitating interaction and connection in various aspects of life, including the workplace (Kochito, Dereje, & Mebratu, 2021). Establishing positive effects among colleagues, from peers to superiors, fosters job satisfaction and a sense of purpose in one's work. Allocating adequate time and breaks for socialization, such as during lunch or breaks, is essential to enhance camaraderie among team members and promote effective teamwork. Conversely, any instances of rudeness, inappropriate conduct, or offensive remarks must be firmly addressed within the workplace. Management should take swift action, potentially including termination, to uphold a conducive work environment free from disruptions caused by such behavior (Rajni, 2022).

Working Conditions:

The environment in which an employee works plays a pivotal role in motivating them to put in their best effort. It's essential that the workplace is equipped with modern and well-maintained facilities and tools (Kossek, Ollier-Malaterre, Lee, Pichler, & Hall, 2016). Even something as simple as a comfortable chair can significantly impact an individual's mindset. Overcrowding should be avoided, ensuring that each employee has adequate space for their work, whether it is a

desk, locker, or drawer. Insufficient personal space can lead to frustration and dissatisfaction among employees (Rajni, 2022).

Work itself:

Employee motivation is crucial for productivity, with enthusiasm being a key factor in their work. Assigning meaningful tasks ensures that their contributions yield positive outcomes for both the organization and themselves (Taddesse, 2018). Employee input can make a tangible difference in results. However, there are times when tasks may not be engaging or rewarding for employees. To reignite their enthusiasm, measures such as job rotation, enrichment, or enlargement can be implemented, fostering greater commitment to their work. Additionally, identifying and eliminating redundant tasks can boost productivity and employee satisfaction. It's important for organizations to prioritize addressing hygiene factors—such as working conditions and basic needs—before focusing on motivators. Neglecting these factors can lead to employee unhappiness and eventual dissatisfaction, potentially resulting in turnover. Therefore, it's imperative to address hygiene concerns to retain motivated and productive employees (Rajni, 2022).

➤ **Motivating factors**

Achievement:

According to Herzberg's theory, employees seek fulfilling roles within an organization. It's imperative for the organization to ensure that each employee is appropriately matched to a role that aligns with their skills, avoiding situations where they are set up for failure. Clear communication of the organization's standards and objectives is essential, ensuring that all staff members are well-informed. Providing timely feedback on daily tasks is crucial for continual improvement, while offering opportunities for increased responsibility can keep employees engaged. However, it's important to strike a balance so that challenges do not overwhelm individuals or impede progress towards their objectives. Instead, challenges should serve to combat monotony and foster personal growth (Rajni, 2022).

Recognition:

Everyone craves recognition for their achievements in the workplace, regardless of the scale. It's important for employers to acknowledge and appreciate their employees' successes genuinely and sincerely. When extraordinary work is noticed, immediate recognition is key. Publicly expressing gratitude for handling a situation exceptionally well ensures that good work is duly acknowledged. This recognition can take various forms, such as a heartfelt note of praise or, when suitable, a bonus. Employers might also consider implementing formal recognition programs like "employee of the month" to further highlight outstanding contributions (Rajni, 2022).

Responsibility:

When employees have autonomy over their work, they tend to be more motivated and passionate about their tasks. This autonomy is achieved when employees are granted sufficient freedom and authority to carry out their responsibilities and make decisions, thereby taking ownership of the outcomes. Employees should demonstrate maturity in handling their roles, and they should be provided with opportunities for growth and added responsibilities to showcase their capabilities. However, employers need to exercise caution and ensure that they do not simply pile on more tasks for employees. Instead, they should explore innovative ways to introduce challenging and meaningful work, potentially by granting employees additional freedom and authority (Rajni, 2022).

Advancement:

Employers can cultivate employee loyalty through recognition and by facilitating their progress, offering opportunities for advancement. Even if a formal promotion isn't available, acknowledging an employee's valuable contributions with a new title that reflects their achievements can be significant. Supporting employees in pursuing higher education enhances their confidence and value to the organization, subsequently boosting their efficiency and dedication (Rajni, 2022).

Interesting and Challenging Work:

“Different tasks must be assigned to employees at different times to reduce the monotony of work. Managers should assign interesting and challenging tasks to their employee that motivates them to do something different from their routine job (going out of the box) and have a sense of achievement and recognition” (Rajni, 2022).

Personal and Professional Growth:

According to Rajni, (2022) Employees are motivated to exert greater effort when they perceive opportunities for personal and professional development within the organization. When they witness their growth aligning with the organization's trajectory, they develop a sense of attachment and are inclined to invest more effort.

2.1.2.2 Locke’s Value Theory:

Proposed by E.A. Locke, this theory posits that job satisfaction arises when the outcomes an employee receives match their desired outcomes. The greater the alignment between received outcomes and desired outcomes, the higher the satisfaction; conversely, misalignment leads to dissatisfaction. Management's attention is drawn to aspects of the job that may cause dissatisfaction and potentially prompt employees to seek alternatives (Rajni, 2022).

2.1.2.3 Adam’s Equity Theory:

J.S. Adam's theory suggests that employees gauge the fairness of their input-output ratio relative to their peers. Inequity arises when an employee perceives disparities between their outcomes-to-inputs ratio and that of others. This comparison influences employee perceptions of fairness in the workplace (Rajni, 2022).

$$\begin{aligned}
 \text{Inequity} &= \frac{\text{Person's outcome}}{\text{Persons inputs}} < \frac{\text{Others outcome}}{\text{Other inputs}} \\
 &= \frac{\text{Person's outcome}}{\text{Persons inputs}} > \frac{\text{Others outcome}}{\text{Other inputs}} \\
 \text{Equity} &= \frac{\text{Person's outcome}}{\text{Persons inputs}} = \frac{\text{Others outcome}}{\text{Other inputs}}
 \end{aligned}$$

Inputs can encompass various factors such as age, gender, education, social status, organizational position, qualifications, and effort, while outputs include rewards, pay, status, and promotion. According to Adam, the perception of equity between inputs and outputs fosters job satisfaction, while perceived inequity leads to dissatisfaction. Workers expect fair compensation, and disparities in payment—whether through underpayment or overpayment—can result in dissatisfaction. When employees perceive inequity, they may strive to restore balance by adjusting inputs or outputs, distorting their perceptions, exiting the situation, or taking other actions. While Adam's theory highlighted the importance of fair treatment by management, it faced criticism for its suggestions on how to address inequity (Rajni, 2022).

2.1.2.4 Opponent Process Theory:

F.J. Landy formulated the Opponent Process Theory, emphasizing that prolonged exposure to a consistent stimulus leads to monotony and boredom in work. To sustain employees' interest and enhance overall satisfaction, periodic changes in job responsibilities are necessary. Initially, employees may resist these changes, resulting in a decline in job satisfaction. However, over time, employees adapt to the new routines and find enjoyment in goal-setting exercises. In essence, changes introduced with the aim of boosting satisfaction may face initial resistance but eventually contribute to satisfaction through regular practice. Therefore, the introduction of change should be an ongoing process, gradually implemented (Rajni, 2022).

2.1.2.5 Need Fulfillment Theory

The Need Fulfillment Theory gauges satisfaction based on the rewards received or the extent to which individuals' needs are met in their job. There exists a direct correlation between job satisfaction and individuals' expectations regarding job fulfillment. However, this approach falls short because job satisfaction isn't solely dependent on received rewards but also influenced by individuals' expectations. Discrepancies between expectations and reality can lead to dissatisfaction. Therefore, job satisfaction should not be solely equated with income but should consider individuals' aspirations accurately (Rajni, 2022).

2.1.2.6 Discrepancy Theory

The Discrepancy Theory posits that job satisfaction and dissatisfaction stem from the perceived alignment between individuals' job expectations and what they perceive the job offers. However, this theory doesn't clarify whether over-satisfaction contributes to dissatisfaction and lacks distinction between the two states (Rajni, 2022).

2.1.2.7 Dispositional theory

According to Rajni, (2022) The Dispositional Theory suggests that individuals possess inherent qualities predisposing them to certain levels of satisfaction across different occupations. This theory gained prominence as it explains why job satisfaction tends to remain stable over time and across various jobs and careers. Additionally, studies indicate that identical twins exhibit comparable levels of job satisfaction. “The Core Self-evaluations Model, proposed by Timothy Judge, identifies four key traits that influence job satisfaction levels, highlighting the role of individual disposition these are Self-esteem, General self-efficacy, Locus of control and Neuroticism “ (Rajni, 2022). This model states that

- ♣” Higher levels of self-esteem (the value one places on his/herself)” (Rajni, 2022).
- ♣ “General self-efficacy (the belief in one’s own competence) leads to higher work satisfaction.” (Rajni, 2022).
- ♣” An internal locus of control (believing one has control over her\his own life, as opposed to” (Rajni, 2022).outside forces having control) leads to higher job satisfaction” (Rajni, 2022).
- ♣ Finally, lower levels of neuroticism lead to higher job satisfaction (Rajni, 2022).

2.1.2.8 Job Characteristics Model

Hackman & Oldham introduced the Job Characteristics Model to study the impact of specific job characteristics on job outcomes, including satisfaction. “The model identified five core job characteristics (skill variety, task identity, task significance, autonomy and feedback) which have direct effect on three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.)” (Rajni, 2022) The amalgamation of the five core job characteristics forms the Motivating Potential Score (MPS), which serves as an indicator of a job's potential to impact an employee's attitudes and behaviors. Studies conducted through meta-analysis have provided some support for the validity of the Job Characteristics Model (JCM). Job satisfaction is defined as an individual's emotional response to the nature of their work. It is influenced by various factors, including the quality of effects with supervisors, the physical work environment, and the level of fulfillment experienced in one's job tasks (Rajni, 2022).

To summarize the theories several prominent theories delve into the complex world of job satisfaction, each offering a unique perspective on what factors contribute to it. Here are some key theories you might find relevant:

Needs-Based Theories:

- **Maslow's Hierarchy of Needs:** This theory proposes that humans have a hierarchical structure of needs, beginning with essential physiological requirements such as food and shelter. After fulfilling these basic needs, individuals pursue security, followed by aspirations for love and belonging, then esteem, and ultimately, self-actualization. According to this theory, job satisfaction arises when work helps fulfill these needs, especially higher-level needs like achievement and recognition (Maniksaly, 2022).
- **Herzberg's Two-Factor Theory:** This theory divides job factors into "hygiene factors" (e.g., salary, working conditions) and "motivators"(e.g., achievement, recognition, responsibility). Hygiene factors, if unmet, cause dissatisfaction, but their presence alone

doesn't guarantee satisfaction. Motivators, however, have the power to intrinsically motivate and lead to job satisfaction. (Maniksaly, 2022)

Process Theories:

- **Expectancy Theory:** This theory posits that motivation is influenced by three factors: expectancy (belief in achieving desired outcomes), instrumentality (belief that effort leads to desired rewards), and valence (value placed on those rewards). Job satisfaction is derived when employees believe that their efforts will result in rewards they value.
- **Equity Theory:** This theory suggests that individuals assess the fairness of their work environment by comparing their inputs (effort, skills) and outputs (rewards) with those of others. Feeling under-rewarded relative to others leads to dissatisfaction, while perceiving fairness contributes to satisfaction.

Cognitive Theories:

- **Job Characteristics Model:** This model identifies five core job characteristics (skill variety, task identity, task significance, autonomy, feedback) that influence three psychological states (meaningful work, responsibility for outcomes, knowledge of results). These states subsequently impact various positive outcomes, including job satisfaction.
- **Dispositional Approach:** This model identifies five core job characteristics (skill variety, task identity, task significance, autonomy, feedback) that influence three psychological states (meaningful work, responsibility for outcomes, knowledge of results). These states subsequently impact various positive outcomes, including job satisfaction.

The researcher believes that No single theory comprehensively explains job satisfaction.

Different theories may emphasize different factors depending on the specific context and individual characteristics. Considering multiple theories together can provide a richer understanding of job satisfaction complexities.

2.1.3 Benefits of Job Satisfaction

As Cranny et al (1992) cited by (Obiekwe, Obibhunun, & Omah, 2019) note, Positive and strong staff morale among employees is a result of job satisfaction. When an employee is not happy, he or she will either directly or indirectly tell the other employees about it, Decreased morale among the staff can lead to reduced productivity within the organization. An employee who is dissatisfied and lacks motivation poses a significant threat to the overall well-being of the organization. Conversely, job satisfaction fosters employee commitment to the organization. Satisfied employees are inclined to remain in their roles and contribute their best efforts to the organization. On the contrary, dissatisfied employees are more likely to actively seek alternative employment opportunities and may leave the organization at the first available chance or opportunity. (Obiekwe, Obibhunun, & Omah, 2019).

A researcher believes that satisfied employees tend to be more motivated, engaged, and committed to their work. They are more likely to put in extra effort, be productive, and demonstrate higher levels of performance. Job satisfaction can contribute to a positive work environment that fosters creativity, innovation, and collaboration among employees. Engaged employees are emotionally connected to their work, enthusiastic, and committed. They willingly go above and beyond their job expectations, contribute ideas, and actively participate in achieving organizational goals. Positive and effective work environments are more likely to be created by engaged employees.

Furthermore, job satisfaction raises employee productivity and job quality while also increasing employees' level of motivation (Ahmad et al., 2012; Seema & Maryam, 2013; Aaron et al., 2015). According to(Noe et al. ,2003), cited by (Obiekwe, Obibhunun, & Omah, 2019) satisfied Employees who are satisfied with their job are more inclined to embrace new knowledge and innovation, thereby contributing to the organization's competitive advantage in the business landscape. Additionally, job satisfaction serves as an effective recruitment strategy for attracting top talent. Satisfied employees are motivated to recommend skilled individuals they know to join the organization. Furthermore, when existing employees speak positively about their workplace, prospective candidates perceive the organization as an attractive destination for employment (Obiekwe, Obibhunun, & Omah, 2019).

A satisfied workforce contributes to a positive organizational image. When employees are happy and satisfied, they tend to speak positively about their workplace certainly; a satisfied workforce can enhance the organization's reputation and appeal to potential employees, customers, and stakeholders. Happy employees are more likely to deliver excellent customer service, thus contributing to positive customer experiences and loyalty. Their positive attitude, commitment, and dedication translate into better interactions with customers, leading to increased customer satisfaction, loyalty, and positive word-of-mouth (Yanchus, 2017).

This fosters the attraction of talented and experienced individuals to organizations. Furthermore, job satisfaction cultivates positive employee attitudes, which correlate with reduced rates of personal turnover and absenteeism. (Obiekwe, Obibhunun, & Omah, 2019).

When employees experience satisfaction in their roles, they tend to remain with the organization for an extended duration. This higher job satisfaction leads to lower turnover rates, resulting in decreased costs associated with recruitment, training, and onboarding of new staff. Retaining experienced and skilled employees further promotes organizational stability and preserves institutional knowledge.

According to Bass (1965), as cited in Obiekwe, Obibhunun, & Omah (2019), job satisfaction can indeed have a considerable impact on a company's profitability. This is because when employees are satisfied with their jobs, turnover rates tend to decrease. As a result, the company can save on expenses related to recruitment and training. By retaining experienced staff, the organization can maintain productivity levels, reduce disruptions, and potentially increase profitability in the long run.. Kasim and Ghaffar (2012)as cited in (Obiekwe, Obibhunun, & Omah, 2019) note that job satisfaction fosters a sense of loyalty, self-assurance, and strong dedication to the company; it also improves productivity and gets rid of organizationally deviant behaviors, absenteeism, and turnover.

A researcher believes when job satisfaction is high among employees, it can lead to overall improved organizational performance. Satisfied employees are more likely to be aligned with organizational goals, demonstrate higher levels of commitment, and contribute to achieving targets and objectives. Organizations need to prioritize job satisfaction, as it fosters a positive work environment, employee well-being, and organizational success. By investing in employee

satisfaction through effective leadership, supportive policies, recognition, and growth opportunities, organizations can reap the rewards of a satisfied and engaged workforce.

As (Linda & Michael, 2014) cited in (Obiekwe, Obibhunun, & Omah, 2019) job satisfaction helps to motivate employees and improve their commitment to the organization.

Job satisfaction is associated with better mental and physical health outcomes happy employees typically undergo reduced levels of stress, burnout, and absenteeism. They are more likely to have a positive work-life balance, which can lead to improved overall well-being and a reduced risk of health issues.

2.1.4 Factors Affecting Teachers' Job Satisfaction

Human resources are an organization's greatest asset in the competitive world of today.. As highlighted in the preceding section 2.1.2.1, Herzberg's twofactor theory also classifies these elements into motivators or intrinsic factors and hygiene or extrinsic factors, as per the study's scope, person's job satisfaction is uniquely influenced by these variables. Organizations can bolster workplace employee satisfaction through the following diverse job-related elements.

2.1.4.1 Leadership Style

The primary determinant of job satisfaction is the supervision provided by school administrators and their leadership style (Kochito, Dereje, & Mebratu, 2021). Research indicates that the leadership styles demonstrated by school principals significantly impact staff job satisfaction (Bogler, 2001, as cited in (Kochito, Dereje, & Mebratu, 2021)). It is reasonable to assume that both leadership styles and teachers' job satisfaction contribute to school performance. Furthermore, Kaila (2007), as cited in Kochito, Dereje, & Mebratu, (2021), suggested that satisfaction tends to be high when individuals feel that their best interests are considered and they are treated with dignity and respect. Similarly, Tony and David (2005), as cited in Kochito, Dereje, & Mebratu(2021), emphasized the importance of leaders' ability and strategies to motivate staff, boost morale, and ensure job satisfaction, which are central to enhancing performance. Employees generally prefer working under competent supervisors, thus knowledgeable and dedicated leaders and supervisors are better equipped to make optimal decisions for their teams.

2.1.4.2 Organization Policies

Employee dissatisfaction will reduce when policies are fair, transparent, and implemented equitably to all employees (Honig, 2014). Thus, fairness and clarity play crucial roles in improving employee attitudes (Pasrasad, 2007, as cited in Kochito, Dereje, & Mebratu (2021). Shared governance and participatory management, as highlighted by Michael (2012) and Brodinky and Neil (2003), cited in Kochito, Dereje, & Mebratu, (2021), enhance teachers' professional status and their involvement in school planning and operations. Their research suggests that shared governance fosters a sense of ownership among teachers regarding school performance, fostering harmony and trust among them.

2.1.4.3 Salary, Incentive Pay and Fringe Benefits

Based on research findings, financial benefits are perceived as the most significant aspect of job satisfaction among teachers, with salary and allowances having a major impact on their performance. Despite the introduction of modern motivation techniques like job enrichment, monetary incentives remain the primary driver of motivation for teachers. Fringe benefits, including health insurance, retirement plans, and paid leave, also contribute significantly to teacher job satisfaction, as they serve to lower turnover rates. These benefits, which can be seen as substitutes for salaries, have the potential to enhance job satisfaction, as noted by Artz (2010) cited in Kochito, Dereje, & Mebratu, (2021). Herzberg's theory categorizes fringe benefits as hygiene factors, indicating their influence on job satisfaction. Benefits such as housing and transport allowances, pension, and health insurance are viewed as essential components of worker compensation.

Adequate and competitive salaries are crucial for teacher job satisfaction, as fair compensation contributes to overall satisfaction. Conversely, low salaries or perceived inequities can lead to dissatisfaction. Incentive pay programs, such as performance-based bonuses, aim to recognize and reward teachers' efforts, but their impact on job satisfaction is mixed, as they may foster competition rather than collaboration among teachers (Taddesse, 2018).

It's important to recognize that job satisfaction is influenced by various factors beyond financial incentives, including supportive work environments, opportunities for professional growth, and

the intrinsic rewards of teaching. These factors collectively shape the overall satisfaction levels of teachers in their profession.

2.1.4.4 Interpersonal or Social Relation

Allowing employees to foster social connections at work can boost satisfaction and promote teamwork, benefiting the company as a whole. When coworkers develop effects, they are more invested in their work and strive to support each other, as noted by Kochito, Dereje, & Mebratu, (2021). The interpersonal effects among teachers within the school community significantly influence job satisfaction and the likelihood of teachers staying in the profession, according to Leith Wood and McAdie (2007) cited in the same study. Similarly, Choi and Tang (2009) argue that teachers working in positive environments with supportive colleagues and leaders are more effective in their roles.

Maintaining modern facilities and ensuring adequate personal workspace can enhance teacher satisfaction and interest in their jobs. Research by Bolin (2007) cited in Kochito, Dereje, & Mebratu, (2021) indicates that teachers often derive fulfillment from their work, including a sense of accomplishment and the exercise of their abilities.

2.1.4.5 Working Conditions

Ensuring that facilities and equipment are up-to-date and providing adequate personal workspace can contribute to teachers finding their jobs engaging (Pedrazza, Berlanda, De Cordova, & Fraizzoli, 2018). In a study, it was found that a majority of secondary school teachers (approximately 59%) reported teachers are satisfied of job satisfaction specifically related to the work dimension. (Kochito, Dereje, & Mebratu, 2021). Another study conducted by Bolin (2007) and referenced in Kochito, Dereje, & Mebratu, (2021) revealed that most participating teachers exhibited positive sentiments regarding their work fulfillment. They reported experiencing a sense of accomplishment, fulfillment of their ideal values, the utilization of their abilities, and appreciation from others. These findings indicated that the participants were highly satisfied with the intrinsic aspects of their work.

“Job dissatisfaction, in contrast, can be due to an absence of work-life balance, a lack of advancement and opportunities, a non-supportive working environment, lack of encouragement, lack of recognition and stress” (Zafarullah & Pertti, 2017). “The workload is very heavy,

cooperation is less from authorities but high from colleagues, sometimes supporting materials work well and most of the times not, no facilities for real practical and experiments, just relying on lecture” (Zafarullah & Pertti, 2017).

2.1.4.6 Recognition

Recognition plays a crucial role in motivating teachers and fostering job satisfaction. According to Maslow's hierarchy of needs, recognition is a key motivator that leads to satisfaction. Teachers, as essential resources in educational organizations, should be recognized for their contributions to students' academic achievements and the overall quality of education. School administrators and other stakeholders should acknowledge and appreciate teachers' efforts, meeting their need for validation and respect, as highlighted by Karsli and Iskender (2009) cited in the study. Recognition of teachers' accomplishments by parents, communities, governments, and colleagues is essential for fostering a sense of value and importance in their professional roles, as emphasized by Menlo and Poppleton (1999) also cited in the research (Kochito, Dereje, & Mebratu, 2021).

2.1.4.7 Autonomy giving employees

The freedom to take ownership of their work may help elevate satisfaction. When someone understands they are accountable for the results of their effort, job satisfaction may follow. Having the freedom to make decisions about their curriculum and teaching methods can enhance job satisfaction. They experience a sense of ownership and controls over their work. They have the freedom to make decisions and take responsibility for the outcomes. This sense of ownership fosters a greater sense of job satisfaction as employees feel more invested in their work. Autonomy empowers employees to utilize their skills, knowledge, and creativity to accomplish tasks their way. They are more motivated to excel in their work when they have the freedom to explore different approaches and find innovative solutions. Increased levels of job satisfaction are a result of this intrinsic motivation.

2.1.4.8 Advancement and promotion

Encouraging employees to progress through strong performance and loyalty can contribute to their job satisfaction. The attainment of a new title and sense of responsibility often leads to increased satisfaction among employees, particularly those who are achievement-oriented (Kaila,

2007, as cited in Kochito, Dereje, & Mebratu, 2021). In the teaching profession, career advancement opportunities, such as appointments as school principals, department heads, or education officers, can enhance job satisfaction, as teachers feel recognized for their contributions to schools (Choi and Tang, 2009, as cited in Kochito, Dereje, & Mebratu, 2021). Moreover, teachers tend to be more satisfied when their jobs offer opportunities for personal and professional growth (Rosenholtz, in Sargent and Hannum, 2005, as cited in Kochito, Dereje, & Mebratu, 2021).

On the other hand, promotion is a means of advancement, according to expectancy theory; promotion is a visible reward that comes as a result of the employee's effort and performance. If teachers are promoted to a level higher than their present position as a result of their increased efforts they are rewarded for their efforts. This can also result in higher pay, elevated status, and increased respect. According to the Expectancy Theory, this may lead to high motivation and satisfaction cited by (Kochito, Dereje, & Mebratu, 2021).

2.1.4.9 Job security

Additionally, job security plays a crucial role in fulfilling individuals' safety needs, as outlined by Maslow's hierarchy of needs (1954, as cited in). It encompasses protection from danger or deprivation, freedom from pain, and access to savings and medical aid (Amos et al., 2008; Mullins, 2005; Steyn, 2002, as cited in Kochito, Dereje, & Mebratu, 2021).

2.1.4.10 Student Engagement and Success

Seeing students actively engaged in learning and making progress can be highly rewarding for teachers. Witnessing the impact they have on students' lives and academic growth is often a significant source of job satisfaction.

In general, a key determinant of an employee's job happiness is job security, particularly during uncertain economic times. Ensuring workers that their jobs are secure will probably lead to a higher level of job satisfaction. In a workplace like a school, the demand for safety is represented by the requirement for financial stability as well as fairness, excellent supervision, safe working conditions, first-rate fringe benefits, and job security, in addition to fair treatment from the principals. The factors that contribute to job security, such as excellent supervision, competitive benefits, fair treatment from school principals, and safe working conditions, are both satisfied

and dissatisfied. Conversely, the absence of favorable treatment, the absence of fringe benefits, and the loss of job security are dissatisfied factors (Garcia, 2019).

In summary, job security is a crucial determinant of teacher well-being and effectiveness, which ultimately affects student success. By providing educators with a sense of stability and support, schools can create an environment conducive to positive teaching and learning experiences.

2.1.5 Demographic Variables

Research on the effect between specific characteristics and teachers' job satisfaction has identified several significant factors, including age, teaching experience, and salaries.

2.1.5.1 Age

Teaching experience is another crucial factor influencing job satisfaction among educators. Bolin (2007), cited in Kochito, Dereje, & Mebratu, (2021) found significant correlations between job satisfaction and length of service, particularly regarding self-fulfillment, salaries, and collegial effects. Studies indicate that teaching experience can have both positive and nuanced effects on school performance. Generally, teachers show significant growth in effectiveness during their initial years of teaching, with mid-career experienced teachers demonstrating higher levels of effectiveness. Longer-term experienced teachers often possess valuable expertise and knowledge, contributing to a positive school culture and improved overall school performance (Kochito, Dereje, & Mebratu, 2021).

2.1.5.2 Teaching experience

(Bolin ,2007:59) as cited in (Kochito, Dereje, & Mebratu, 2021) examined five dimensions (self-fulfillment, workload, salary, leadership, and collegial effect) which could influence the job satisfaction cited by (Kochito, Dereje, & Mebratu, 2021). His findings indicated that the correlational significant correlations between job satisfaction and length of service that the more the teachers were satisfied with their self-fulfillment, salaries and collegial relations.

The correlation between teaching experience and school performance is a topic that has been studied extensively in educational research. While there is no one-size-fits-all answer, research suggests that teaching experience can have both positive and nuanced effects on school performance. Research indicates that teachers generally show significant growth in effectiveness during their initial years of teaching. As teachers gain experience and become more familiar with

instructional strategies, curriculum, and classroom management, they tend to improve their instructional practices, which can positively impact student learning outcomes and contribute to school performance. Studies suggest that mid-career experienced teachers, typically those with 5-15 years of experience, tend to demonstrate higher levels of effectiveness. These teachers have developed a strong foundation of instructional expertise, content knowledge, and pedagogical skills. They often exhibit confidence, professionalism, and the ability to navigate complex classroom situations, positively influencing school performance. Longer-term experienced teachers, those with 15 or more years of experience, often possess a wealth of expertise and knowledge. These experienced teachers can serve as mentors, instructional leaders, and resources for newer teachers. Their experience and leadership contribute to a positive school culture, professional growth, and improved overall school performance. It's important to consider that the correlation between teaching experience and school performance can be influenced by various contextual factors. Factors like school leadership, professional development opportunities, school resources, and the overall support and collaboration within the school community can influence how teaching experience translates into school performance. It's worth noting that the impact of teaching experience on school performance can vary among individual teachers. Factors like motivation, continuous professional development, adaptability to changing educational contexts, and ongoing reflection on practice can influence the effectiveness of teachers at different stages of their careers. To fully understand the correlation between teaching experience and school performance, it's important to consider multiple factors and take a holistic approach to evaluating teacher effectiveness. The continuous support, professional development, and collaboration provided to teachers can further enhance their effectiveness and positively contribute to overall school performance.

2.1.5.3 Salaries

Furthermore, salaries significantly impact teachers' job satisfaction. Hoppock (1977), cited in (Kochito, Dereje, & Mebratu,(2021) found that teachers who earn higher salaries tend to be more satisfied than those with lower salaries. Numerous studies have reported a positive effect between teacher salaries and job satisfaction, indicating that satisfaction increases with salary increments. Additionally, job satisfaction among teachers is significantly correlated with their level of salary satisfaction, with higher salary satisfaction associated with increased intention to

continue teaching (Chang et al., 2010; Nielsen & Smith, 2008, as cited in Gaweto, Daksa, & Tafese, 2021).

2.1.6 Organizational Performance

Performance is heavily influenced by factors such as perception, values, and attitudes, making it challenging to fully comprehend (Puskpakumari, 2008, as cited in Obiekwe, Obibhunun, & Omah, 2019). Described by Porter and Lawler (1974), cited in the same source, performance encompasses an individual's abilities, skills, and efforts within a specific context. It represents the outcome of the collective effort exerted by an employee, group, or organization. The intrinsic drive that compels individuals to engage in labor voluntarily is termed as effort. When employees experience satisfaction with their job and have their needs met, they tend to develop a stronger attachment to their work, resulting in heightened effort and improved performance. Organizational performance, as defined by Richard et al. (2009), cited in the same source, pertains to the actual output or results achieved by an organization in comparison to its intended outputs, goals, and objectives. This concept typically encompasses financial performance, product market performance, and shareholder return. Analyzing organizational performance involves assessing the extent to which the organization meets its established goals and objectives, thereby gauging its operational efficiency and effectiveness.

2.1.6.1 School performance

School performance serves as a measure of both the quantitative and qualitative aspects of education, reflecting the caliber of teachers who possess academic excellence and receive relevant training. At the core of education lies the vital interaction between teachers and students, which is pivotal in creating a high standard of education. The professional expertise of teachers, including their knowledge, skills, and competencies, becomes evident as they engage in and excel at challenging tasks aimed at achieving educational success and enhancing performance (Filak and Sheldon, 2003, as cited in (Kochito, Dereje, & Mebratu, 2021). School positive effects of education and its participants on students' personal growth and academic achievement; this is dependent on the social perspectives of the school's stakeholders, according to the social constructivist perspective. Every school in the nation puts forth great effort to offer its students, faculty, and community member's excellent educational experiences. They occasionally fail to achieve this objective, though. Low student achievement, a hostile school environment, and a

high teacher turnover rate are just a few of the difficulties they might face. My research goal is to observe how, when the appropriate support networks are in place, students and teachers can be met while also enhancing school performance. Here is the school performance indicator.

❖ **Students' academic achievement and success**

Academic achievement, whether for a student, teacher, or institution, reflects the attainment of educational goals over a specific period. It encompasses meeting milestones like obtaining secondary school diplomas or bachelor's degrees. Academic achievement is influenced by factors such as intellectual capacity, personality traits, motivation, skills, interests, study habits, and the quality of student-teacher effects. (Kochito, Dereje, & Mebratu, 2021). According to (Narad and Abdullah ,2016) as cited in (Kochito, Dereje, & Mebratu, 2021) academic achievement is the knowledge gained which is assessed by marks by teachers and or educational goals set by teachers and students to be achieved over a specific time.

❖ **Teacher-Student effect**

The effect between a teacher and student transcends the conventional roles of teaching and learning. It is a dynamic effect based on mutual respect, understanding, and trust. Teachers take on the role of mentors, counselors, and growth facilitators, seeing each student as an individual with distinct goals, struggles, and strengths.

The teacher-student effect holds paramount importance for positive educational outcomes within schools. Research conducted by Papanastasiou and Zembylas (2006), as referenced in (Kochito, Dereje, & Mebratu, 2021) underscores the significance of emotional bonds that teachers form with their students in shaping the educational process. A high level of social integration within the student body and across the entire school community, particularly between teachers and students, fosters an environment conducive to students benefiting from effective teaching and learning experiences (Simba, Agak, & Kabuka, 2016)

❖ **Teacher – Principal effects**

The principals are viewed as the instructional leaders their schools (Edgeron& kritsonis, 2006:3) as cited by (Kochito, Dereje, & Mebratu, 2021). Teachers, students, and the school community all view them as role models. This link could create quality education for students' academic achievement (Kochito, Dereje, & Mebratu, 2021).

A happy teaching position can be achieved or lost by having a good working effect with your principal. When fostering a effect with your principal, it can be beneficial to know the abilities and attitudes that they find most valuable. Life is full of change, and schools are no different. Teachers constantly have to deal with new policies, constantly changing state mandates, curriculum updates, and countless initiatives. They have to pick up quick adaptation skills, and principals value those who can do so. Teaching is challenging work, and a lot of things, most of which are beyond a teacher's control, can impact a student's success. It's simple to fall victim to negativity, and that attitude spreads easily (Garcia, 2019).

Principals are appreciative of resilient teachers with positive attitudes because they understand the significant influence an optimistic teacher can have on student performance and school culture. You should attend to your classroom responsibilities. However, it's common for teachers to be expected to handle extra duties like committee work, workshops, school functions, and curriculum development. Principals desire to be able to assign work to teachers with confidence that it will be completed accurately and quickly. Principals must have faith in your ability to finish any task that you take on. Teachers, who take the initiative to obtain certifications, keep up with professional development, and finish assignments are highly valued by principals (Johnson & White, 2017).

❖ **Student's disciplinary Reference**

In accordance with Ingersol and Smith (2003:32), as referenced in ((Kochito, Dereje, & Mebratu, 2021), teachers frequently attribute their job dissatisfaction to student disciplinary issues. Similarly, Liu and Meyer (2005), as cited in (Kochito, Dereje, & Mebratu, 2021), discovered that teachers' dissatisfaction with student disciplinary problems is nearly as significant as their dissatisfaction with low income. Chang et al. (2010:6), as cited in ((Kochito, Dereje, & Mebratu, 2021), assert that as teachers perceive student misbehavior to increasingly disrupt teaching, their job satisfaction diminishes along with their intention to remain in the teaching profession.

Moreover, according to Awan, Noureen, & Naz (2011); Al-Qahtani (2013); Emmanuel, Adom, Josephine, & Solomon (2014); Rahimi & Karkami (2015), as cited by Simba, Agak, & Kabuka (2016), well-behaved students may receive greater appreciation and acceptance from teachers, peers, and family members. This appreciation and acceptance can contribute to the development of a positive self-concept among students, subsequently enhancing their motivation to achieve

academically. Research indicates that the desire for academic achievement is influenced by various factors, including the social environment within the school.

Ensuring that students are fully aware of their responsibilities as learners and that appropriate measures are put in place to support them in continuing their studies responsibly helps to minimize the need for disciplinary action. The Student Handbook refers to the standards of conduct for students, and they are covered in separate policies and procedures. Details of any extra or particular standards pertinent to those areas can be found in the relevant course handbooks or program (Hattie & Anderman, 2013).

2.1.7 Job Satisfaction and Organizational Performance Effect

The correlation between job satisfaction and performance has been assessed across various organizational contexts (Obiekwe, Obibhunun, & Omah, 2019). Employee satisfaction is closely linked to productivity, thereby influencing the profitability of the firm. Employee satisfaction positively impacts organizational performance, as content employees tend to be more productive, leading to improved profitability and operational efficiency. Achieving quality and profitability in an organization hinges significantly on employee satisfaction (Latif, Ahmad, Qasim, Mushtaq, Ferdoos, & Naeem, 2013). However, research findings regarding this effect have not been consistently aligned (Cummings, 1970, as cited in (Obiekwe, Obibhunun, & Omah, 2019)). Three primary perspectives have emerged regarding this effect: satisfaction leads to enhanced performance, which, in turn, boosts satisfaction; rewards influence both performance and satisfaction concurrently. Satisfaction and job productivity are interdependent, influencing each other reciprocally. Performance is influenced by various factors and refers to the execution of tasks, whether positively or negatively. This study aims to reexamine performance within the specified parameters of job satisfaction.

Employees' performance is influenced by the organization's goal of maintaining competitiveness in a dynamic environment, employee orientations, quality of leader-member exchanges for organizational innovation, and outcomes of job performance and job satisfaction (Ezeanyim, Ezinwa, Ufoaroh, Therasas, & Ajakpo, 2019). Improved satisfaction leads to better employee performance, thereby enhancing organizational productivity. Effective application of performance incentives encourages higher performance, leading to increased satisfaction within vital effects. The type of compensation system under which employees operate significantly

impacts the effect between satisfaction and performance. The implication of performance leading to rewards, which subsequently lead to satisfaction, suggests that managers can foster employee job satisfaction by creating conditions conducive to high performance and offering equitable rewards for that performance.

2.1.7.1 The Effect between Teachers' Job Satisfaction and School Performance

Teachers who show more satisfaction with their jobs also show greater performance while working (IQBAL, AZIZ, IQBAL, & ALI, 2016). Teacher job satisfaction positively influences various dimensions of school performance, including student achievement, student engagement, teacher retention, and overall school climate. Higher levels of teacher job satisfaction have been associated with improved student achievement outcomes. Satisfied teachers tend to have higher levels of motivation, engagement, and commitment, which can positively impact their instructional practices and student outcomes. Job satisfaction among teachers is closely related to student engagement (Schaufeli, Bakker, & Van Rhenen, 2009). Satisfied teachers are more likely to create a positive and supportive classroom environment that enhances student engagement, participation, and learning outcomes. Job satisfaction significantly influences teacher retention. Satisfied teachers are more likely to remain in the profession, reducing turnover rates and promoting continuity in instruction.

This stability can positively impact school performance by fostering sustained effects, instructional consistency, and the accumulation of experience. The satisfaction of teachers is connected to a favorable atmosphere within the school. Satisfied teachers contribute to a more supportive, collaborative, and respectful work environment.

This positive climate can enhance overall school performance by promoting effective teamwork, communication, and a sense of shared purpose among staff and students. It is important to note that the effect between teacher job satisfaction and school performance is complex and can be influenced by various contextual factors, such as school leadership, resources, and the overall socio-cultural environment. Motivation is expected to have a positive effect on quality performance; employees who are characterized by a high level of motivation show a higher work and life satisfaction (Guddisa, 2012) as cited in (Kochito, Dereje, & Mebratu, 2021).

2.1.7.2 The Importance of Teachers' Job Satisfaction for Effective School Performance

Teachers play a pivotal role in the quality of education, imparting knowledge both quantitatively and qualitatively through their academic excellence and pertinent training (Aliyah, 2019). Teacher performance is evaluated based on four competencies: pedagogical competence, personality competence, professional competence, and social competence. These competencies are crucial for teachers to evolve into proficient professionals (Aliyah, 2019). Satisfied teachers are more inclined to invest in improving their teaching skills and knowledge, ultimately enhancing instructional practices and student learning outcomes (Aliyah, 2019).

Job satisfaction is paramount for effective school performance, as content teachers are more motivated and engaged in their work (Aliyah, 2019)). Satisfaction across various dimensions, including salary, promotion, coworkers, supervisor, and the work itself, significantly influences teachers' commitment and enthusiasm (Sari, 2013, as cited in (Aliyah, 2019). The heart of education lies in the interaction between teachers and students, emphasizing the importance of having a sufficient number of qualified and satisfied teachers to achieve quality education for all (Aliyah, 2019)

Teacher motivation to improve their skills and take on additional responsibilities is often driven by prospects of career advancement and recognition (Jyoti & Sharma, 2009). Recognizing teachers' pivotal role in education, their satisfaction, motivation, and commitment are indispensable for the success of the education system (Jyoti & Sharma, 2009). Satisfied and motivated teachers not only contribute to positive school performance but also nurture students' growth and potential, shaping the future generation of leaders (Jyoti & Sharma, 2009).

Job satisfaction is closely tied to teacher retention, reducing turnover rates and promoting stability within schools (Tigist, Zenebe, & Belete., 2023). A positive school climate fostered by satisfied teachers enhances student well-being, engagement, and overall performance (Tigist, Zenebe, & Belete., 2023). Satisfied teachers are more likely to establish positive effects with students, fostering increased motivation, academic engagement, and success (Tigist, Zenebe, & Belete., 2023). Additionally, job satisfaction encourages collaboration, professional development, and continuous growth among teachers, contributing to a vibrant educational community and effective school performance (Tigist, Zenebe, & Belete., 2023)

2.2 Empirical Literature review

Tianxin Li, Tao Guo & Zhanyong Qi (2023), conducted a study to examine The Impact of School Service Quality on Student Learning Satisfaction: A Comparative Study of Public and Private High Schools in China. They distributed questionnaires to over 22,000 students from 20 districts in X City, China, utilizing the SERVPERF model. The study revealed that four dimensions of school service quality (reliability, responsiveness, assurance, and empathy) positively influenced student learning satisfaction in both public and private high schools. Notably, private high school students reported higher satisfaction levels with school service quality and learning experiences compared to their public school counterparts. This underscores the importance of teacher-student interactions over physical or administrative school features. Literature suggests that teachers' interpersonal skills and conduct significantly impact the learning environment and students' progress. Positive teacher behaviors, such as care and support, can enhance students' motivation and perception of the school's appeal, while negative behaviors may lead to tense teacher-student effects and decreased satisfaction. These insights could inform school administrators seeking to enhance student satisfaction and school service quality. Additionally, the study found no significant impact of tangible factors of school service quality on student learning satisfaction, highlighting the importance of relational aspects. The research contributes to understanding the crucial role of service quality in students' educational experiences and motivation to learn (Tianxin, Tao, & Zhanyong, 2023).

There's a potential research gap in exploring specific factors contributing to higher perceived service quality in private schools versus public schools in China. While the study acknowledges this difference, it doesn't delve deeper into the reasons behind it. Investigating these factors could provide valuable insights for enhancing service quality in public schools and bridging the gap between the two types of institutions. My research will delve into other factors influencing teachers' dissatisfaction and its impact on school performance in Kirkose, Addis Ababa.

IQBAL, AZIZ, IQBAL, & ALI, (2016) conducted a study involving high school teachers in District Baramulla, Jammu and Kashmir, focusing on the correlation between teaching experience and students' achievement scores. The study sample comprised 120 teachers, with an

equal distribution of 60 private school teachers and 60 government school teachers, including 60 males and 60 females.

The research findings revealed that there was a weak but positive and significant correlation between teaching experience and achievement scores for Test 1. However, Test 2 showed an insignificant effect with teaching experience. Interestingly, ninth-grade students demonstrated improved outcomes when taught by experienced teachers. In contrast, tenth-graders, who had become familiar with their teachers, showed no correlation with experienced ones (IQBAL, AZIZ, IQBAL, & ALI, 2016).

These findings suggest that the impact of teaching experience on student achievement may vary depending on factors such as grade level and familiarity between teachers and students.

I believe that instead of other mediating or moderating factors that affect the students achievement, when the students grade increases, their age also increases because of this, increasing their awareness. In addition, the more the students know about the school environment, it is better to communicate either with their teachers or other community members like librarians, laboratory technicians, school administrators, school guidance counselors, school nurses, etc. Older students, particularly those in higher grades, are generally more aware of the impact teachers have on their academic results compared to younger students. As students' progress through their education, they gain a better understanding of teachers' role in shaping their learning experiences and outcomes with familiarity between teacher and students. Further, when teachers create a positive and supportive learning environment, students are more likely to recognize and excel academically. The more familiar the teacher is to the students, the more they understand them so teachers influence their academic performance. So how could students in grade 10 make insignificant progress with their exam results even though they were taught by experienced teachers? In contrast, the test results of grade 9 students have gotten better even though they were taught by inexperienced teachers. This finding reveals familiarity with teachers and students. Familiarity with the school environment, students increment in age, which means students stay an additional year in a school by promoting in the next class. There was no correlation with students' learning outcomes; further research is needed to investigate the cases

My research aims to investigate the impact of students' familiarity with the school environment, particularly their teachers, on academic achievement. To support this, I also reference a study conducted by Arshad Ali Bhat titled "Job Satisfaction among High School Teachers from District Baramulla in the State of Jammu and Kashmir, India."

In this study, Bhat (2018) sampled 60 private school teachers and 60 government school teachers, ensuring an equal distribution of male and female teachers. The research instrument used was a job satisfaction scale, which included items assessing various factors such as salary, promotion opportunities, interest in the job, and perceived status as a teacher. The data collected was analyzed using means, standard deviations, and ANOVA tests.

The findings of Bhat, (2018) indicated that there was no significant difference in job satisfaction between male and female teachers, or between government and private school teachers. However, there was a significant interaction effect between gender and the type of institute (government or private) on job satisfaction. Additionally, the study found no significant difference between experienced and less experienced teachers regarding their perception of promotion as a factor affecting job satisfaction in secondary schools. These results align with the World Health Organization's (WHO) findings, which identified various factors influencing job satisfaction among teachers, including salary, opportunities for advancement, job challenge, autonomy, working conditions, and interaction among colleagues and students (Bhat, 2018)

By referencing Bhat's (2018), study my research suggests that factors such as job satisfaction among teachers, which can be influenced by various factors including promotion opportunities, salary, and working conditions, may indirectly impact students' academic achievement through the quality of interaction and support provided by teachers in the classroom (Bhat, 2018).

The study was conducted by Winifred Ansah-Hughes to assess the impact of teacher job satisfaction among teachers in the Techiman Municipality in Ghana. From a population of 1,461 junior high and senior high school teachers in the municipality, 306 teachers were randomly selected. The study used a quantitative research design and collected data through questionnaires. The questionnaire included both closed-ended questions, and open-ended questions. The findings of the study revealed that many teachers in the Techiman Municipality perceived teaching as their ideal profession. However, a majority of teachers expressed a preference to change their

profession due to dissatisfaction. Teachers felt that their conditions of service were not good enough and expressed dissatisfaction with the security in the profession. The review also discusses the importance of salary and conditions of service in determining job satisfaction among teachers. The findings of the study show that a majority of teachers in the Techiman Municipality perceive teaching as their ideal profession. However, a significant portion of respondents mentioned other professions as ideal due to factors such as higher allowances, salaries, and prestige. This could be because teachers do not see successful examples of teachers who have achieved similar success as professionals in other fields. The study also found that a significant number of teachers in the municipality would prefer to change their profession due to dissatisfaction. This dissatisfaction stems from issues such as poor salaries, lack of motivation, inadequate teaching materials, non-payment of allowances, lesson note preparation, and lack of accommodation for teachers. The conditions of service, such as salaries and promotion processes, were considered unsatisfactory by a majority of teachers. The article concludes with recommendations for improving the conditions of service, retaining teachers in the profession, and providing incentives and encouragement to teachers. It also suggests further research to gain a deeper understanding of job satisfaction among teachers in Ghana. The article provides valuable insight into the perceptions and preferences of teachers regarding their job satisfaction. The study highlights the need for improvements in the conditions of service for teachers to enhance job satisfaction and ultimately contribute to the effectiveness of teaching and learning in the Techiman Municipality and Ghana as a whole.

The study does not provide any insights into the potential consequences and impacts of teacher job dissatisfaction, such as teacher turnover or its effect on student learning outcomes. Further research could focus on conducting a comprehensive analysis of the various factors that influence teacher job satisfaction and their implications for teacher retention and student achievement, so I, the researcher, will fill the gap by showing the negative impact of teachers' job satisfaction on school performance in government high school Kirkos subcity Addis Ababa..

A total of three hundred and six teachers were sampled for the study, drawn from Techiman Municipality in the Brong Ahafo Region as junior high and senior high school teachers. The results indicated that none of the teachers were very satisfied with their salaries (0%). One hundred and ten (110) respondents indicated that their salaries were satisfactory (35.9%). The

largest portion of the respondents, comprising 64.1% or 196 individuals, expressed that they found their salaries to be very unsatisfactory (Hughes, 2016).

The research findings will highlight key aspects that policymakers need to consider before embarking on teacher salary scales and increment intervals that are not deemed sufficient or attractive and ultimately are capped for teachers. So this research will highlight a positive effect between teacher job satisfaction and various indicators of school performance.

Indication of a study conducted Kochito, Dereje, & Mebratu, (2021) on teachers' job satisfaction and school performance in secondary schools in Kafa Zone. A sample was drawn from government secondary school teachers, students, principals, and educational officers selected from three woredas of Bonga administration town. From ten government secondary schools, there are 2520 students, 304 teachers, 23 secondary schools' principals, and 60 educational officers sampled from three woredas and one administration town. From the total of 2520 students' population, 252 students were randomly sampled by using stratified random sampling techniques, and from the total of 304 teachers, 97 teachers were selected by random sampling techniques. From the total of 23 secondary schools in the principal, 10 were drawn by the lottery method of sampling technique. Out of the total of 60 educational officers, 12 were drawn by the purposive sampling technique. A total of 371 respondents participated. The study uses both quantitative and qualitative research methods and collects data from teachers and students through questionnaires, interviews, and document analysis. Primary and secondary sources of data were collected, including questionnaires for teachers and students, interviews with school principals and education officers, and documents such as annual reports. The data underwent analysis using descriptive statistics, including frequency and percentage calculations. The demographic data showed that there were more male teachers than female teachers.

The researcher acknowledged this by examining the results of a survey on teachers' job satisfaction, which included responses to various statements about job satisfaction such as enjoyment in the classroom, respect from students, and fulfillment of lesson plans. The survey revealed that a majority of student respondents disagreed with these statements, indicating a lack of job satisfaction among teachers. Factors contributing to job satisfaction, such as recognition, leadership, advancement, salary, incentives, fringe benefits, promotion, organizational policies, autonomy, and interpersonal or social effects, were discussed. In governmental secondary

schools in the Kafa Zone, teachers expressed dissatisfaction with factors like salary, incentives, and fringe benefits, despite being satisfied with their salary's status-enhancing aspect. However, their living conditions were affected by the disparity between their salary and the cost of living, highlighting the need for further research to explore the importance of a well-balanced career ladder based on teachers' perspectives.

The study highlighted that 55.7% of teachers were dissatisfied with their jobs, emphasizing the importance of addressing dissatisfaction factors. Recommendations urged stakeholders, including school principals, parents, and education authorities, to create opportunities to enhance teacher satisfaction and, consequently, improve school performance. This emphasizes the need for collaborative efforts to maximize satisfaction factors and foster a conducive work environment in Kafa Zone's secondary schools.

My research aims to highlight teachers' dissatisfaction with teaching as a career choice.

Taddesse (2018), conducted a study to assess the job satisfaction of teachers in private and government secondary schools in Kirkos Sub City, Addis Ababa. The study included a population of six secondary schools with 478 teachers, and a sample of 208 respondents was selected using available sampling techniques. Data collection involved a combination of secondary and primary sources, with job satisfaction questionnaires adapted from surveys containing 36 items across nine sub-scales. The analysis revealed a significant difference in job satisfaction levels between teachers in private and government schools. Factors such as pay scale, promotions, supervision, operating conditions, and coworkers significantly influenced job satisfaction, with private school teachers reporting higher satisfaction levels in these areas compared to their counterparts in government schools. However, there was no significant difference in job satisfaction regarding fringe benefits, contingent rewards, or nature of work. Notably, private school teachers expressed dissatisfaction with their salaries, which were determined by the school management's capacity, while government school teachers were more satisfied as their pay scale was determined and implemented by the government (Taddesse, 2018).

Research conducted Tianxin Li, Tao Guo & Zhanyong Qi (2023), in China and Taddesse, (2018) findings in Kirkose, Subcity Addis Ababa, highlight differences in service quality and learning satisfaction between public and private high schools.

I believe further research is needed on how Indian school teachers reach the same satisfaction level both in private and public high schools, and this will help other countries take this kind of experience to excel in the quality of education.

Potential research gaps are here.

1. Research shows that government high school teachers were satisfied with the pay scale. How could it be? After seven career ladders, the promotion of government teachers flattens, which means there isn't any pay increment, promotion, or salary increment. The experienced teacher will work without changing payroll. The teachers work without scale change, which means the absence of promotion opportunities for senior teachers after the seventh level of the career ladder. Respondents from the Ministry of Education (MOE), Education and Training Agency (ETA), and regional education bureaus reported dissatisfaction among senior teachers, particularly those who have reached the final step on the career ladder that their career scale and associated salary increases are capped. Although the age of entry into the profession differs, most commonly, this means teachers can reach the ceiling (and hence the height of their career and earning capacity) at around age 40.
2. Limited understanding of the role of organizational factors, such as pay, promotion, supervision, fringe benefits, etc. in less experienced teachers influencing job satisfaction after serving some years in government secondary schools.
3. Insufficient research exists regarding the correlation between teacher job satisfaction and school performance in government secondary schools in Kirkos Sub City, Addis Ababa. This gap in research becomes particularly evident when considering the recent secondary school leaving examination results, which highlight a decline in educational quality. The announced results indicate that nearly 97% of students failed to achieve the minimum passing score of 50%. Out of the 845,000 students who took the exam, only 27,267 (3.2%) (Belay Goshu & Melaku Woldeamanuel, 2019). attained the passing score required for university eligibility. In light of these alarming statistics, it becomes imperative to examine the repercussions of this educational downturn, despite the myriad challenges facing Ethiopian secondary education (Wondwosen.Tamrat, 2023).

The proposed research aims to scrutinize the impact of teacher job satisfaction on school performance specifically within government high schools in Kirkos Sub City. It posits that teachers serve as pivotal figures in upholding the overall quality of education nationwide. By

focusing on the effect between teacher satisfaction and school performance, this study seeks to shed light on factors influencing educational outcomes and offer insights for improvement.

For policymakers, educational officers, school principals, parents, stakeholders, and all individuals invested in the future generation, recognizing the significance of retaining highly experienced teachers in government schools within Kirkos Sub City is paramount. The increasing age and educational attainment of teachers can potentially contribute to a richer reservoir of knowledge and educational expertise, thereby enhancing student performance. Thus, strategies to retain and support experienced educators should be a priority for all stakeholders involved in the education sector.

RESEARCH METHODOLOGY

In this chapter, the research design and methodology are elaborated in detail, covering the model, data sources and collection methods, questionnaire, sample size and technique, research design, and data collection process. After collecting the data, statistical techniques will be utilized to analyze the information since this study incorporates both quantitative and qualitative approaches.

3.1 Research Area

The research was conducted in Addis Ababa, specifically within the Kirkos sub-city. The study focused exclusively on four government high schools in this sub-city. This specific geographical and institutional focus allowed for an in-depth analysis of the factors affecting teachers' job satisfaction and their impact on school performance in these schools. By examining only these four government high schools, the research aims to provide targeted insights that are directly applicable to the educational context of Kirkos sub-city..

3.2 Research Design

Research design involves arranging settings for data collection and analysis in a manner that balances relevance to the research purpose with procedural economy (Kothari, 2004).To investigate the impact of teacher job satisfaction on school performance in Government high school kirkos sub city Addis Ababa ; the researcher employed descriptive for demographic characters' of respondents' and explanatory research designs for independent and dependants

variables .The descriptive survey research design facilitates discussions and answers to why, what, and how questions, portraying the current state of affairs (Sekaran, 2003).

Furthermore, an explanatory research design was chosen to explain the cause-and-effect effect between the dependent and independent variables (Creswell, 2009).

This study utilized an explanatory research design to demonstrate the causal relations between school performance (dependent variable) and the independent variables affecting teacher job satisfaction through correlation and regression analysis.

3.3 Research approach

Quantitative methods were utilized in this study to better understand research problems (Creswell, 2009). The questionnaire, constructed on a 5-point Likert scale, assessed both intrinsic and extrinsic factors of satisfaction and general satisfaction levels of employees. It also included questions about respondents' background, such as gender, age, and professional experience (Walkowiak, D, & Staszewski, 2019) .

In this research paper, this study used a quantitative method. Or the purpose of better understanding research problems, a quantitative methods approach uses inquiry strategies that entail gathering data either concurrently or sequentially. (Creswell, 2009). The questionnaire, constructed on a 5-point Likert scale, assessed both intrinsic and extrinsic factors of satisfaction and general satisfaction levels of employees. It also included questions about respondents' background, such as gender, age, and professional experience (Walkowiak, D, & Staszewski, 2019)

3.4 Data sources and types

Primary and secondary data sources were employed in this investigation.

3.4.1 Primary Data

Primary data was collected from questionnaires from selected teachers.

3.4.2 Secondary Data

Secondary data on the other hand was collected from international journals, articles, books and magazines, school archives and other relevant documents, and annual reports of the school.

3.5 Data Collection Method

Creswell (2009) argues the importance of using multiple methods of data collection instruments because the weakness of one tool can be improved by other tools. Besides, it helps to triangulate the findings during data analysis. Thus to achieve the purpose of this study, a questionnaire was utilized to collect the data. The primary data gathering instruments employed in this study were questionnaires and document analysis. Questionnaires were utilized to obtain quantified results, while document analysis provided quantitative insights. To ensure the validity and reliability of the data collection instrument, various techniques were employed both before data collection and during the analysis.

3.5.1 Questionnaire

A structured questionnaire was employed to gather information from a diverse group of respondents, aimed at exploring and elucidating the effects between variables. The questionnaire comprised two main sections:

1. Demographic variables: This section sought to capture information about the participants' profiles, including gender, age category, marital status, qualifications, and length of service.
2. Close-ended question statements: The second part of the questionnaire consisted of statements designed to measure the variables under study. Respondents were asked to rate their agreement with these statements using Likert's scale of measurement, which ranged from "strongly agree" (5) to "strongly disagree" (1).

3.6 Population of the study

The term "population" refers to the complete set of individuals, objects, or events that share common observable characteristics and are of interest for study (Uwe, 2020).

The total population of this research focused on kirkose sub city government secondary schools' teachers, under Addis Ababa city. As per the data from kirkose subcity education office, there are four government high schools found in kirkos sub city Addis Ababa as indicated in Table 3.1

Table 3.1: Population of the Study

No	School name	Number of population			No of employees calculating by sample size determining formula	Sampling techniques
		Male	Female	Total		
1	Meserak Goh	72	33	105	83.16832	Random Sampling
2	Temenja Yazı	66	18	84	69.42149	Random Sampling
3	Abiyot kirs	82	25	107	84.41815	Random Sampling
4	Shimeles Habet	100	21	121	92.89827	Random Sampling
	Total	320	97	417	204.1616	Random Sampling

Source: kirkose subcity education office (2023/24)

As of January 31, 2023 data the total no of teachers in four school is 417. Thus, the population of this study is 417.

3.7 Sampling Technique and Sampling Design

According to Lavrakas (2008) a sample size is a smaller set of the larger population. This study employed purposive sampling technique and simple random technique.

Schools: There are four government high schools in kirkose subcity. The student researcher was selected four schools from kirkose subcity by using purposive sampling technique. The first reason was the researcher aimed to ensure representation from different geographical areas. This helps in capturing a diverse range of perspectives and operational differences that may exist between schools in a sub city. The second reason was choosing schools that are easily accessible for the researcher facilitates data collection that reduces logistical challenges and costs associated

with traveling to disperse schools. According the survey, there were 204 teachers in these selected schools as indicated in Table 3.1.

Employee: The sample size of the employees was determined using sample size determining formula (Yamane, 1967) and computed as follows:

$$n = \frac{N}{1+N \times e^2} = \frac{417}{1+417 \times (0.05)^2} = 204.1616 \approx 204$$

Where; **N** is target group = **417**, **e** is precision = **0.05** and **n** is sample size.

3.8 Variables specification

During the review of theoretical and empirical literatures, the researcher has identified significant variables that influence school performance related to teachers' job satisfaction. The variables were categorized in to two namely dependent variable and independent variables. The dependent variable is school performance. On the other hand, the independent variables are company and administrative policy, salary, incentive pay and fringe benefits, work condition, work itself, achievement, recognition and appreciation, and student engagement and success. Moreover, the researcher will deploy a multiple regression model in order to test and analyze the hypothesis. Thus, a multiple regression model is helpful to identify the determinant factors that highly affect school performance in a hierarchal manner. Details of the variables and econometric model are presented in the following sections.

3.8.1 Dependent variable

The dependent variable in this study is school performance which is explained by the impact of teachers' job satisfaction. Job satisfaction is defined as the positive emotional state resulting from an individual's perception of their job and work experiences (Kardam & Rangnekar, 2012).

3.8.2 Independent variables

According to the literature reviewed, there are eight factors that affect teachers job satisfaction related to school performance.

The operational definition of the independent variables:

1. **School and Administrative Policy:** This variable refers to the set of regulations, guidelines, and directives implemented by educational institutions and administrative bodies. It encompasses policies related to hiring practices, curriculum development, student conduct, and organizational structure (watts, 2022).
2. **Salary, Incentive Pays, and Fringe Benefits:** Salary represents the compensation rate for a particular job within an organization, serving as the baseline against which bonuses and benefits are determined. Incentives are additional rewards offered to employees to stimulate optimal performance and achieve mutual benefits. Financial incentives are specifically designed to motivate employees to enhance their performance quality.. A fringe benefit refers to an additional perk complementing an employee's salary or wage, such as a company car, health insurance, or paid vacation time.. It is provided by an employer in addition to the employee's regular pay (Hejratullah, Rao, Ayaz, & Ayaz, 2020).
3. **Work Condition:** This variable encompasses the physical and environmental factors present in the workplace. It includes aspects such as safety protocols, ergonomics, noise levels, temperature, and cleanliness (Raziq & Maulabakhsh, 2015).
4. **Work Itself:** This variable pertains to the nature and characteristics of the job tasks performed by individuals. It includes elements such as task variety, autonomy, complexity, meaningfulness, and opportunities for skill development (Dziuba, T., Ingaldi, & Zhuravskaya, 2020).
5. **Achievement:** This variable refers to the extent to which individuals accomplish their work-related goals and objectives. It includes measures of productivity, task performance, goal attainment, and outcomes relative to expectations (Bipp, Kleingeld, & Schelp, 2021)
6. **Recognition:** This variable denotes the acknowledgment and appreciation of employees' contributions and achievements. It encompasses formal and informal methods of recognition, including praise, awards, certificates, and public commendations (Bradler, 2016).

7. **Personal and Professional Growth:** This variable reflects the opportunities for personal development and advancement within the organization. It includes training programs, mentorship initiatives, career advancement prospects, and opportunities for skill enhancement (Weer & &Greenhaus, 2020).
8. **Student Success:** Student success encompasses various indicators of achievement and progress towards educational goals. It includes factors such as academic performance, retention rates, graduation rates, mastery of learning outcomes, and overall satisfaction with the educational experience (Maskova & Kucera, 2022).

3.9 Method of data analysis

Data analysis involves computing certain measures and identifying patterns of effects within a dataset (Kothari, 2004) cited in (Alem, 2020). In this research, data was analyzed using descriptive statistics, mean comparisons, and regression analysis to summarize tables and figures. Statistical Package for the Social Sciences (SPSS) for Windows was employed for data analysis due to its widespread use and functionality in analyzing quantitative data. SPSS allows for the storage of collected data, generation of descriptive statistics, creation of graphical representations, and analysis of effects between different variables.

3.9.1 Descriptive statistics

Descriptive statistics were used to produce reports on relevant demographic variables, utilizing measures of central tendency such as frequency, frequency distribution, valid and cumulative percentage, and mean comparison. The results were presented in tabular format with the assistance of SPSS software.

3.9.2 Inferential statistical Analysis

Inferential statistical analysis involved correlation and multiple linear regression methods using SPSS software. The utilization of these statistical tools and methods of presentation is described as follows.

3.9.2.1 Correlation

Pearson product-moment correlation was utilized to determine the strength and direction of the effect between two variables. The correlation coefficient "r" ranges from -1.0 to +1.0, with

positive values indicating a positive effect and negative values indicating a negative effect. The significance level was set at 95% ($\alpha = 0.05$).

3.9.2.2 Multiple Regressions

Multiple linear regression analysis was conducted to predict unknown variables from known variables and to establish effects between variables. So the conceptual framework of the study guided the development of the multiple regression equation, incorporating eight factors influencing school performance. To address issues such as multicollinearity and over fitting, the variables were divided into two models for focused analysis. Diagnostic testing was performed on each model independently to assess assumptions, identify outliers, and create simpler, more interpretable models with improved generalization to new data with fewer predictors in each. This can make it easier to understand the effects between the independent variables and the dependent variable and can moderate the risk of over fitting or under fitting and improve the generalization of results to new data.

$$\text{Model 1 } Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 X_{5i} + \beta_6 X_{6i} + \beta_7 X_7 + \beta_8 X_8 + e_i$$

Where, Y is the dependent variable, β_0 is the interception of the regression model

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6, \beta_7, \beta_8$, are coefficients for each independent variable,

$X_1, X_2, X_3, X_4, X_5, X_6, X_7, X_8$, are independent variables and ϵ is the error term.

Where: Y = school performance

X_1 = salary, incentive pays and fringe benefits

X_2 = work condition

X_3 = student success

X_4 = personal and professional growth

X_5 = achievement

X_6 = school and administrative policy

X_7 =Work it self

X_8 = recognition

Table 3.2: Model Specification of Variables.

Model	Dependent Variable (Y)	Independent Variables	Beta Coefficients (β)	Independent Variables (X)
Model 1	School Performance	Salary, Incentive Pays, Fringe Benefits	β_1	X1
		Work Condition	β_2	x2
		Student Success	β_3	X3
		Personal and Professional Growth	β_4	X4
		Achievement	β_5	X5
		School and Administrative Policy	β_6	X6
		Work Itself	β_7	X7
		Recognition	β_8	X8

3.10 Reliability and validity of the instrument

According to Sekaran (2003), reliability concerns the extent to which an instrument consistently produces the same results across multiple trials, while validity pertains to how well the instrument measures what it was designed to measure. In this study, both reliability and validity of the instrument were assessed, as detailed in the following sections.

3.10.1 Reliability of the Instrument

Reliability of the research instrument was assessed to determine the extent to which it yielded consistent results on repeated measures, ensuring that respondents understood the questionnaire's objectives and could provide relevant information (Kothari, 2004). Cronbach's alpha coefficient was employed as an indicator to measure the instrument's consistency. Pilot testing was conducted in Derartu Secondary School, Akaki Kaliti Sub City, which was not included in the sample study. Draft 49 items questionnaires were distributed to 30 randomly selected teachers, and upon completion and return, the reliability of items was measured using the Cronbach alpha method.

Table 3.3: Reliability Statistics

NO	Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
Independent variable				
1	school and administrative policy	.810	.823	5
2	salary, incentive pays and fringe benefits	.804	.823	6
3	work condition	.734	.741	5
4	work itself	.828	.827	5
5	Achievement	.802	.801	3
6	Recognition	.799	.802	3
7	personal and professional growth	.783	.795	5
8	student engagement and success	.799	.797	4
Dependent variable				
1	school performance	.771	.788	13
	Overall	.791	.810	49

Source: Own computation using SPSS of the survey, 2023/24

As depicted in Table 3.3, all Cronbach's alpha values of the instrument were found to be greater than 0.7. According to Surucu & Maslacki, (2020) who suggest that Cronbach's alpha results > 0.7 are acceptable, one can conclude that all the items in this study demonstrate consistency and reliability.

3.10.2 Validity of the Instrument

Validity is often defined as the extent to which an instrument measures what it asserts to measure (Blumberg, Cooper, & Schindler, 2005). It is the degree to which the results accurately reflect the true nature of the phenomena being studied. This necessitates that the research instrument (such as a questionnaire) effectively measures the concepts under investigation. (Pallant, 2011). To validate the contents of the instrument, the researcher sent the questionnaire for my work colleagues, He was the teacher in mathematics department in Abiyot kirs secondary School, to

comment on the contents and the measurement incorporated. He commented on some of the contents and then corrections were made on the commented contents.

Validity, often defined as how accurately an instrument measures what it purports to measure (Blumberg, Cooper, & Schindler, 2005), is crucial for ensuring that research findings truly represent the phenomena being studied. This requires that the research instrument, such as a questionnaire, effectively captures the concepts under investigation (Pallant, 2011) To ensure the content validity of the instrument, the researcher sought feedback from my advisor ,Dr Tewodros ,reviewed the questionnaire and provided input on certain aspects, prompting revisions to ensure accuracy.

3.11 Ethical consideration

Ethical considerations were paramount throughout the study to uphold ethical standards. Participants were selected based on their voluntary consent, and they were informed of their right to withdraw from participation at any stage. Prior to distributing questionnaires ,participants were assured that their responses would remain confidential and would only be used for academic purposes. Additionally, a statement was included in the questionnaire to underscore the confidentiality of respondents' identities. This measure aimed to mitigate biased responses and ensure the authenticity of the data collected.

3.12 Conceptual framework

While several theories can influence job satisfaction among teachers, I have chosen to focus on **Herzberg's Motivation-Hygiene theory**. This theory delineates between hygiene factors, such as salary and working conditions, and motivating factors, like recognition and achievement, which play crucial roles in determining the extent of teachers' job satisfaction. By concentrating on Herzberg's framework, my research aims to explore how these specific factors impact teachers' overall satisfaction and motivation.

Independent Variable

Dependent Variable

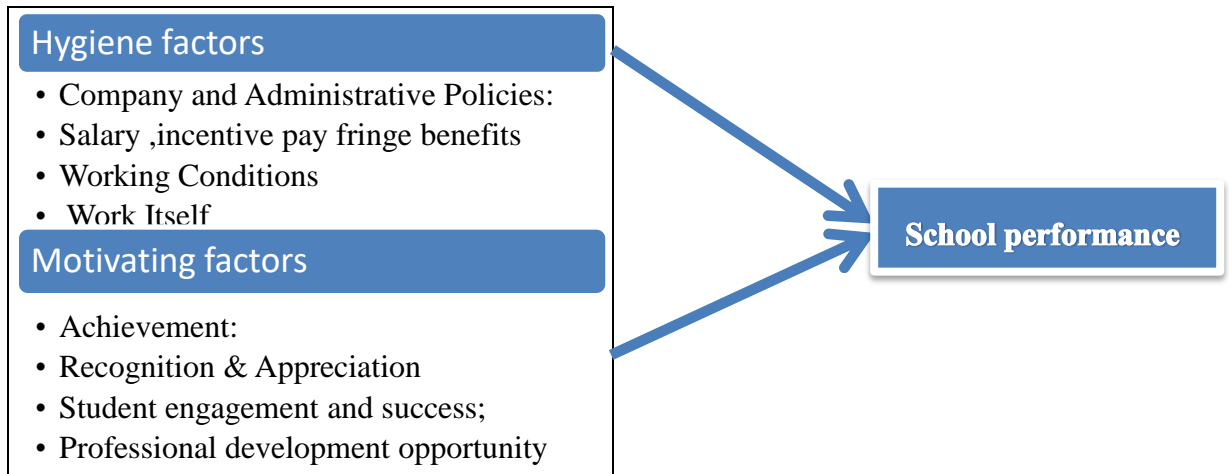


Figure 2.1: Conceptual Framework Model Source:

Own construction based on the literature review, 2024

CHAPTER THREE
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND
INTERPRETATION

This chapter centers on presenting, analyzing, and interpreting the data collected through various methods. It is divided into two main sections. The first section addresses the response rates and backgrounds of the respondents, while the subsequent sections delve into the analysis of the study's findings in alignment with its primary research questions. The quantitative data summary is presented using tables and graph that incorporate diverse statistical tools.

4.1 Response Rate

Table 4.1 illustrates the response rate of the questionnaires, with 204 questionnaires distributed to the selected employees.

Table 4.1: Rate of response

Status	Frequency	%
Distributed	204	100.00
Collected	195	95.59

Source: Survey, 2023/24

Based on the Table 4.1, which shows that 95.59 % of the distributed questionnaires were collected, it suggests a high level of success in gathering responses. This high collection rate indicates that the data collection process was effective, and a significant portion of the target population participated by returning the completed questionnaires. Thus, the total response rate was sufficient and safe to analyze and interpret the data.

4.2 Demographic characteristics of respondents

Demographic characteristics were not considered as factor variable in this study however it helps to show the composition of the respondents that are included in this study. This section presents

the demographic characteristics of respondents' age, marital status; educational qualifications, work experience, and job category are assessed.

Table 4.2: gender respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	154	79.0	79.0	79.0
Female	41	21.0	21.0	100.0
Total	195	100.0	100.0	

Source: Field survey (2024)

As shown in the above table presents basic information's of the respondents. Considering the gender of the respondents, the majority of the sample identifies as male, with 79% of the valid responses falling into this category. Female respondents make up the remaining 21% of the sample. The sample appears to be skewed towards males; this also indicates that there are more male professional employees than female ones in KIrkos Sub city government high School. On the whole, there is gender imbalance among professional employees in the schools.

Table 4.3: Age Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
24-30	39	20.0	20.0	20.0
31-40	52	26.7	26.7	46.7
41-50	54	27.7	27.7	74.4
>50	50	25.6	25.6	100.0
Total	195	100.0	100.0	

Source: Field survey (2024)

The distribution appears to be fairly even across the intervals, with no single interval dominating the responses. The majority of responses fall within the 31-50 range, indicating a concentration of values in the moderate to higher range. About a quarter of the responses are greater than 50, suggesting a significant portion of values above this threshold. The cumulative percent column shows that nearly three-quarters (74.4%) of the valid responses fall within the range of 31-50 and that all responses are accounted for by the end of the distribution.

Table4.4: Years of Teaching Experience of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years	45	23.1	23.1	23.1
5-10 years	47	24.1	24.1	47.2
11-15 years	45	23.1	23.1	70.3
16-20 years	33	16.9	16.9	87.2

More than 20 years	25	12.8	12.8	100.0
Total	195	100.0	100.0	

Source: Field survey (2024)

The distribution of years of teaching experience is fairly evenly spread across the categories, with no single category dominating the responses. The cumulative percent column indicates that the majority (87.2%) of the valid responses fall within the first four categories, covering individuals with up to 20 years of teaching experience. About 12.8% of the valid responses belong to individuals with more than 20 years of teaching experience. The distribution suggests a diverse range of teaching experience levels within the sample, which can be beneficial for analyzing various aspects related to teaching and education.

Table 4.5: Salary of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
4000-6000birr	27	13.8	13.8	13.8
6001-8000 birr	47	24.1	24.1	37.9
8001-10000birr	46	23.6	23.6	61.5
10001-12000	49	25.1	25.1	86.7
above 12000	26	13.3	13.3	100.0
Total	195	100.0	100.0	

Source: Field survey (2024)

The distribution of salaries is spread across multiple ranges, with no single range dominating the responses. The cumulative percent column indicates that the majority (86.7%) of the valid responses fall within the first four salary ranges, covering salaries up to 12000 Birr. Above 12000 Birr constitute 13.3% of the valid responses. The distribution suggests a diverse range of salaries within the sample, reflecting different income levels among individuals. Most of respondents' salary is less than 12000 it shows the salary amount is not sufficient for cost of leaving within the current situation.

Table 4.6: Academic qualification of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor's degree	106	54.4	54.4	54.4
Master's degree	89	45.6	45.6	100.0
Total	195	100.0	100.0	

Source: Field survey (2024)

Among all respondents, 54.4% have a bachelor's degree, while 45.6% have a master's degree. Overall, this data suggests that among the surveyed population, a slightly higher percentage holds bachelor's degrees compared to those with master's degrees

Table 4.7: Marital status of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Married	102	52.3	52.3	52.3
Single	71	36.4	36.4	88.7
Divorced	15	7.7	7.7	96.4
Widowed	7	3.6	3.6	100.0
Total	195	100.0	100.0	

Source: Field survey (2024)

52.3% of respondents are married, 36.4% are single, 7.7% are divorced, and 3.6% are widowed.

4.3 Descriptive Statistics

This section deals with the influence of various factors related to employee job satisfaction on school performance in Kirkose sub-city government high schools. The following sub-sections presented the descriptive statistics of the data collected from respondents related to job satisfaction and school performance with respective discussions.

Descriptive statistics are numerical measures that summarize and describe the features of a data with mean value and standard deviation

Mean (Average) It represents the central tendency of the data giving an overall idea of the typical value. A high mean indicates that the values in the dataset tend to be larger, while a low mean indicates smaller values. The level of interpretation for the mean value is 1.0 -1.80 (strongly disagree), 1.81 -2.60 (disagree), 2.61 -3.40 (moderate agree), 3.41 -4.20 (agree), and 4.21 -5.00 (strongly agree)

Standard Deviation measures the dispersion or spread of values around the mean. A high standard deviation indicates that the values are spread out widely from the mean, suggesting greater variability. A low standard deviation indicates that the values are clustered closely around the mean, suggesting less variability .The table below helps to describe factors that affect teachers' job satisfaction

4.3.1. Factors Affecting Teachers' Job Satisfaction

4.3.1.1 Descriptive Statistics on Hygiene factors (Extrinsic factors)

Table 4.8: School and administrative policy

	Hygiene factors (Extrinsic factors)	Mean	Std. Deviation
A	school and administrative policy		
1.	The school's policies and procedures are clear, concise, and easy to understand.	3.11	.944
2.	I feel informed and consulted about changes to education (school) policies and procedures.	3.32	.991
3.	The school provides resources and support to help teachers understand and comply with policies	3.32	.991
4.	The school effectively investigates and addresses teachers grievances	1.62	.704
5.	I am satisfied with the autonomy as a teacher in school decision making	1.39	.489
	Overall mean	2.55	

Source: SPSS output from field survey data, and own computation, 2024

The study finding under Hygiene (Extrinsic) factors shows that in School and Administrative Policy, a mean of 2.55 falls closer to the lower end of the scale, indicating that, on average, respondents tended towards disagreement rather than agreement with the statements related to school and administrative policy.

The mean score associated with "I am satisfied with the autonomy as a teacher in school decision making" is 1.39 indicates that, on average, respondents strongly disagree with the statement. They are not satisfied with the level of autonomy they have as teachers in school decision making.

A standard deviation of 0.489 suggests that responses to this statement are relatively consistent or tightly clustered around the mean of 1.39 this means that most respondents share a similar level of dissatisfaction with the autonomy in school decision making.

Table 4.9: Salary, incentive pays and fringe benefits

B	salary, incentive pays and fringe benefits	Mean	Std. Deviation
1.	Do you agree teachers' salaries are comparable as compared to other professions requiring similar educational qualifications?	1.32	.467

2.	Do you agree that teachers might be struggling financially due to their salary	3.32	.991
3.	The salary increment on every two year or three years is very considerate and attractive.	1.21	.405
4.	Do you agree that teachers are underpaid for the work they do?	3.01	.966
5.	The benefits package (incentive) like bonuses or merit pay, recognition awards, performance-based rewards is comprehensive and meets my needs	1.39	.489
6.	School has having fringe benefits like health insurance, workers' compensation, retirement plans, and family and medical leave , paid vacation, meal subsidization, traveller benefits makes tuition assistance, me feel more valued as a teacher	1.11	.317
	Overall mean	1.89	

Source: SPSS output from field survey data, and own computation, 2024

Regarding Salary, Incentive Pays, and Fringe Benefits under hygiene factors an overall mean of 1.87 suggests that, on average, respondents leaned towards disagreement on the items about salary, incentive pays, and fringe benefits. A standard deviation of 0.317 suggests that responses are a clear and consistent sentiment among respondents that fringe benefits provided by the school contribute insignificantly to feeling valued as teachers.

Table 4.10 work condition

C	work conditions	Mean	Std. Deviation
1.	I have flexibility in my work schedule to accommodate personal needs.	1.20	.450
2.	My workload is manageable and allows me to maintain a healthy work-life balance.	2.63	1.542
3.	I am expected to take on too many non-teaching responsibilities that detract from my ability to teach effectively.	3.00	1.634
4.	I feel pressure to achieve unrealistic student performance goals set by the school or district.	1.40	.637
5.	I have the autonomy to experiment with new teaching strategies and technologies	1.56	.650
	Overall mean	1.96	

Source: SPSS output from field survey data, and own computation, 2024

So, the overall mean value for the work conditions items is 1.96. In 5 items which describe above, respondents express disagreement with a mean score of 1.96, that means respondents feel they have limited flexibility in their work schedule to accommodate personal needs, feel their workload is not manageable and does not allow them to maintain a healthy work-life balance, feel that they are expected to take on too many non-teaching responsibilities, which detracts from their ability to teach effectively. Feel pressured to achieve unrealistic student performance goals set by the school or district,

Lastly, respondents might feel that they lack autonomy to experiment with new teaching strategies and technologies.

Table 4.11: work itself

D	work itself	Mean	Std. Deviation
1	I am satisfied with my current job as a teacher.	1.27	.446
2	I found the job teaching to be personally meaningful and fulfilling	1.45	.601
3	The teaching profession provides me with a sense of purpose and fulfillment	2.17	1.078
4	I feel valued and respected by my colleagues, students, and administration	3.32	.991
5	I am passionate about the subject I teach and excited to share my knowledge to my students	3.01	1.642
	Overall mean	2.24	

Source: SPSS output from field survey data, and own computation, 2024

Regarding Work Itself

The average mean value for the work itself items is 2.24. On average, respondents leaned towards disagreement across all five items, with a mean score of 2.24. This value represents the overall level of disagreement or dissatisfaction through the different aspects of the teaching profession listed above. "I feel valued and respected by my colleagues, students, and administration" has a mean

score of 3.3 and a standard deviation of 0.991 respondents moderately agrees with this statement, and their responses are moderately consistent.

4.3.1.2 Descriptive Statistics on Motivating factors (Intrinsic factors)

Table 4.12: Achievement

	Motivating factors (Intrinsic factors)	Mean	Std. Deviation
E	Achievement		
1.	Seeing the students progressed in the academics significantly increases my job satisfaction as a teacher.	2.15	1.078
2.	I believe I am making a positive impact on the lives of my students	2.92	.984
3.	When students are engaged and learning, I feel more fulfilled and satisfied as a teacher.	2.88	1.578
	Overall mean	2.65	

Source: SPSS output from field survey data, and own computation, 2024

The study finding under motivation (intrinsic) factors show that in

Regarding achievement, the achievement factor encompasses elements lists below mean value of approximately 2.65, can interpret that, on average, teachers generally find the achievement factor to be moderately motivating in their profession.

Table4.13: Recognition

F	Recognition	Mean	Std. Deviation
1.	School giving recognition for teachers as the "Teacher of the Year" for their exceptional performance, dedication to students, and innovative teaching methods by offering financial incentives, bonuses or grants as a form of recognition for teachers who demonstrate outstanding performance is fair and unbiased	1.96	1.002
2.	School Offering opportunities for advancement, such as career pathways, promotion to leadership roles, or specialized positions that acknowledge and leverage the teacher's excellent performance and leadership qualities	1.70	.560
3.	I always receive important recognition for my effort and contribution in my teaching job.	1.90	.696

	Overall mean	1.85	
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Source: SPSS output from field survey data, and own computation, 2024

Regarding Recognition, mean value of 185 suggests that recognition within the school environment teachers feel that their efforts, contributions, and achievements are not adequately acknowledged or appreciated within their professional environment.

Table 4.14: Personal and Professional growth

G	Personal and Professional growth	Mean	Std. Deviation
1.	My performance goals are clear, measurable, and achievable	3.09	1.404
2.	I receive regular feedback on my performance and opportunities for improvement.	1.90	.963
3.	The performance review process is fair and unbiased	1.37	.553
4.	I am satisfied with professional development opportunities and career advancement for teachers	1.27	.455
5.	Feeling stuck in my current position negatively impacts my morale and motivation.	3.21	.943
	Over all mean	2.17	.

Source: SPSS output from field survey data, and own computation, 2024

Regarding Personal and Professional Growth the mean score for the four items related to "Personal and Professional Growth" is approximately 2.17, this indicates a significant level of dissatisfaction or disagreement among the respondents regarding these aspects of personal and professional growth. It could signal areas that require improvement or intervention to address the concerns and enhance the overall satisfaction and growth of individuals within the organization.

Table 4.15: Student engagement and success

H	Student engagement and success	Mean	Std. Deviation
1.	Students' respectful and positive behavior significantly enhances my job satisfaction	2.99	.936

2.	Even when some students struggle, seeing others achieve motivates me to continue trying my best.	2.25	.891
3.	Do you agree the school has clear and consistent school-wide behavior expectations for maintaining a positive learning environment?	1.33	.764
4.	My school provides adequate resources and support for dealing with challenging student success	1.05	.210
	Mean	1.905.	

Source: SPSS output from field survey data, and own computation, 2024

Regarding student engagement and Success, The mean score for the four items related to "Student Engagement and Success" is approximately 1.905. Generally negative outlook on aspects related to student engagement and success because the mean score show disagreement, particularly in terms of the impact of student behavior on job satisfaction in addition to the failure of students' academic achievement also support provided by the school for addressing challenging student situations is inadequate . In Item 4, standard deviation (.210) indicating more consistent agreement among respondents regarding the inadequacy of resources and support.

4.3.2 Descriptive Statistics on School Performance

Table 4.16: Descriptive Statistics on School Performance

	School performance	Mean	Std. Deviation
1.	Because having effective education policies and procedures which is clear, concise, and easy to understand for the teachers contributes to enhancing overall school performance	2.22	1.013
2.	fringe benefits, such as health insurance, retirement plans, or paid time off, contribute to teacher job satisfaction which increase school performance	1.79	1.127
3.	The school's performance in terms of student achievement is consistently high.	1.44	.507
4.	The school provides a safe and inclusive environment that fosters students personal and academic growth	1.68	1.112
5.	Your school creates trust and mutual respect between you and your principal	2.17	1.078

6.	Do you agree your principal actively involves you in decision-making processes that affect your teaching	1.70	.560
7.	Being having a good work-life balance, allowing me to meet personal and professional responsibilities which advance school performance	1.57	.861
8.	Because of competitive salary I get as a teacher is fair and commensurate with my qualifications and experience , I put in extra effort	1.59	.639
9.	Knowing my career progression is limited discourages me from putting in extra effort. That hinders school performance	2.69	1.586
10.	A lack of control over student behavior contributes low school performance	3.01	1.642
11.	I believe that my school is successful in preparing students for future educational or career opportunities	1.45	.651
12.	The school has a low teacher turnover rate.	1.90	.696
13.	The school has a strong reputation within the community	1.86	.819
	Mean	1.93	

Source: Own computation using SPSS of the survey, 2024

This table appears to present survey responses or data regarding various factors related to school performance, Regarding items specifying the following table mean scores 1.93 respondents are more inclined to disagree with the statements rather than agree related to school performance, as indicated by their responses on the Likert scale.

4.4 Descriptive statistics of the variables

As shown in the table below, descriptive statistics were conducted for independent variables including salary, work itself, school policy, work conditions, achievement, recognition, student success, and personal and professional factors, with school performance serving as the dependent variable. The results indicate that achievement had the highest mean score of 2.65, followed by school policy with an overall mean score of 2.55. Conversely, recognition had the lowest overall

mean score of 1.85. Regarding the dependent variable, the summary statistics reveal a School performance mean score of 1.926.

Table 4.17: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
School performance	195	1.15	2.77	1.9265	.35837
Salary	195	1.17	2.50	1.8923	.36306
Work itself	195	1.00	3.00	2.2431	.52425
School policy	195	1.20	3.60	2.5518	.52044
Work condition	195	1.20	3.20	1.9579	.41228
achievement	195	1.00	4.00	2.6513	.75398
recognition	195	1.00	3.33	1.8547	.51880
student success	195	1.00	3.25	1.9038	.38335
Personal and professional growth	195	1.00	3.20	2.1672	.50620
Valid N (listwise)	195				

Source: Own computation using SPSS of the survey, 2024

4.5 Correlation analysis

The Pearson Product-Moment Correlation Coefficient serves as a statistic to assess the extent of the effect between two variables. It's employed in correlation analysis to gauge the strength of the association between independent variables and the dependent variable. The degree of association is quantified within a specified range.

.Table 4.18: Ranges of correlation effect

Correlation coefficient(r)	Strength of the correlation
From 0.01 up to 0.09	Very low effect / Negligible association
From 0.10 up to 0.29	low effect
From 0.30 up to 0.49	moderate
From 0.50 up to 0.69	strong effect
From 0.70 and above	very strong effect

Source: Test for significance of Pearson's correlation coefficient.(Zakaria, Juso, Mohd, & Johar, 2016).

The direction of the effect between variables is indicated by the sign of the correlation coefficient, which ranges from -1.00 to +1.00. Variables can exhibit either positive or negative correlations. A positive correlation signifies a direct positive effect between two variables, while

a negative correlation suggests an inverse, negative effect between them (Greate Learning Team, 2024)

Table 4.19: Correlation matrix of Dependent and Independent Variables

		School performance salary	Work itself	School policy	Work condition	achievement	recognition	students success	Personal and professional growth	
Salary	Pearson Correlation	.803**	1							
	Sig. (2-tailed)	.000								
Work itself	Pearson Correlation	.735**	.631**	1						
	Sig. (2-tailed)	.000	.000							
School policy	Pearson Correlation	.692**	.863**	.515**	1					
	Sig. (2-tailed)	.000	.000	.000						
Work condition	Pearson Correlation	.584**	.565**	.507**	.457**	1				
	Sig. (2-tailed)	.000	.000	.000	.000					
achievement	Pearson Correlation	.472**	.421**	.788**	.352**	.397**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000				
recognition	Pearson Correlation	.475**	.424**	.282**	.354**	.111	.224**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000			
students success	Pearson Correlation	.833**	.715**	.611**	.664**	.446**	.377**	.459**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		
Personal and professional growth	Pearson Correlation	.716**	.665**	.859**	.521**	.483**	.688**	.340**	.577**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	

****.** Correlation is significant at the 0.01 level (2-tailed). N= 195

Source: Own computation using SPSS of the survey, 2024

This table displays Pearson correlation coefficients among various factors related to school performance. Each factor appears to be measured on different scales and is correlated with others to determine effects.

The correlation between effects was among variables provided on teachers’ job satisfaction and school performance gained through the job. The p-value is less than 0.01, which shows that the correlation between the said two variables is statistically significant. Out of the effects, basis on 195 responses, among the eight selected variables, the strongest effect of job satisfaction in this

study is with students' success which has a value of 0.833. This is a direct or positive effect that means if students' success is improved by 100% there is 83.3% increase in school performance the second strongest effect of school performance is with salary which has a value of 0.803. This is a direct or positive effect that means if the salary will be improved by 100% there will be 80.3% increase in school performance in workplace. As in this study the third strongest effect of school performance level is with work itself because the value is 0.735. This is a direct or positive effect that means if work itself is improved by 100% there will be 73.5 % increase in school performance. Results of the bivariate correlations table show that Personal and professional growth has a strong or high correlation with school performance, $r=0.716$, this is a direct or positive effect that means if personal and professional growth will be improved by 100% there will be 71.6 % increase school performance. School policy has a strong or high correlation with School performance, $r=0.692$. This is a direct or positive effect that means if School policy is improved by 100% there will be a 69.2 % increase school performance. Work condition has a strong or high correlation with School performance, $r=0.584$. This is a direct or positive effect that means if Work conditions are improved by 100% there will be 58.4 % increase in school performance. Recognition has a moderately correlated with School performance, $r=0.475$ This is a direct or positive effect that means if recognition is improved by 100% there will be 47.5% increase in school performance. Achievement has also a moderatedl correlation with School performance, $r=0.472$ This is a direct or positive effect that means if achievement will be improved by 100% there will be 47.2 % increase school performance

As all the signs of coefficients are positive, this shows there is a positive effect between job satisfaction variables (salary, student success, school policy, recognition, achievement, personal and professional growth, work condition and work itself) and school performance.

4.6 Tests for Multiple Regression Assumptions

To ensure that these assumptions are met, various diagnostic tests are performed. These tests assess the normality, homoscedasticity, independence of residuals, and multicollinearity of the data. By confirming that these assumptions hold true, researchers can have confidence in the validity of their regression models and the interpretations of the results.

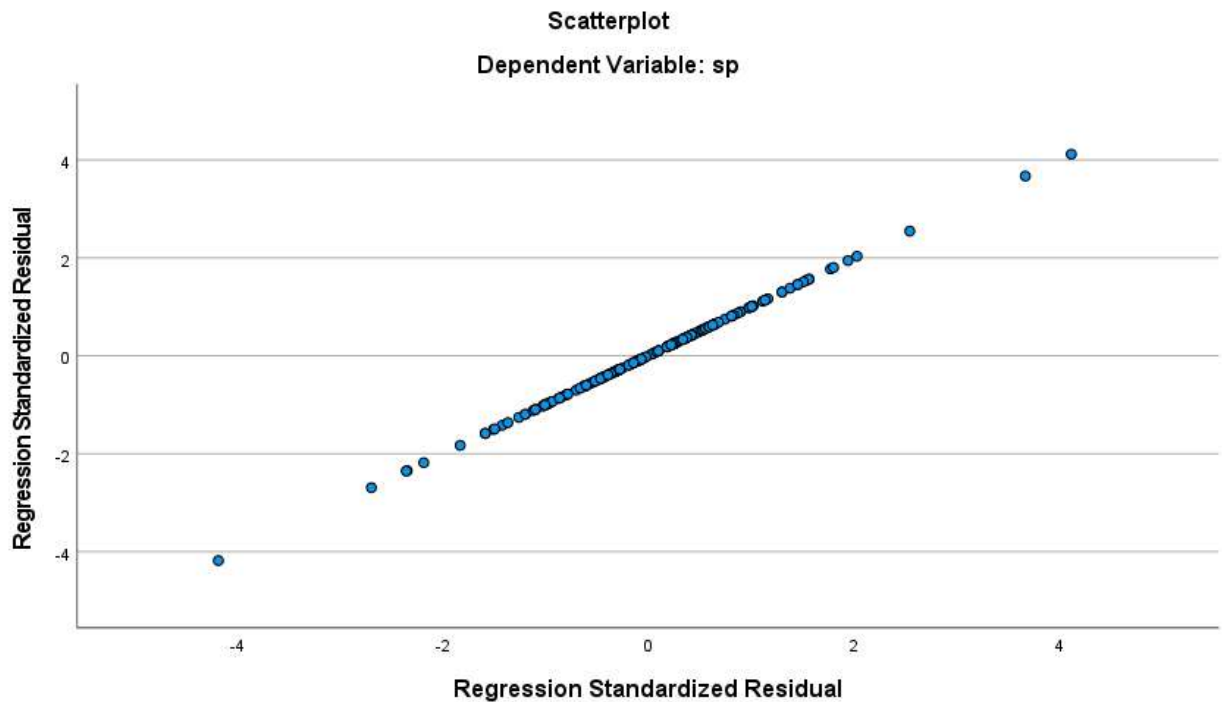
4.6.1 Diagnostic Tests of Assumptions of Classical Linear Regression Model (CLRM)

The Classical linear regression models such as homoscedasticity, autocorrelation, Multicollinearity, and normality were conducted and are discussed below.

4.6.1.1 Homoscedasticity Test

Homoscedasticity refers to the equality of variance of errors across all levels of the independent variables. This means that the spread of errors should be consistent regardless of the values of the independent variables.

Figure 4.1: Homoscedasticity Test model 1



Source: Own computation using SPSS of the survey, 2024

4.6.1.2 Independence of residuals (Autocorrelation)

Residuals, or the differences between observed and predicted values, should be independent of each other. There should be no systematic patterns in the residuals, indicating that each observation is independent of the others.

In order to check for serial correlation among the residuals, the Durbin-Watson statistic was employed. This statistic assesses the correlation between errors in adjacent observations. Typically, a Durbin-Watson statistic around 2 is considered indicative of uncorrelated residuals, with an acceptable range falling between 1.50 and 2.50.

For this Model the Durbin-Watson statistic was calculated to be 2.063. This value suggests that there are no significant systematic patterns or dependencies between the errors of the model at adjacent time points.

Table 4.20: Autocorrelation Test

Model Summary^b

Model	Std. Error of the Estimate	Durbin-Watson
1	.14473	2.063

- a.** Predictors: (Constant),personal and professional growth, work conditions, student success, achievement, salary ,
- b.** Variable: School Performance

Examining the predictors included in each model can provide insights into potential sources of autocorrelation. In Model 1, the predictors are personal and professional growth, work conditions, students’ success, achievement, work itself, school policy, recognition and salary. These variables may not exhibit strong temporal patterns or effects with each other that contribute to autocorrelation in the residuals.

This indicates that the regression models adequately account for potential autocorrelation, providing more reliable estimates of the effects between the independent variables.

4.6.1.3 Multicollinearity Test

The presence of multicollinearity can be assessed by examining the Tolerance and VIF (Variance Inflation Factor) values for each predictor variable. Tolerance values below 0.10 and VIF values exceeding 10 typically indicate multicollinearity. (Bayman, Emine, & Franklin, 2021)

In the test results below, all VIF values were found to be less than 10, and all tolerance values were greater than 0.1. Therefore, in this model, there are no significant issues with multicollinearity. It's important to note that multicollinearity is not simply a binary issue of presence or absence but rather a matter of degree.

Table 4.21 Test of multicollinearity

Models		Collinearity Statistics	
		Tolerance	VIF
1	Salary	.161	6.222
	Work condition	.612	1.635

	Achievement	.349	2.869
	students success	.389	2.573
	Personal and professional growth	.228	4.389
	School policy	.240	4.170
	Recognition	.717	1.395
	Work itself	.160	6.253

a. Dependent Variable: school performance

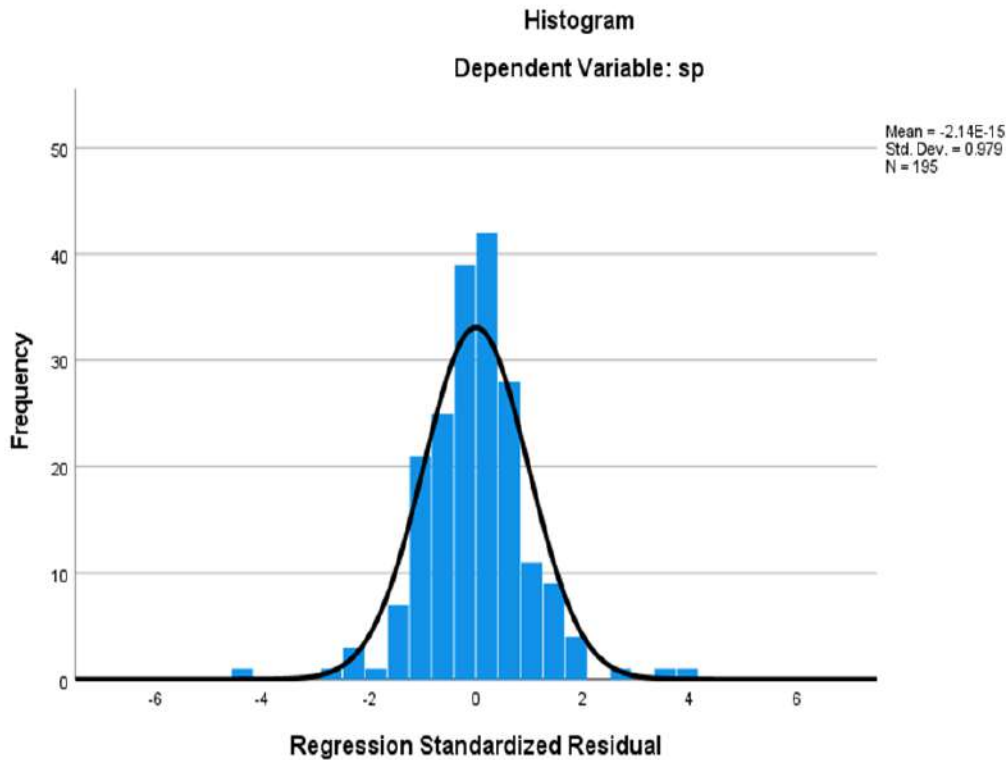
Source: Own computation using SPSS of the survey, 2024

4.6.1.4 Normality test

In multiple regression analysis, it's essential for the residuals to adhere to a normal distribution. Skewness and kurtosis are statistical measures used to assess whether data follows a normal distribution. According to Smith and Wells (2006), kurtosis quantifies the "thickness" of the tails of a distribution, indicating how many scores are at the extremes relative to a normal distribution. Skewness, on the other hand, measures the symmetry of the distribution. A symmetric distribution has no variation in appearance to the left and right of its center point.

The skewness and kurtosis test results of the data in this study fall within the acceptable range of -1.0 to +1.0. This indicates that the data is normally distributed, satisfying a key assumption for multiple regression analysis (Ho, Andrew, Yu., & Carol, 2015).

Figure 4.2: Histogram of Regression Model 1



Source: Own computation using SPSS of the survey, 2024

4.6.2 Regression Result Analysis and Discussion

Overall, the entire model successfully passed the four diagnostic tests based on the Classical Linear Regression Assumptions (CLRM). Moving forward, the subsequent section will present the results of the regression output, aimed at analyzing the factors influencing School performance. Employing multiple linear regression analysis, the study examined the model summary, ANOVA, and Beta coefficients, culminating in the development of the regression model.

Model Summary: The model summary results provide important information about the performance and goodness of fit of the regression models determined by the percentage of variation in the dependent variable (school performance) as a result of a percentage change in the independent variables (Salary, work itself, School policy, Work condition, achievement,

recognition, students success and Personal and professional growth). The results are presented in Table 4.22 below.

Table 4.22: Regression model summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.918	.844	.837	.14473	2.063

- a. Predictors: (Constant),personal and professional growth, work condition, student success, achievement, salary work itself, school policy and recognition
- b. Dependent Variable: School Performance

Source: Own computation using SPSS of the survey, 2024

Regression analysis Result

The table above illustrates the results of the regression analysis. The strength of the effect between the dependent and independent variables is indicated by the R statistic. With a value of 0.918 in model there exists a robust positive effect between facets of job satisfaction and school performance. Therefore, the predictors of job satisfaction (personal and professional growth, work condition, recognition, student success, achievement, school policy, salary, and work itself) collectively serve as significant predictors of school performance.

The R Square statistic, with a value of 0.844 in model 1, indicates that 84.4% of the variability percent in school performance is explained by job satisfaction variables. The remaining 15.6% can be attributed to other variables not included in this study. The standard error of the estimate, measured at 0.14473, represents the average deviation of the observed values from the predicted values by the model. A lower standard error of the estimate suggests that the model's predictions are more accurate.

The model summary results indicate that Model 1 provide good fits to the data, but Model

4.6.3 Analysis of variance (ANOVA) result

ANOVA, or Analysis of Variance, is a statistical method utilized to compare the means of three or more groups to ascertain whether there are statistically significant differences among them. It

assesses whether the variability between group means surpasses the variability within groups. The ANOVA results furnish valuable insights into the significance of the regression models in explaining the variance in the dependent variable, School performance.

Table4.23: Analysis of variance (ANOVA) for Model 1

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.019	8	2.627	125.434	<.001
	Residual	3.896	186	.021		
	Total	24.916	194			

a. Dependent Variable: School Performance

b. Predictors: (Constant), achievement, work condition, students success, Personal and Professional Growth, salary, work itself ,Admin policy and recognition

Source: SPSS output from field survey data, and self-computation, 2024

In Model 1, the regression sum of squares (SSR) is 21.019 indicating the amount of variance in School Performance explained by the predictors included in the model. The degree of freedom (df) for the regression is 8, which corresponds to the number of predictors in the model (including the constant). The mean square (MS) for the regression is 2.627, calculated by dividing the SSR by the df. The F-statistic is 125.434, which represents the ratio of variance explained by the model to the variance not explained. The associated p-value (Sig.) is < 0.001, indicating that the regression model is statistically significant at a significance level of 0.05. This suggests that at least one of the predictors in the model significantly contributes to explaining the variance in School performance

4.6.4 Regression coefficients

In a regression analysis, the magnitude and direction of the association between a predictor variable (an independent factor) and an outcome variable (a dependent factor) are quantified through regression coefficients. In multiple linear regression models, which incorporate two or more predictor variables, each coefficient signifies the alteration in the outcome variable for a one-unit shift in the respective predictor variable, maintaining all other factors unchanged. The findings of the regression coefficient for model one is displayed below.

Table 4.24: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.045	.065		.689	.491
	salary	.215	.071	.218	3.010	.003
	Work itself	.201	.050	.295	4.064	.000
	Admin policy	-.005	.041	-.007	-.115	.909
	Work condition	.122	.032	.141	3.797	.000
	achievement	-.064	.023	-.135	-2.739	.007
	Recognition	.075	.024	.109	3.172	.002
	students success	.367	.043	.393	8.440	.000
	Personal and Professional growth	.059	.043	.083	1.366	.174

Dependent Variable: School Performance

Source: SPSS output from field survey data, and own computation, 2024

There are two types of regression coefficients.

An unstandardized coefficient also known as raw coefficients or simply coefficients represent the change in the criterion variable for a one-unit change in the predictor variable, while holding all other predictors constant. Unstandardized coefficients are in the original units of the variables involved and provide information about the magnitude and direction of the effect of each predictor variable on the criterion variable. These coefficients, used in the equation as coefficients of different independent variables along with the constant term to predict the value of the dependent variable.

Based on this formula, I can develop a model for my study.

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 X_{5i} + \beta_6 X_{6i} + \beta_7 X_7 + \beta_8 X_8 + e_i$$

$$Y_i = .045 + .215X_{1i} + .201X_{2i} - .005X_{3i} + .122 - .064X_{5i} + .075X_{6i} + .367X_7 + .059X_8 + e_i$$

Constant: This is the value of the dependent variable when all independent variables are zero. In this case, it's **.045**.

The intercept (β_0) is the point on the vertical axis where the regression line crosses the Y axis. The value of β_0 is **.045** which means the expected value of school performance is **.045** when all the eight explanatory variables are zero in model.

Among the eight factors, two of them are found to be a statistically insignificant effect on School performance. The significant variables are salary and benefits, promotions, responsibility, work itself, Work condition and recognition.

The "t" column represents the t-statistic for each coefficient, which assesses the statistical significance of each predictor variable. The "Sig." column provides the p-value associated with each coefficient. In this case, the p-values for all variables except "achievement" are less than 0.05, indicating that they are statistically significant predictors of the dependent variable.

The standardized coefficient also known as beta coefficients, are the coefficients that have been standardized by dividing each coefficient by the standard deviation of both the predictor and the criterion variable. Standardized coefficients allow for a direct comparison of the strength of the effects between different predictors and the criterion variable, regardless of the scale of measurement of the variables involved. They indicate the strength and direction of the effect between each predictor variable and the criterion variable in standard deviation units. It is, however, useful to know which of the different independent variables is more important. They are used in a comparison of the impact of any independent variable on the dependent variable. Hence, the strength of each independent variable's influence on the dependent variable can be determined by a standardized beta coefficient. Among the eight factors, six of them are found to have a statistically significant effect on school performance. The significant variables are Student success, Work Itself, Salary, Recognition and Work Conditions and achievement.

As per the above tables 4.12 students success is the most contributing factor in the prediction of school performance with a beta value of (B= **.393**), followed by Work itself (B=**.295**), Salary

(.218), Work condition (B=.141), recognition (B=.109), Personal and professional growth (B=.083), respectively. Note that as the value of B increases, the significance of the prediction of the independent variable on the dependent variable increases. From the regression coefficient table, all selected traits i.e. Student success, Work Itself, Salary, Recognition and Work Condition have a statistically significant contribution to the school performance a 95% confidence level, since all their p-values and were less than 0.05 (p were less than 0.05) However, the p-value of Admin policy and personal and professional growth are greater than 0.05, hence these traits are not significant.

4.6.5 Hypothesis test and discussion of regression result

A hypothesis test is a statistical method used to make inferences about a population parameter based on sample data. Hypotheses play a crucial role in the scientific method by guiding research inquiries, providing a framework for empirical investigation, and facilitating the generation of new knowledge and theories. They are tested through empirical research methods, such as experiments, observational studies, or statistical analyses, to evaluate their validity and support.

Table 4.27: summary of Hypothesis testing

Hypothesis	Description	Coefficient	t-value	p-value	Significance	Interpretation	Test result
Ho₁	Salary, Incentive Pay and Fringe Benefits have a positive and significant effect with School Performance	21.5%	3.010	0.003	Significant	Adequate compensation is linked to improved school performance.	Accepted
Ho₂	Work itself has a positive and significant effect with School Performance	20.1%	4.064	0.000	Significant (p < 0.05)	The nature of the work itself significantly enhances school performance.	Accepted
Ho₃	Admin policy has a positive and significant	-0.5%	-.115	.909	insignificant	Admin policy has not significantly impact school	Rejected

	effect with School Performance					performance.	
Ho₄	Working Conditions have a positive and significant effect with School Performance	12.2%	3.797	0.000	Significant	Improved working conditions lead to better school performance.	Accepted
Ho₅	Achievement has a positive and significant effect with School Performance	-6.4%	-2.739	0.007	Significant	Job-related teacher achievement does not significantly impact school performance.	Rejected
Ho₆	Recognition has a positive and significant effect with School Performance	7.5%	3.172	0.002	Significant (p < 0.05)	Recognition and appreciation of educators significantly improve school performance.	Accepted
Ho₇	Student Success has a positive and significant effect with School Performance	36.7%	8.440	0.000	Highly Significant (p < 0.001)	Higher student success significantly enhances school performance.	Accepted
Ho₈	Personal and Professional growth has positive and significant effect with School performance	5.9%	1.366	.174	insignificant	Personal and Professional growth does not have a significant effect on School performance	Rejected

Source: Data Survey, 2024

CHAPTER FIVE

SUMMARY, CONCLUTIONS AND RECOMMENDATION

5.1 Introduction

The study's key findings and results are summarized in this chapter, conclusions and recommendations are drawn from them. These recommendations include suggestions for interventions aimed at enhancing employee satisfaction at Kirkos City Government comprehensives Secondary School and provide context for future research.

5.2 Summary of major findings

This study's primary objective is to investigate the variables that Kirkos City Government comprehensives Secondary School Teachers' job satisfaction using data from a survey that was given to 195 of teachers working there. Chapter two's literature review served as the basis for the establishment of eight independent variables.

Salary, Incentive Pay and Fringe Benefits have a positive and significant effect with School Performance.

Employee compensation perceived as equitable and commensurate with their skills and anticipated remuneration is termed as pay. Offering benefits fosters a positive, incentivizing workplace atmosphere, consequently enhancing productivity and sales figures. A motivated workforce paves the way for organizational success, fostering excellence, prosperity, superior quality, and effective cost management (TSION, 2022). Adequate compensation for educators is linked to higher levels of motivation, job satisfaction, and retention, ultimately contributing to improved teaching quality and student outcomes (Young, 2014). As per the regression output of model one table 4.12 above, the coefficient of Salary, Incentive Pay and Fringe Benefits are positive and statistically significant a 5 percent level of significance. This implies that a one-unit increase in Salary, Incentive Pay and Fringe Benefits leads to 21.8% unit increase in School performance being other variables are constant. The findings of this study is in line with the findings of (Hanushek, A., & Rivkin, 2007; Matthew, 2013; Abel, 2014; Addis, 2021; TSION, 2022).

Work itself has a positive and significant effect with School performance

Work Itself is the nature of tasks and responsibilities associated with teaching. Factors such as workload, job satisfaction, and the alignment of tasks with professional interests can impact teacher effectiveness and student outcomes (Abel, 2014)(Jones & Brown, 2018).

Based on the results of this study, the variable working itself, used in Model, demonstrates a positive effect with school performance among teachers at Kirkos sub city Government High School, and it has a significant effect on teachers' satisfaction. The coefficient of Work Itself is positive and statistically significant at 5 percent level of significance. This implies that a one-unit increase in Work Itself leads to a 29.5 % unit increase in school performance being other variables are constant. This finding could support the view by (Belay Goshu & Melaku Woldeamanuel, 2019)

Admin Policy has a negative and insignificant effect with School performance

The coefficient of -0.5% with a p-value of 0.909 indicates an insignificant effect. Therefore, administrative policy does not significantly impact school performance. **(Rejected)**

Working Conditions have a positive and significant effect with School Performance.

Work condition is the Physical, social, and organizational environment in which educators operate. Work conditions, including facilities, class sizes, administrative support and colleague collaboration, can affect teacher morale, job satisfaction, and ultimately student engagement and achievement (Madhakomala & Hanafi, 2021).

The coefficient of work condition is positive and statistically significant. This implies that a one-unit increase in work conditions leads 14.1% unit increase in school performance being other variables are constant, Therefore, the study accepts the hypothesis that work environment has a significant effect on school performance. The findings of this study is in line with the findings of, (Hanushek, A., & Rivkin, 2007; Addis, 2021; Tsion, 2022; Tigist, Zenebe, & Belete,, 2023; Taddesse, 2018).

Achievement has a negative and significant effect with School Performance

The coefficient of -6.4% with a p-value of 0.007 indicates a significant negative impact on school performance. Therefore, job-related teacher achievement negatively affects school performance. **(Rejected)**

The negative coefficient of -6.4% suggests that as teacher achievement (as measured by this study) increases, school performance actually decreases by 6.4%, holding all other variables constant. The p-value of 0.007 is less than the commonly used significance level of 0.05, indicating that this result is statistically significant. This means that there is a less than 0.7% probability that this result is due to random chance. Therefore, I can be fairly confident that there is a real negative relationship between teachers' sense achievement and school performance in this context.

The significant negative relationship between teacher achievement and school performance is a complex and somewhat counterintuitive finding that need further investigation

Recognition has a positive and significant effect with School Performance

Acknowledgment and appreciation of educators have significant contributions to students' accomplishments. Recognition can positively impact motivation, self-esteem, and commitment to academic and professional growth (Brown, Williams, & Davis, 2019; Belay Goshu & Melaku Woldeamanuel, 2019).

The coefficient of recognition is positive and is statistically significant at .000. This implies that a one-unit increase in the work environment leads to a 10.9% increase in job school performance being other variables are constant. Therefore, the study accepts the hypothesis that recognition has a significant effect on school performance. This finding line with Tsion, (2022)

Student Success has a positive and significant effect with School performance

Student success encompasses academic performance, personal development, and attainment of future goals, reflecting the effectiveness of educational practices and support systems Student success is also linked with a plethora of desirable outcomes in student and personal development bring advantages to both individuals and society as a whole.. Developing one's writing, speaking, critical thinking, scientific literacy, and quantitative skills are among them. Other highly developed aspects of one's personality include social competence, self-worth, self-awareness,

confidence, and sense of purpose. (York, T, Gibson, & Rankin, 2019). Success is the achievement of a high result or a goal that one aspires to achieve. Success is the realization of an excellent outcome or an aspirational objective. A well-adjusted student prioritizes their education, manages their time effectively, maintains a clear schedule, and spends the majority of their time in the classroom, library, and mosque. (Suleiman, 2023).

According to the results displayed in the model result, one of the independent variables utilized in model, student success, has a positive and significant effect. So that student success has a significant positive effect with school performance. For each unit increase in student success, the school performance increases by 39.3 % units.

Personal and Professional Growth has a positive and insignificant effect with School performance

The coefficient of 5.9% with a p-value of 0.174 indicates an insignificant effect. Therefore, personal and professional growth does not significantly affect school performance.

5.3 Conclusions

Based on the analysis and findings from the study conducted on government secondary schools in Kirkos sub-city of Addis Ababa, the following conclusions can be drawn:

1. Determinants of Teachers' Job Satisfaction

The study aimed to identify the determinants of teachers' job satisfaction in government secondary schools in Kirkos sub-city of Addis Ababa. The results indicate that several factors significantly influence teachers' job satisfaction:

Regarding Salary and Incentive Pay Adequate compensation was found to be a significant determinant, implying that fair salary and incentives are crucial for enhancing teachers' job satisfaction.

Regarding Work Itself The intrinsic nature of the job itself, including the enjoyment and fulfillment derived from teaching, plays a significant role in determining job satisfaction.

Regarding Working Conditions Good working conditions, including the physical environment and available resources, positively impact teachers' job satisfaction.

Regarding Recognition and appreciation of teachers' efforts significantly boost their job satisfaction, highlighting the importance of acknowledging teachers' contributions.

2. Relationship between Various Factors and School Performance

The second objective was to examine the relationship between various factors related to teachers (pay, personal and professional growth, student success, school policy, work itself, working conditions, achievement, and recognition) and school performance in Kirkos sub-city of Addis Ababa. The findings reveal:

Positive Relationships: Factors such as salary, work itself, working conditions, students success and recognition have a positive and significant relationship with school performance. This indicates that improvements in these areas are associated with better school performance.

Negative Relationships: Interestingly, achievement had a negative and significant relationship with school performance, suggesting that focusing on individual accolades may detract from overall school success.

Insignificant Relationships: Some factors, such as administrative policy and personal and professional growth did not show a significant relationship with school performance, indicating that these might not be the primary drivers of school performance in this context.

3. Effect of Various Factors on School Performance

The third objective was to examine the effect of teachers' pay, personal and professional growth, student success, work itself, working conditions, school policy, achievement, and recognition on school performance in Kirkos sub-city of Addis Ababa. The results showed:

Significant Positive Effects: Salary, work itself, working conditions, student success, and recognition significantly positively affect school performance. This underscores the importance of these factors in driving better educational outcomes.

Significant Negative Effect: Achievement negatively impacts school performance, suggesting that an overemphasis on individual teacher achievements may be detrimental to overall school success.

Insignificant Effects: Administrative policy and personal and professional growth were found to have no significant effect on school performance, indicating that these areas might require different strategies or additional support to become influential.

5.4 Recommendation

5.4.1 Policy maker

The following recommendations develop from the analysis:

- Student success has a highly significant positive effect on school performance. Policy makers should support and fund initiatives that enhance student achievement, such as improved teaching methods, extracurricular programs, and individualized learning plans.
- The intrinsic nature of teaching (Work itself) including the enjoyment and fulfillment derived from the job itself, plays a significant role in teacher satisfaction. Policy makers should promote policies that provide teachers with professional autonomy, opportunities for meaningful work, and pathways for professional growth. Policymakers typically don't engage directly in teaching work within schools; however, they can implement policies and initiatives aimed at improving school performance through various means like advocate for competitive salaries and benefits, offering bonuses, loan forgiveness programs, and incentives for teachers who work in high-need areas or subjects. for teachers to attract and retain top talent. Allocate resources for high-quality training programs and support teachers in pursuing advanced degrees or certifications. Restructure administrative tasks and paperwork for teachers, allowing them to focus more on teaching and less on paperwork.
- Policymakers prioritize the development and implementation of competitive salary structures and benefits for educators. This includes revising existing salary scales to align with industry standards and offering additional incentives such as performance-based bonuses and professional development opportunities. Adequate compensation is vital for

attracting and retaining qualified teachers, which in turn positively impacts teaching quality and student outcomes.

- Recognizing and appreciating teachers' efforts significantly boost their job satisfaction. Policy makers should establish and support programs that regularly acknowledge and reward teachers' contributions, such as awards, public recognition, and other forms of positive reinforcement.
- Good working conditions, including a safe and resource-rich physical environment, are essential for both teacher satisfaction and student performance. Policy makers should prioritize funding for school infrastructure, resources, and maintenance to create conducive learning and teaching environments.

5.4.2 For School Leaders

Based on the analysis and findings from the study conducted on government secondary schools in Kirkos sub-city of Addis Ababa, the following recommendations are proposed for school leaders

- To improve teacher job satisfaction, school leaders should prioritize enhancing compensation packages, as adequate salary and incentives were found to be significant determinants,
- Fostering the intrinsic nature of the teaching job, ensuring good working conditions, and implementing regular recognition programs are crucial. These strategies not only boost teacher satisfaction but also positively influence school performance.
- Given the positive relationship between factors such as salary, work itself, working conditions, student success, and recognition with school performance, school leaders should focus on improving these areas.
- It is essential to create a supportive and resourceful environment for teachers, celebrate their achievements, and ensure they feel valued and appreciated.

Lastly, administrative policy and personal and professional growth were found to have no significant effect on school performance. However, continuous review and adjustment of these

policies, coupled with opportunities for professional development, can potentially enhance their impact on school performance.

5.4.3 Other Research Implications

Beyond the immediate recommendations for policymakers and educational leaders, the analysis also suggests several implications for future research endeavors in the field of education:

- **Qualitative Inquiry and In-depth Analysis:** While the current analysis relied primarily on quantitative methods, future research could complement these findings with qualitative inquiry and in-depth case studies. Qualitative approaches can offer richer insights into the subjective experiences of teachers and the complex dynamics within school environments.
- **Exploration of Mediating and Moderating Variables:** There is a need for research that explores the mediating and moderating variables that may influence the effect between teacher job satisfaction and school performance. Identifying these variables can help uncover underlying mechanisms and provide actionable insights for interventions and policy development.
- **Comparative Studies and Best Practices:** Comparative studies across different educational systems and countries can highlight best practices and innovative approaches to enhancing teacher job satisfaction and school performance. By identifying successful strategies implemented in various contexts, policymakers and educational leaders can adapt and implement these practices to improve outcomes in their own settings.

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Appendix



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF BUSSINES ADMINISTRATION
MANAGEMENT STREAM (MBA)

A. Questionnaire designed for teachers

This questionnaire is designed by the final year MBA student of Addis Ababa University entitled: “The impact of teachers’ job satisfaction in school performance, the case of kirkos sub city Addis Ababa” for the partial fulfillment of the course MBA thesis. The information supplied by you will be held strictly confidential and is being used for academic purpose only. You will not be held responsible for anything arising thereof. Your utmost effort in duly fill and return the questionnaire is highly appreciated. Further inquiry, you can reach me with the following address:

Name: Temrie Mohammed

Tel: 0911878926

Instruction:

- **No need to write your name**
- **Please put a tick (√) for your response**
- **Duly fill and return the questionnaire on due time**

Part 1. Demographic Information of the respondents:

1. Name of the school you are currently teaching _____
2. Gender: - Male Female
3. Years of Teaching Experience: Less than 5 years 5-10 years 11-15 years
 16-20 years More than 20 years
4. Age: 24-30 years 31-40 years 41-50 years above 50 years
5. Marital status: Married Single Divorced Widowed
6. Academic qualification: Bachelor's degree Master's degree Doctoral degree
7. Subject currently you teach_____
8. Your field of the study: _____
9. Salary in Birr: 4000 -6000Birr 6001-8000Birr 8001-10000Birr
 10001-1200birr above 12000

Part two: Specific Items on affecting Job Satisfaction

The following statements describe your degree of attachment and loyalties towards the job satisfaction survey you are currently do. Please respond by indicating the degree to which each of the statements applies to you using the Likert's five points scale: Where, **1= strongly disagree, 2=Disagree, 3= moderately agree, 4= Agree and 5 =strongly Agree**. Please use the tick (√) mark under any preference that represents the scale you choose. Remember, there is no right or wrong answer.

No	Items	Strongly Disagree	Dis agree	Modera tely agree	Agree	Strongly Agree
A	School and Administrative Policies:					
	1. The school's policies and procedures are clear, concise, and easy to understand.					
	2. feel informed and consulted about changes to education (school) policies and procedures.					
	3. The school provides resources and support to help teachers understand and comply with policies					
	4. The school effectively investigates and addresses teachers grievances					
	5. I am satisfied with the autonomy as a teacher in school decision making					
B.	Salary ,Incentive pays, fringe benefits					
	1. agree teachers' salaries are comparable as compared to other professions requiring similar educational qualifications?					
	2. Do you agree that teachers might be struggling financially due to their salary?					
	3. The salary increment on every two years or three years is very considerate and attractive.					
	4. Do you agree that teachers are underpaid for the work they do?					
	5. The benefits package (incentive) like bonuses					

	or merit pay, recognition awards, performance-based rewards is comprehensive and meets my needs					
	6. The availability of fringe benefits like health insurance, workers' compensation, retirement plans, and family and medical leave , paid vacation, meal subsidization, traveller benefits makes tuition assistance, me feel more valued as a teacher					
C.	Working condition					
	1. I have flexibility in my work schedule to accommodate personal needs.					
	2. My workload is manageable and allows me to maintain a healthy work-life balance.					
	3. I am expected to take on too many non-teaching responsibilities that detract from my ability to teach effectively.					
	4. I feel pressure to achieve unrealistic student performance goals set by the school or district.					
	5. I have the autonomy to experiment with new teaching strategies and technologies					
D.	Work itself: Teaching Work Itself and Job Satisfaction					
	1. I am satisfied with my current job as a teacher.					
	2. I found the job teaching to be personally					

	meaningful and fulfilling					
	3. The teaching profession provides me with a sense of purpose and fulfillment.					
	4. I feel valued and respected by my colleagues, students, and administration.					
	5. I am passionate about the subject I teach and excited to share my knowledge to my students					
E.	Achievement					
	1. Seeing the students progressed in the academics significantly increases my job satisfaction as a teacher.					
	2. I believe I am making a positive impact on the lives of my students.					
	3. When students are engaged and learning, I feel more fulfilled and satisfied as a teacher.					
F.	Recognition					
	1. School giving recognition for teachers as the "Teacher of the Year" for their exceptional performance, dedication to students, and innovative teaching methods by offering financial incentives, bonuses or grants as a form of recognition for teachers who demonstrate outstanding performance is fair and unbiased teaching methods by offering financial incentives, bonuses, or grants as a form of recognition for teachers who demonstrate outstanding performance is a fair and unbiased					

	way					
	2. School Offering opportunities for advancement, such as career pathways, promotion to leadership roles, or specialized positions that acknowledge and leverage the teacher's excellent performance and leadership qualities					
	3. I always receive important recognition for my efforts and contributions my teaching job					
G.	Personal and professional growth					
	1. My performance goals are clear, measurable, and achievable					
	2. I receive regular feedback on my performance and opportunities for improvement.					
	3. The performance review process is fair and unbiased					
	4. I am satisfied with professional development opportunities and career advancement for teachers					
	5. Feeling stuck in my current position negatively impacts my morale and motivation.					
H.	Student engagement and success					
	1. Students' respectful and positive behavior significantly enhances my job satisfaction.					
	2. Even when some students struggle, seeing others achieve motivates me to continue trying my best.					

	3. Do you agree the school has clear and consistent school-wide behavior expectations for maintaining a positive learning environment?					
	4. My school provides adequate resources and support for dealing with challenging student behavior.					

Part three: School performance

Note: Use the tick (√) Where, 1= strongly disagree, 2=Disagree, 3=moderately agree, 4= Agree, and 5 =strongly Agree

No.	Items	Strongly Disagree	Disagree	Moderately agree	Agree	Strongly Agree
1.	Because of having effective education policies and procedures which is clear, concise, and easy to understand for the teachers that contributes to enhancing overall school performance					
2.	fringe benefits, such as health insurance, retirement plans, or paid time off, contribute to teacher job satisfaction so that increase school performance					
3.	The school's performance in terms of student achievement is consistently high.					
4.	The school provides a safe and inclusive environment that fosters students personal and academic growth					
5.	Your school creates trust and mutual respect between you and your principal					
6.	Do you agree your principal actively involves you in decision-making processes that affect your teaching					
7.	Being having a good work-life balance, allowing me to meet personal and professional responsibilities which advance school performance					
8.	Because of competitive salary I get as a teacher is fair and commensurate with my qualifications and					

	experience so that made me putting in extra effort					
9.	Knowing my career progression is limited discourages me from putting in extra effort. That hinder school performance					
10.	A lack of control over student behavior contributes low school performance.					
11.	I believe that my school is successful in preparing students for future educational or career opportunities					
12.	The school has a low teacher turnover rate.					
13.	The school has a strong reputation within the community.					

Thanks your time and contributions to the research.