

Addis Ababa
University

(Since 1950)



Factors Affecting Teachers' Satisfaction in Secondary Schools of Gurage Zone, SNNP Regional State

By: Jembernesh Kinfe

Advisor: Ato Melaku Yimam

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Leadership and Management

January 2017

Addis Ababa, Ethiopia

Dedication

I would like to dedicate this work to my dear Mother who has passed away last year (2008).My Mother this is what I dedicated to you and May God bless on your soul.

Approved by Board of Examiners

1. Chairman, Department Graduate committee	_____	_____
Name _____	Signature	Date
2. Ato Melaku Yimam	_____	_____
Advisor	Signature	Date
3. Internal Examiner	_____	_____
Name _____	Signature	Date
4. External Examiner	_____	_____
Name _____	Signature	Date

Acknowledgements

First of all my sincere and deepest thanks go to my adviser Ato Melaku Yimam for his unreserved assistance in giving me relevant and timely comments and guidance from the beginning of research proposal to the write up of the final thesis paper.

I would like to oblige to express my special thanks and indebtedness for all those who participated in this research as respondents of the questionnaire and interviews.

Acronyms

FGD: Focus group discussion

MOE: Ministry of Education

SNNPRS: Southern Nations, Nationalities and Peoples Regional State

SPSS: - Statistical Package for Social Sciences

UNESCO: United Nations Educational Scientific and Cultural Organization

WEO: Woreda Education Office

Table of Contents

Contents	Page
Acknowledgements.....	i
Acronyms.....	ii
Table of Content.....	iii
List of Tables.....	vi
<i>Abstract</i>	vii
CHAPTER ONE.....	1
1. Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Research Questions.....	6
1.4. Objective of the study.....	7
1.4.1. General objective.....	7
1.4.2 Specific objectives.....	7
1.5. Significance of the Study.....	7
1.6 Delimitation of the study.....	8
1.7 Limitation of the study.....	8
1.8. Operational Definition of Key Terms.....	9
1.9. Organization of the Study.....	9
CHAPTER TWO.....	10
2. Conceptual Framework.....	10
2.1 Concept of Job Satisfaction.....	10
2.2. Theories of Job Satisfaction.....	13
2.2.1. Content Theories.....	13

2.2.1.1. Herzberg's Two Factor Theory	13
2.2.1.2. Maslow's Hierarchy of Needs Theory	14
2.2.1.3. Alderfer's ERG Theory	16
2.2.1.4. Need for Achievement and Basic Needs Theory	16
2.2.2. Process Theories of Job Satisfaction.....	17
2.2.2.1 Expectancy Theory	17
2.2.2.2 Equity Theory	19
2.2.2.3. Job Characteristic Theory.....	20
2.3. Factors Affecting Teachers Satisfaction	21
2.3.1. Salary and Incentives	21
2.3.2. Promotion.....	22
2.3.3. Administrative Problems.....	23
2.3.4. Leadership Styles	23
2.3.5. Student Disciplinary Problems.....	25
2.3.6. The Impact of Demographic Factors on Job Satisfaction	26
2.3.7. Gender Differences in Job Satisfaction.....	27
2.3.8. Length of Service and Job Satisfaction	28
CHAPTER THREE	30
3. Research Design and Methodology	30
3.1 Research Method	30
3.2 Sources of Data	30
3.3. Sample size and Sampling Techniques	31
3.4 Instruments of Data collection	32
3.4.1. Questionnaire	32
3.4.2. Semi-Structured Interview	32
3.4.3. Focus Group Discussion (FGDs)	33

3.5. Data Analysis	33
3.6. Procedure of Data Collection	33
CHAPTER FOUR.....	34
DATA PRESENTATION ANALYSIS AND INTERPRETATION	34
INTRODUCTION	34
4.1 General Characteristics of the Respondents.....	34
4.2. Students' Disciplinary Problems.....	36
4.3. School Facilities and Materials	38
4.4. Satisfaction with the Salary and Incentives	40
4.5. Administrative Problems	42
4.6. Demographic Factors	45
CHAPTER FIVE	48
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	48
5.1 Summary of Major Findings	48
5.2. Conclusion	50
5.3. Recommendations.....	50
References	
Appendix	

List of Tables

Table 1. Study Population by Woredas and Schools.....	31
Table 2: General Characteristics of the Respondents	34
Table 3 Teachers' Educational Background, Service years and Periods.....	35
Table 4: Students Discipline problems	36
Table 5: School Facilities& Materials	38
Table 6: Satisfaction with Salary and Incentives	40
Table 7: Administrative factors	42
Table 8: Demographic Factors.....	44

Abstract

The purpose of this study was to assess the factors that affect teachers' job satisfaction in secondary schools of Gurage Zone in Southern Nations and Nationality and Peoples' Regional State (SNNPR). As teachers work harder, adequately compensated they will likely perform better and they will be satisfied in their jobs. Understanding the factors that affect teachers' job satisfaction could help the educators to reduce causes of teachers' dissatisfaction with their job. Also the study tried to examine the difference between male and female teachers' in their level of job satisfaction in the Zone. Moreover, the study attempted to identify the relationship between job satisfaction of teachers and their years of service in the study area. To this end, a descriptive survey design was employed. The sources of data for this study were secondary school teachers, principals and woreda Education office heads. Among 11 woredas in the Zone, 3 woredas were selected using simple random sampling techniques. Also among 26 secondary schools of the Zone, 6 schools were selected by using simple random sampling techniques. Two schools from each woredas were included in the study. As mentioned above, 175 teachers' were selected by using simple random sampling system. In addition to, 12 principals and 3 woreda Education office heads were selected by using purposive sampling technique. Instruments used to collect data were questionnaires, semi-structured interview and focus group discussion. To describe the quantitative data statistical tools like SPSS version, mean, frequency count, percentages and standard deviation were used. Based on the analyses the result of the study revealed that teachers were discouraged and dissatisfied due to students misbehaviors and often do not attend their lesson regularly. Most of the teachers agreed that there were inadequate materials (resources or facilities) in their schools to carry out the teaching learning process in their respective schools. Hence, the management does not participate staffs in the decision making or recommend possible solution for the ultimate decision making thereof. The study also indicated that the salary they received was not enough (adequate) to support their family. Furthermore, the study revealed that in most schools the system of administration was not as such democratic and participatory in their respective schools. Based on the major findings of the study, it was concluded that most of the teachers were not satisfied with their job in the study area. Finally, it is recommended that school principals, Woreda Education offices, Zone Education Department and the community at large work together to improve the level of satisfaction of teachers in the Zone.

CHAPTER ONE

1. Introduction

This section is dedicated to present the over view of the major issues involved in teachers' satisfaction.

1.1 Background of the Study

Education is one of the main tools and a core element in developing societies and human civilization. It is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (Legesse, 1992). It is also a guide for cultural, political, social and economic development of a country. It is a means of developing citizens to cope with the intellectual, conceptual and attitudinal global changes (Herzberg, 1976).

According to Legesse(1992), to achieve the vision and objectives stated in Ethiopian education policy and strategies set forth motivated and satisfied teachers' are crucial. However, in Ethiopia teachers have always expressed lack of motivation and satisfaction in their jobs. This manifests that there is low morale in teaching profession and underperformance could be experienced.

Teachers are a very important group of professionals for our nation's education sector. Because they inculcate knowledge, attitudes and skills in students and prepare them to take up role in national development. This makes education to be a very important factor in socio economic development of any country; hence it is a priority to most governments (World Bank, 1998). Teachers, as human capital, impart knowledge more efficiently and even the best of facilities cannot be substituted for teachers' roles as these facilities require well-trained instructors to make good use of them (Ahindukha, 2005).Therefore, the teaching force is very crucial and forms an important input in the education system. Therefore, if teaching is going to attract the teachers, it is important to identify those factors that affect teachers' job satisfaction and those that distract good teachers from their profession (Mutiso, 1985). According to Locke (1983), job satisfaction is the pleasurable emotional state of feeling resulting from the perception of one's

job as fulfilling or allowing the fulfillment of one's important job values. This is reported by people's perceptions of their work and working conditions. Lawler (1973) as cited in Sergiovanni(1995) views job satisfaction as an individual's affective relations to his or her work role and is a function of the perceived relationship between what one wants from one's job and one perceives it is offering. Brady (2001) concurs with Lawler and defines job satisfaction as an emotional, affective response derived from ones job. These feelings are not limited to salary, but can also include factors like the way teachers treated and valued by management and the degree to which the educational institutions takes their input into consideration. Long and Swortzel (2007), defined job satisfaction as any combination of psychological, physiological and environmental circumstances that causes a person to say that he/she is satisfied or dissatisfied with his/her job.

According to Kool (1990), teachers with conditions that foster job satisfaction can enhance their performance, but when the job dimensions and work conditions necessary for job satisfaction are absent, these teachers are likely to be dissatisfied with their job. This low job satisfaction of teachers has influence on achievements of the educational objectives of a country.

The level of teachers' satisfaction decreases as they are dissatisfied with their jobs. Educational quality is largely related to teacher job satisfaction. The more teachers are happier, the better they teach (Hean and Garrett, 2001). Thus, we need to maximize teacher satisfaction with sustained efforts to improve teacher working conditions. The more teachers satisfied with their job, the more they become effective and contribute to increase students learning and achievement. Also Fireston and pand (1993). Fireston,A,&R.J.Panel(1993). Teacher commitment of work conditions and differential Incentive policies, Review of Educational Research, 63,489-520. Added that a satisfied and happy teacher is very likely to exert himself, work with enthusiasm. Likewise a dissatisfied teacher is likely to be dissatisfied in several aspects.

Education is widely recognized as one indicator of development. One of the basic purposes of education is to produce trained human resource, which can overcome development impediments of a given country. To achieve this, there should be a satisfied work force in the sector. Teachers who have high level of satisfaction commit their time, energy ad efforts to work which result in

high productivity (Scott, 2004). As Koustelion (2001), job satisfaction is a most interesting field for many researchers to study work attitude in workers. Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their level of satisfaction. According to, Armstrong (2006) positive or favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction.

Teachers are the most important resources in schools. They are the key figures for any changes or educational reforms needed in schools. The provision of a high quality education system depends on high quality teachers (Jyoti and Sharma, 2009). A high level of teachers satisfaction resulted in improving their subject knowledge, and specializing teaching skills (Pedagogical knowledge) and increased satisfaction with their job is the central to quality teaching and learning (Bolin, 2007).

The quality of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role- models, since they are the pillars of the society (Jyoti and Sharma, 2009) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead.

Low level of satisfaction with the teaching component has negative consequences on performances of teachers. Teachers with low level of satisfaction lacks devotion and commitments on their job, in turn it hinders teachers bringing their best qualities to their schools so that students, parents, and the society at large. As indicated by Jaiyeoba and Jibrial (2008), satisfied and motivated teachers are important for any educational system.

The success or failure of the education system depends mainly on satisfied teachers, in turn; low level of satisfaction of teachers with their job causes failure in the education system of a country. Similarly, the utilitarian perspective to satisfaction, asserts that satisfaction or dissatisfaction can lead to behaviors that can have either a positive or negative effect on organizational functioning.

Furthermore, a teacher who is satisfied with his/her job generally has a sense of motivation to uplift the society that he/she lives in; whereas, one who is dissatisfied may exert a negative

influence on the students' learning. Job dissatisfaction has ripple effects on students' academic growth. According to Umme (1999), a significant relationship was found between level of teacher's satisfaction and their performance. When teachers have satisfaction, they tend to teach well. It is generally believed that satisfied teachers are more productive than dissatisfied teachers.

Generally, we can say that schools in particular and country in general can achieve their objectives if they have more satisfied teachers than anything else (Ayalew,1991:1).Less satisfied teachers are likely to perform their expected duties less satisfactorily. Because, by any means, most teachers are ready to leave their job at any possible time, this may lead to a loss of achieving the schools educational objectives. Therefore, the educational organizations and school systems should have great attention in satisfying teachers for a better performance and in achieving the expected educational goals and objectives for the future development of the country.

1.2 Statement of the Problem

Job satisfaction is a significant factor in people's performance at the work place and it influences employee contribution to organization effectiveness and efficiency and therefore, employee perception on the general working environment of their employer is an important step in the realization of organizations objectives. The more a person is satisfied to his or her work, the more likely to find ways of coping with potentially stressful situations than someone with low job satisfaction and as a result of this, most organizations consider job satisfaction a criterion of organizational functioning employees would find much cheer in their lives if the workplace offered satisfaction. According to Samad(2007) if work force satisfied with their job as well as the organizational environment including its colleagues, compensation, and leadership they will be more committed with their organization as compared to when they are not satisfied. The importance of these two areas cannot be overlooked because they are the key factors that influence employee's turnover, employee's performance, and their productivity. Satisfied and committed workforce is usually a contributor and performer towards enhancing organizational productivity. When an employee feels a satisfaction about the job, he/she is motivated to put greater effort to the job performance. Then it tends to increase the overall performance of the

organization. In other words, a satisfied individual employee and his effort and commitment are crucial for the successfulness of the organization.

Education is a process of behavioral change and development that occurs continuously through every stage of life. Teachers are very important and active in every stage of that process. The role of a teacher in society is both significant and valuable. It has a far reaching influence on the society he/she lives and no other personality can have influence more profound than that of the teacher. Students are deeply affected by the love, affection, commitment and character of the teacher.

The formation of desirable behavior in the student and important contribution for development are closely linked to the satisfaction and motivation level of the teachers, Low satisfaction levels in the teacher, who is in a critical position in the education and schooling process, has a negative impact on the achievements of education system.

It is a fact that teachers being one of the major quality inputs, teachers' dissatisfaction with their profession negatively affects the delivery of quality education. As in Gersoll (2001, P.2) explained teachers' low level of satisfaction with their job reduces the overall effectiveness of the school that leads to deterioration of quality of learning. Since teachers are crucial to the success of students and the school, low level of teachers' satisfaction with their job resulted in continuous turnover which has obviously affect the students achievement and the overall school activity.

When teachers are satisfied with their profession may have strong implications for student learning. Specifically, a teacher's satisfaction with his or her job may influence the quality and stability of instruction given to students.

Researchers argue that teachers who do not feel satisfied in their work may be less motivated to do their best work in the classroom. (Ostroff, 1992; and Ashton and Webbe, 1986). In addition highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life (Choy et al. 1993).

One major outcome of low level of teacher's satisfaction resulted in either move from one school location to the other or leaves teaching completely. For those who cannot leave they remained in

teaching and dissatisfied. Such teachers may exhibit frequent absenteeism, poor performance with regards to quality of teaching and increased negative reactions to students.

Teacher's low level of satisfaction with their profession can be a critical issue causes teachers turnover and shortage in the schools. In Gurage Zone compared to other occupations, teaching has a relatively high turnover rate. It is also an occupation that loses many of its newly trained members early in their careers due to lack of satisfaction with their job. For instance, from 2012 to 2014 a total of 156 teachers in the zone changing teaching profession because of low level of satisfaction with their work (Gurage Zone Education Department, 2014). Therefore, it is necessary to identify factors that affecting teachers' satisfaction and why teachers are dissatisfied and learn what can be done to address their needs. The question what factors contributed to teachers' low level of satisfaction in their work is one of the most compelling and important aspects of the profession to consider study and understand.

Many studies have been conducted concerning teachers' turnover and job satisfactions in the country. For instance, Hilina (2011) did her research on major causes of teachers' turnover in selected Government and private secondary schools in Addis Ababa: A comparative study and Sima (2014), Conducted a study on teaching staff turnover and its relationship with school management and students' academic performance in secondary schools of south west Shoe Zone. Preliminary interviews conducted in some schools have revealed that most teachers are dissatisfied with the salary, others are unhappy about the students' discipline and still others are not happy with the scarcity of school material. Though a number of studies have been conducted on the area in different geographical set up, regions, to the knowledge of the researcher, no study was conducted in Gurage Zone on factors affecting teacher' level of satisfaction. This implies that there is a research gap that to be studied. Hence, this research would contribute to closing the existing research gap. Therefore, this study will find answers for research questions.

1.3 Research Questions

- a) To What extent do salary, promotion, Student dicipline and Administration affect teachers' job satisfaction in secondary schools of Gurage Zone?
- b) Is there significant difference between male and female teachers in their level of job satisfaction in the Zone?
- c) Is there significant relationship between job satisfaction of teachers and their years of service in the study area?
- d) What is the overall level of teacher' job satisfaction in the secondary schools of the Zone?

1.4. Objective of the study

1.4.1. General objective

The overall objective of the study is to identify factors that affect the level of teachers' job satisfaction in the secondary schools of Gurage Zone.

1.4.2 Specific objectives

The specific objectives of the study are the following:

- a) To identify factors that affecting teachers' job satisfaction in Gurage zone,
- b) To examine level of job satisfaction between male and female teachers,
- c) To assess the relationship between job satisfaction and teachers' years of service in Gurage Zone,
- d) To assess the overall level of teachers' job satisfaction in the study area.

1.5. Significance of the Study

The presence of satisfied and motivated teachers in the schools is a major concern of educational planners and policy makers to achieve the educational objectives of the country. Results of this study will be important to education sector leaders in particular and government bodies in general. Because this study will provide some possible mechanisms to reduce teachers' level of dissatisfaction with their job. Dissatisfied teachers are ineffective in their work. Hence, the researcher believes that the findings of this research will present the following significances.

- a. It will help the policy makers, educational planners and school administrators and other concerned bodies to understand factors that affecting teachers' satisfaction.
- b. Moreover, this study may serve as input to enhance the teaching and learning process through improving teachers' satisfaction.
- c. Furthermore, the findings of the study may help school administrators and officials in designing interventions to improve the existing satisfaction and commitment of teachers. Hence, promoting positive work behaviors.
- d. Finally, initiate other researchers to undertake further study on the topic understudy.

1.6 Delimitation of the study

The factor associated to teachers' satisfaction is a broad issue and requires broader issues to be dealt. Due to various constraints, this study is delimited to deal with the issue at a Zonal secondary school more specifically at Gurage Zone. Moreover the study is also delimited in the data it will gather and the size of participants. Hence only selected secondary schools and sample of respondents will be chosen to participate on the study. Finally, the study is also time bound and the study will be considering data gathered between May to July 2016 from chosen schools.

1.7 Limitation of the study

In the process of conducting this research the researcher faced problems while collecting the data. The major ones were reluctances of teachers in filling the questionnaires and interviewed principals and Woreda Education office heads repeatedly postponed interviews appointment times due to meeting and field work. Another limitation of this study was resulted from lack of transportation and financial resources on the part of the researcher. However, under intensive efforts made by Woreda Education Offices and the researcher commitment the necessary data were collected, analyzed, interpreted and reported objectively.

1.8. Operational Definition of Key Terms

- **Gender** :- refers to male and female teachers
- **Secondary Schools**: - represent schools which provide two years of teaching in the first cycle of secondary education, (grade 9 and 10) (MOE, 2005).
- **Secondary School Teachers** are those teachers whose qualification is BA/BSC degree and MA/MSc degree (MOE, 2002).
- **Teachers' satisfaction** refers to the attitude and feelings teachers' have about their teaching job.

1.9. Organization of the Study

The research was organized in to five chapters. The first chapter deals with background of the study, statement of the problem, Significant of the study, delimitation and limitation of the study. The second chapter of the study will concerned with the review of related Literatures, while the third chapter deals with research design and methodology. Chapter four will presents data analysis and interpretation. Chapter five will present summary, conclusion and recommendations drawn from findings of the study. Finally, bibliography and appendices will be presented.

CHAPTER TWO

2. Conceptual Framework

This chapter presents the conceptual framework for the study. As it is indicated earlier, the general objective of this study is to examine these factors that affect job satisfaction of teachers in secondary schools of Gurage Zone. To achieve this goal, the following conceptual framework will be developed from a view of literature on job satisfaction and employees. Though, a number of different theoretical perspectives and models applied to employee satisfaction, among these theories, prominent ones are divided into two categories: content theories and process theories. Each of two theory groups has been explored by many researchers. Content theories are, Herzberg Two Factor Theory, Maslow's Needs Hierarchy Theory, Alderfer's ERG Theory and McClelland's Need Theory, and process theories are Vroom's Expectancy Theory, Locke's Goal-Setting Theory, Adam's Equity Theory and Job Characteristic Theory of Hackman and Oldham. Though the above theories have their own distinct approaches to satisfaction, this study will not intend to check their approaches. Rather, the selected areas of needs from the above theories formed the components of satisfaction in this study work.

The aforementioned theories will be used to relate the study to the existing and ongoing dialogue in the field; fill the gap in the research, extend previous studies, provide a framework for this study and be used as a benchmark for comparing the results with the previous findings by looking at researches conducted by different researchers and to find that perspective to be a highly valuable element for this study.

2.1 Concept of Job Satisfaction

Job satisfaction relates to an individual's perceptions and evaluations of his/her job, and this perception is in turn influenced by the circumstances, needs, values and expectations (Buitendach & deWitte, 2005). It is an emotional response to a job situation, which is determined by how well outcomes meet or exceed expectations. If employees are treated unfairly, work hard but receive less reward, they will have a negative attitude toward their work, boss or coworkers - they are dissatisfied. On the other hand, if they feel that they are being treated well and paid equitably, they are more likely to be positive about their job - they are satisfied

(Luthans,2005).Thus, job satisfaction describes how content an individual is with his or her job (Wikipedia,2009).

As it was stated by Demeke (2014) job satisfaction is important to an organizations success and has a major effect on peoples' lives. It is directly related with salary, occupational stress, empowerment, administrative policy, achievement, personal growth, and the overall working conditions. In addition, an increase of job satisfaction increases worker productivity (Elliott, and Hufton, 2005). As Locke (1976) indicated that job satisfaction most commonly affects a person's physical health, mental health and social life. This means that, the more the workers satisfy their demands and getting their wishes, the more realization of worker himself and reaching his/ her goals. So, job satisfaction is one of the general expressions of workers positive or negative attitudes built up towards their jobs. Workers maintain and need a positive attitude towards their jobs, social status and from their job environment. In other words, this attitude can be negative towards work. If the economic benefits, the social status, the jobs own specific characteristics and the employees job expectation are appropriate for employees' desires, there is the more satisfied, more productive, effective and a better approach about their jobs compared to those who are not satisfied or de-motivated employees.

Evans (1998) claims that researchers have failed to give a clear indication of what they mean by the term job satisfaction and there is a lack of agreement over what is meant by this term. She emphasize upon the need of re-conceptualization to clear the ambiguity of the term job satisfaction. However, many researchers have provided definition to Job satisfaction.

McCormick and Igen, (1980) cited by Beck (2004) defines Job satisfaction as the Employee's attitude towards his or her job. However, attitude is both positive and negative in nature. A person might have positive or negative responses towards a situation, person or an object (Beck, 2004). However, negative attitude of feelings does not seem to be defining satisfaction in anyway. A positive attitude can be considered to be a sign of satisfaction in the job or at least some of the aspects of it whereas a negative attitude might be indicating dissatisfaction in the job.

Thereon (2003) defines job satisfaction as, "Job satisfaction can be defined as a predominately positive attitude towards the work situation. An Individual may be dissatisfied with some aspect

of his or her work and satisfied with others. But if he or she feels or think positively about relatively more aspect, we can deduce there is a general factor that can be labeled job satisfaction". Apart from only positive or negative attitude the deeper elements of attitude like emotional, cognitive and behavioral components are also involved in job satisfaction". Thus it can be said that job satisfaction is a degree of satisfaction due to positive attitude towards job in an individual within the job circumstances.

Teacher job satisfaction is vital area of study since several studies have found that work satisfaction influences general life satisfaction. General life is an important influence on the daily psychological health of a teacher. This in turn has an impact on teachers' job performance (Andrew and Whitney, 1974). There is evidence showing that job satisfaction is related to physical and mental health and that job satisfaction contributes to better overall mental health of the teachers in particular and employees in general (Cherrington, 1989). Cherrington further contends that frustration and despair caused by an unpleasant job permeates individual's life and make workers feel depressed both on the job and at home. Because employees work harder and perform better if satisfied with their jobs (Beder, 1990), knowing the determinants of job satisfaction could help prevent staff frustration and low job satisfaction.

Teacher job satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers (Watson et al, 1991) such tasks include preparation of schemes of work, daily lesson plans, careful marking of assignment, detailed record keeping to monitor students progress.

According to Nzure (1999), people join and work in organizations in order to satisfy their personal needs. Consequently, there is need to make teaching more appealing as a profession by providing work circumstances that are satisfying as possible. In this context, work circumstances and job satisfaction seems worthwhile subjects of investigation.

2.2. Theories of Job Satisfaction

There are various theories attempting to explain job satisfaction in the literature, among these theories, prominent ones are divided into two categories: content theories and process theories. Content theories identify factors leading to job satisfaction or dissatisfaction and suggest that job

satisfaction come true when employees' need for growth and self-actualization are met by their job. Process theories attempt to describe the interaction between variables for job satisfaction and explain job satisfaction by looking at how well the job meets one's expectations and values. Each of two theory groups has been explored by many researchers. Content Theories are Maslow's Need Hierarchy Theory, Aldefer-ERG, Herzberg's Two Factor Theory, McClelland's Need Theory; and process theories are Vroom's Expectancy Theory, Locke's Goal-Setting Theory, Adams' Equity Theory and job characteristic theory etc.

These theories suggest different requirements of employees that need to be addressed in order to provide them an adequate level of satisfaction with their job. The reason why these theories were used for this study is based on the implications that they influence the way in which teachers are satisfied, since they have some aspects or factors that are highlighted as motivators and satisfiers.

2.2.1. Content Theories

Content Theories mainly deal with determining the satisfaction levels of particular needs, and their priority. These theories are still important for understanding what motivates people at work (Luthans, 1995).

2.2.1.1. Herzberg's Two Factor Theory

Frederick Herzberg (1959) has closely related with Maslow's hierarchy of human needs theory and introduced two-factor theory of motivation. According to Herzberg's two-factor theory of motivation, the factors are divided into two dimensions, "motivators" and "hygiene". According to him, certain factors that would directly motivate employees and cause satisfaction are intrinsic factors. Herzberg calls these factors as the "motivators" which give the intrinsic satisfaction, and represent the need for self-actualization and grow. The motivators are based on personal perceptions and internal feelings; including achievement, experience, the work itself, responsibility, changing status through promotion and opportunity for growth and advancement. On the other hand, "hygiene" factors, which lead to extrinsic satisfaction and cause dissatisfaction, include; supervision, inter-personal relationships, recognition, management, company policy and administration, promotion, salaries and benefits, status, job security and physical working conditions (Waheed, 2011).

According to Herzberg's two-factor theory, the primary determinants of employee satisfaction are intrinsic factors, because employees are motivated to obtain more of them. If the motivator factors are not provided by the institution, individuals will be dissatisfied, as, dissatisfaction is caused by hygiene factors. Absence of hygiene factors contribute to job dissatisfaction but their presence does not contribute to satisfaction. In other words, when the hygiene factors are not met, dissatisfaction occurs but they do not motivate employees (Ghafoor, 2012).

According to this theory, for example, the implication of the motivator-hygiene theory is that needs such as improvement of salary, benefits and safety, which are extrinsic factors, will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better performance (Barnet & Simmering, 2006). In contrast, in order to motivate workers, managers must focus on changing the intrinsic factors by providing to some factors such as autonomy, opportunities, responsibility, recognition, skills and careers.

On the other hand, Herzberg's motivation-hygiene theory is also criticized on some points. Theory does not clarify the differences between the satisfaction and dissatisfaction. These two factors, called "motivators" and "hygiene", conclude differently from population to population. Any factor that causes dissatisfaction may contribute to satisfaction in any other condition or any other country. In addition, this difference is hard to put into effect, since people have different needs and expectations. According to researcher having opposite view, level of satisfaction cannot be predicted with the only motivator or hygiene (Stello, 2011).

2.2.1.2. Maslow's Hierarchy of Needs Theory

Maslow's (1943) theory of human motivation is based on assumptions that needs that are not satisfied motivates or influence behavior. Needs are arranged according to a hierarchy of importance and that an individual's needs at any level on the hierarchy emerges only when lower level needs are reasonably well satisfied.

The use of universal needs hierarchy by a manager in motivating employees is based on the concept that reasonably well satisfied needs do not motivate. Maslow identified five levels of needs. These are the physiological needs, safety needs, love or social needs, esteem needs, and the need for self actualization.

Physiological needs are undoubtedly the most basic in the hierarchy. Once the basic needs are satisfied, they cease to motivate an individual. Once one is satisfied in one level of need one strives to satisfy needs in the next higher level. However, if the satisfaction of a lower order need is threatened, that need will again become prominent and the efforts to satisfy all higher order needs will be reduced (Okumbe, 1998).

Physiological needs are the most basic needs in Maslow's hierarchy, and include needs that must be satisfied for the person to survive; these include food, water, oxygen, sleep, sex and sensory satisfaction in the employment context and are usually satisfied through adequate wages or salaries (Nzure 1999).

Safety needs, emerge when the physiological needs are relatively satisfied and occupy the second level in the hierarchy of needs. These needs include a desire to security, stability, dependency, protection, and freedom from fear and anxiety, and a need for structure, order and law (Cherrington, 1989). These needs are also satisfied through adequate wages or salaries, although Maslow does not consider money as an effective motivator.

The third level of needs is love or social needs. These are needs for affiliation, belongingness, acceptance and friendship. In an educational institution the manager should facilitate an environment where the staff members and the learners can satisfy their love needs.

The fourth level of needs is the esteem needs. These are needs for self respect, for accomplishment, for achievement (Maslow, 1954). The achievement must be recognized and appreciated by someone else.

The fifth level of needs is the self-actualization. This is the highest need in Maslow's hierarchy. This is the need of becoming all that a person is capable of becoming. There is need to utilize one's potential to the maximum when working with and for others.

While Maslow's needs hierarchy theory is widely known and adopted by practicing managers, some researchers have criticized its findings. Aldefer (1972) conducted a cross-sectional study of needs and strength, the conclusion of the study failed to support the hierarchy concept as described by Maslow.

2.2.1.3. Alderfer's ERG Theory

Alderfer developed this theory in 1972. He modified Maslow's ideas by considering the five needs to just three. He postulated that there are three main categories of needs; Existence (E), Relatedness (R) and Growth (G) hence, the ERG theory.

The existence needs are necessary for basic human existence and they correspond to the physiological and security needs in the Maslow's theory. Relatedness needs are concerned with how people relate to their surroundings' social environment. These needs correspond to love and esteem needs in Maslow's hierarchy of needs. Growth needs are similar to self esteem and self actualization. These are higher level needs which relate to the development of human potential.

Alderfer's theory suggest that a teacher can have for example, safety needs and love needs at the same time or even a basic need and other need . This is important information to educational managers that needs be sought often, if they have to approximately respond to the needs of teachers. Alderfer's theory further suggests that a need may never cease to be a motivator and in fact he suggests growth needs may increase in intensity the more they are satisfied. (Mitchell, 1982)

2.2.1.4. Need for Achievement and Basic Needs Theory

Need for Achievement Theory was developed by McClelland (1951, 1961) and Atkinson (1964).Individuals' needs are divided into three psychological needs. These primary needs in this theory are the need for affiliation, for power, and for achievement. Firstly, the need for affiliation reflects a desire to establish social relationships with others.

Secondly, the need for power is a desire to control one's environment an influence others.

Thirdly, the need for achievement is a desire to take responsibility, set challenging goals, and obtain performance feedback (Garrin2014).

This theory has been adorning stone for many empirical and experimental researches. The main point of this theory is that when one of these needs is strong in a person, it has the potential to motivate behavior that leads to its satisfaction. Thus, especially managers should effort to

develop an understanding of whether and to what degree their employees have these needs, and the extent to which their jobs can be structured to satisfy them (Higgins, 2011).

2.2.2. Process Theories of Job Satisfaction

Process theories attempt to explain job satisfaction by looking at expectancies and values (Gruenberg (1979). Within this concept, Vroom, Adams and Hackman & Oldham became the most prominent theorists.

2.2.2.1 Expectancy Theory

Expectancy can be defined as a belief, which concerns a particular action following by a particular outcome (Lunenburg, 2011b). An American psychologist, Edward C. Tolman, introduced “Expectancy Theory” in the 1930s. This theory indicates that human behavior is motivated by the expectations. According to the theory, an individual decides to behave in certain way to achieve the desired reward, motivates himself/ herself to select a specific behavior concerning what they expect the result of that behavior (Ugahand Arua, 2011). For instance, if workers need more money to satisfy their needs, they are assured that if they work harder; they will receive more money.

Victor Vroom (1960s) applied the concepts of behavioral research in the following years, which was introduced by Tolman. Expectancy Theory is process theory of job satisfaction and motivation. This theory describes expectations in which an individual’s effort is determined by the expected outcomes and the values of outcomes in a person’s mind (Liao, et al, 2011). In other words, the concept of expectancy is based on individual perception and personal behavior.

In addition, Locke (1976) states that needs are regard less of what the person wants, while values are subjective depending on the standards in the person's mind. It means that while people have the same basic needs, value of the needs differ according to people’s standards.

According to Expectancy Theory, there is strong relationship between the effort, the performance, and rewards they get from their effort and performance. They become motivated when they believe that strong effort will lead to a good performance, and good performance will

lead to a desired reward (Lunenburg, 2011b). Vroom presented three basic variables in his theory: expectancies, instrumentalities, and valences:

Expectancy: is the degree to how much people believe that putting forth effort leads to a given level of performance.

Instrumentality: is the degree to how much people believe that a given level of performance results in certain outcomes or rewards;

Valence: is the extent to what the expected outcomes are attractive or unattractive. Differently from the content theories, expectancy theory recognizes complexities of motivation process so that it is not a simplistic approach. Vroom's expectancy theory does not provide specific suggestions about the things that motivate employees, instead of; Vroom's theory provides process, which reflects individual differences in work motivation. Expectancy theory provides guidelines for enhancing employee motivation by defining the individual's effort-to-performance expectancy and performance-to-reward expectancy (Lunenburg, 2011b).

The meaning of this theory is that if workers put forth more effort and perform better at work, then they are compensated. If discrepancies occur between expected compensation and actual outcome, this leads employees to dissatisfaction. In other words, if employees receive less than what they have expected or feel and believe to have been threatening unfairly, then dissatisfaction may occur (Worrell, 2004). Thus, managers should ensure that their employees believe high effort leading to valued rewards (Lunenburg, 2011a).

In 1964, Vroom also pointed out that the job satisfaction has seven aspects, i.e. the compensation, the supervisor, the colleagues, the working environment, the job content, the promotion, and the organization self in his study *Work and Motivation*. This study has been used by social scientists for many years (Zhu, 2013).

In addition, in the late 1960s, Porter and Lawler extend the Vroom expectancy model, which is known as the Porter-Lawler Expectancy Model. Although the basic concept of the Porter-Lawler model is based on Vroom's model, the Porter-Lawler model was more complex. It indicates that increased effort does not automatically lead to improved performance because individuals may

not possess the necessary abilities needed to achieve high levels of performance, or they may have an inadequate perception of how to perform necessary tasks (Barnet&Simmering, 2006).

In this context, Smith, Kendall and Hulin develop Cornell Model. They suggest that job satisfaction is feeling of individual about different facets of his/her job. This feeling result from discrepancy of employee's perception between reasonable and fair out comes. The concept of "frame of reference" refers to standards used while making an evaluation. These standards come from experiences and expectancies of employees. They make comparisons and judgments by using these references (Sun, 2002).

2.2.2.2 Equity Theory

Equity Theory is a motivation theory but there are important points about satisfaction and dissatisfaction in it. According to Adams (1963, 1965), satisfaction is determined by the perceived in put-outcome balance. He states that, employees aim to reach a balance between their "inputs" and their "outcomes". Inputs are factors such as educational level, experience, ability, skill, effort, responsibility, age and effort, while outcomes are the things like performance, salary, good working conditions, work insurance, promotion, recognition, status, and opportunity (Holtum, 2007).

The degree of equity is factor that is defined by the relationship between inputs and outcomes. Employees make comparison between their own contribution and rewards during this stage, if employees feel themselves as not being fairly treated, this will resulting dissatisfaction. If the rates of reward are low than others, means inequality increases, employees try to increase their rewards. If this is not possible, they decrease their contribution and performance. In contrast, if this rate is higher than another's rate,feelingofguiltemerges.Inotherwords,notonlyunder-rewardbutalsooverreward can lead to dissatisfaction and feeling of guilt (Al-Zawahreh &Al-Madi).Some studies related with equality state that, for instance, female may be more tolerant or under payment in equality than males, and they may experience less perceived inequality.

As a conclusion, Adams's Theory made a significant contribution to motivation theory by pointing out social comparisons. Apart from expectancy theories, which focus on the relationship

between performance and reward, Adams's theory proposed that motivation process is more complicated and employees evaluate their rewards by social comparisons.

2.2.2.3. Job Characteristic Theory

Hackman and Oldham (1976) to explain aspects of job satisfaction develop Job Characteristic Model. It states that job characteristics are the best predictors of job satisfaction since job satisfaction is affected by interaction of task characteristics, characteristics of workers and organizational characteristics (Green, 2000). According to Job Characteristic Model, job satisfaction is based on five job characteristics, which are under three psychological states; experienced meaningfulness of the work, experienced responsibility for outcomes of the work, knowledge of the actual results of the work activities. Experienced meaningfulness has three job characteristics; they are skill variety, task identity and task significance. Job characteristic of experienced responsibility is autonomy and job characteristic of knowledge of the actual results' is feedback.

Hackman (1975) studies provide an important background for the Oldham model(1975), their model stated the most widely accepted job characteristic approach with the six job attributes: variety, autonomy, task identity, feedback, dealing with others and friendship opportunities (Atasoy, 2004).

2.2.2.4. Goal-Setting Theory

Goal Setting Theory is developed by Locke and Latham, and according to the theory, goal setting is one of the most significant components of job satisfaction. Goal-setting theory emphasizes the importance of specific goals in obtaining motivation and satisfaction. In goal setting process, people want to achieve goals in order to get satisfied on emotions and desires (Luthans, 1995).

One of the findings of goal setting theory, specific and difficult goals necessitates the higher performance. Another is that goal setting would be most effective if ineffective feedback process exists. Therefore, manager should assess the reasons why objectives are reached or not, rather than giving punishment (Luthans, 1995).

2.3. Factors Affecting Teachers Satisfaction

Because employees work harder and perform better if they satisfied in their jobs, knowing the factors related to jobs satisfaction could help prevent staff frustration and low job satisfaction (Beder,1990), Cherrington (1989), contends that job satisfaction is determined primarily by the kind of rewards, amount of rewards and rewards expectation of employees. According to him several factors contributes to rewarding or non rewarding nature of job. These factors include; salary, Supervision, Recognition, Promotion, Working conditions and Leadership style.

2.3.1. Salary and Incentives

Ibrahim (2001) has studied on the relationship between salary and teachers' job motivation. In comparison with other professional groups, many studies reveal that in most developing countries teachers' low pay is clearly a major cause of teachers' dissatisfaction. There is a general feeling of teachers that even when starting salaries could be comparable, those moving into other fields such as medical, telecommunication, commerce or agriculture could achieve bigger salaries. There is indeed a sense of frustration to teachers that their qualifications and skills are undervalued (VSO Ethiopia, 2011). Adelabu (2005), all the respondents agreed that salary issue has been the biggest motivational issue for teachers in Nigeria in recent times. Incentives for schools and teachers in the public education sector to perform well are frequently weak due to ineffective incentives and sanctions (Bennell, 2004). In any profession salary and other monetary related benefits are said to be a motivating factor for employees. In other words inadequate salary can create dissatisfaction among employees which may cause some teachers to leave the profession or a particular school because they are dissatisfied with their salaries. Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; Bame, 1991; Crousman, Hampton &Herrman, 2006). Research conducted by Bame (1991, p.128) revealed that out of the list of eight reasons the most important factors which drive out teachers from teaching in Ghana; poor salary, lack of opportunity for promotion and low prestige in teaching were ranked to be the first three prominent reasons among which salary ranked first. And according to Bloland's and Selby's (1980) review of the literature, salary appears to be an important factor in the career change of male educators, but not female educators.

Findings of different studies revealed that increased salary saves as the major and strongest motivational aspect which leads to workers putting in their various unit of work within the academics circle and the school in general.

ILO/UNESCO (1993) seminar on the study of the status of teachers observed that in Kenya, many young people opt for training and employment into the teaching profession because they could not get careers of their choice. The seminars further identified poor salaries and lack of promotion as factors which highly discouraged qualified people from getting into the teaching profession and instead give those who do little incentives to improve their teaching skills. Therefore, there is need for the teacher employer to look into ways of remunerating their employees in tandem with the work they put in for the betterment of results in the examinations.

Furnham (1992) explained that, increment in remuneration package would make teachers become more satisfied with their job while their involvement in management motivates them more since they feel being part of management. It has been observed in different researches that increases in salary have a strong correlation with workers productivity

2.3.2. Promotion

Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status Drafke and Kossen, (2002) postulate that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease. According to McCormick and Ilgen (1985) employees' satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions.

Luthans (1992) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Promotional opportunities therefore have differential effects on job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance employee satisfaction.

2.3.3. Administrative Problems

As per Getachew (1999) secondary school administrators should continuously upgrade prepare themselves in order to meet the changing demands of their jobs. They further noted that organized and systematic training in educational leadership and effective and transparent management that goes further than the infrequent workshop presently offered in most systems is urgently needed for principals. In connection with administrative problems, (Kyiiacou and Sutcliffe cited in Darge (2002) stated that defective regulations or the failure to adhere to regulations is still another area of discontent for teachers. In this regard Mana and Tesfaye (2000) has indicated in their study that satisfaction of employees with effective administration and support and supervision are major predictors of job satisfaction and there by career decision of teachers. They further found that 66.5 and 35.2 percent of teachers involved in their study were unhappy in their relationship with the school administration and colleagues respectively. The Ministry of Education (2009) stated that the school administrators (principals and vice principals) should be masters degree holders.

2.3.4. Leadership Styles

As it was described by singe (1990) leaders in learning organizations as responsible for “building” organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental model” (P. 340). A shared vision is the most important leadership quality (Senge, 1990). Shared vision allows for a commitment by the follower because they want to reach the organizations goal.

Bogler (1999) studied the role of the teachers’ perception of principals’ behavior in relation to teacher job satisfaction. Principal behaviors include leadership style and decision-making strategies. Many studies revealed that the more teachers satisfied with their occupation as a profession, the more they perceived their school principal as participatory leader. Job satisfaction was related more to teacher’s satisfaction of occupational prestige, self-esteem, and professional self-development. Teachers preferred a participative leadership style. A participative style of leadership is transformational (Bogler, 1999).

The participatory leadership style is characterized by a leader who shared ideas and facilitated in decision making style is characterized by a leader who shared ideas and facilitated in decision making. Anderman, Belzer, and Smith (1991) examined teacher satisfaction of school leadership by examining the culture of the school environment. Findings of different studies suggested that teachers were more satisfied when they participates in school decisions, respect, encouragement, sharing information with colleagues and a feeling of teachers and administrators working together.

Almost all successful leaders draw on the same repertoire of basic leadership practices. According to this claim, four categories of core practices emerged that are related to leadership qualities and practices with teachers. The first category, building vision and setting directions, was centered on developing a shared purpose which is reflected in the acceptance of group goals and high expirations in performance. The second category, understanding and developing people contributed to motivation. This also consisted of the knowledge and skills all staff need to help accomplish the organizations goals. Redesigning the organization, the third category, included practices that established work conditions. The fourth category, managing the teaching and learning program, involved specific particles that help create productive working conditions for teachers (Leadwood, Harris, & Hopkins, 2008, p.30).

Richards (2005) described principal leadership styles encourage teachers to stay in teaching. The principal's role as a leader affects teacher job satisfaction. Since its inception, many researchers have demonstrated the ability of transformational leadership for increasing organizational satisfaction, commitment, and effectiveness, as well as the increased understanding of the dynamics of transformational leadership (Bass, 2000). According to Bennis (2000), these leaders are willing to empower employees and make them feel significant in the organization.

The school principal was usually the most influential person in a school. The leadership style of the school principal would influence the behavior of teachers' at school (sergioivanni, 1991). As compared to other occupations teachers tended to perceive that they were less able to influence their organization through decision-making process (cobley, Bacharach Bauer, 1989; Lowther, Stark &chapman ,1984). If teachers could participate in decision making, they would have a sense of ownership of the decision and would consequently perceive that they were able to

control the work environment. Teachers would derive more job satisfaction from their influence at work (Leslie, 1988; pang, 1996). Otherwise, cooke & Mohrman, 1978; Neumann, Reiche l& Saad, 1988; pang, 1996). Otherwise, teachers would have a sense of powerlessness and job dissatisfaction.

Some research found that collaborative leadership of a principal would encourage teachers to share professional ideas and to work together in planning (Kruse & Louis, 1997; as an important component and treated as professionals at school (conley, Bacharach & Bauer, 1989). It would consequently reduce teachers' isolation and promote their professional interactions with in a school. As a result, teachers would derive more intrinsic job satisfaction from their work human factors of could also affect teachers' job satisfaction. A human supportive leadership style of a principal was identified to be a significant factor to determine the job satisfaction of teacher.

2.3.5. Student Disciplinary Problems

Some teachers are more dissatisfied with student's disciplinary problems, which enforce them to quit their job. Students' disciplinary problems can be manifested through disruptive behavior and rowdy (Dunham, 1981). According to Dunham cited in Getachew, (1999), student characteristic and disciplinary problems include students who refuse to cooperate and do little or no work in class and who is openly aggressive toward other children and teacher. Similarly Darge (2002) explained that students' characteristic and disciplinary problems as deficient student academic background, misbehavior and low motivation of students and he emphasized that these kind of behaviors lead to teachers dissatisfaction. Esteve cited in Getachew (1999) indicate d that in the environment where students manifest disruptive behavior, teachers feel stressed unsafe and uncertain of how they should react. In this regard, the finding of Darge (2002) showed that students' character is frequently stated as source of dissatisfaction for teachers in many secondary schools. It is easy to understand that student discipline is a very hard subject to deal with, as it involves parents, administrators, as well as teachers. Each person may have a different definition of how correctly to discipline a child. In any case, it should be handled because it is one of the major sources of dissatisfaction and stress.

2.3.6. The Impact of Demographic Factors on Job Satisfaction

Demographics is the study of general and particular population factors such as age, gender, occupation, education level, race.... etc. Furthermore, Bilgic(1998) also found that various demographic factors like tenure, age, education, sex are significant predictor of job satisfaction. Demographic factors influence the level of job satisfaction perceived by teachers (Bedeian,1992, Bogler, 2002; & ; Crossman, A. & Harris, P. (2006), Niehof, 1997). Different literature suggests that there are four specific variables that may have a significant interaction with teachers' job satisfaction. Those variables are gender (Clark, 1997; Clark & Oswald, 1996), age (Clark, Oswald & Warr, 1995), education (Clark & Oswald, 1996; Tsang, Rumberger & Levin, 1991) and Work experience (Sousa-Poza, 2000). Gender had been frequently examined as a biographical factor in the job satisfaction studies (Crossman & Harris, 2006; Hagerdorn, 1996).

The gender/job satisfaction paradox (Kaiser, 2002) or the paradox of the contented female worker (Bender, Donohue & Heywood, 2005) refers to the fact that women report higher job satisfaction than men.

Randy (1989) view job satisfaction difference among male and female may be explained based on various aspects of work. Such as Job characteristics, family characteristics and personal expectations. Women and men have different evaluations of jobs and the value they give to characteristics of work is different. In addition women focus on their roles as homemakers rather than on their role as workers. Moreover men and women may have different personal expectations and use different comparison groups in arriving at evaluation of their jobs (Kanter, 1977). Clark (1997) study of gender difference in job satisfaction revealed that females have greater levels of satisfaction compared to males despite being in jobs with lower earnings and promotion opportunities compared to males. Females' low expectation of the job characteristics was the reason for their greater job satisfaction. Similarly, Sloane and Williams (2000) reported higher level of job satisfaction for females compared to males. In addition Wolf and Fligstein (1979) have found that women's attitudes towards their jobs are more favorable than men. Similarly Bedeian et al., (1992) and Klecker (1997) also had in a cross-sectional, descriptive study which explored seven aspects of elementary teachers' job

satisfaction across different categories of years of teaching experience and by gender found no statistically significant differences by gender in ratings of satisfaction with salary, opportunities for advancement, degree of autonomy/decision making, general working conditions, or total scale score. In contrary various researches have been done regarding different aspects of job satisfaction in universities.

For example, results of a research showed that as far as two indices of promotion opportunity and supervision are concerned, women lecturers have lower job satisfaction than men (Oshagbemi, 2000). Crossman (2006) also reported that males were slightly more satisfied than females. Marwan (2012) investigated the relationship between demographic factors such as work experience, age and educational level and job satisfaction. In his research, conducted on 858 individuals working in various private and public Jordanian organizations, he found that work experience and age were correlated positively with job satisfaction and he also argued that salary, sex, educational level and age are very good predictors of job satisfaction.

A study conducted in Pakistan Universities also revealed that males are slightly satisfied in their job than their female counterparts (Muhamamd, 2012) supporting this idea Minh (2014) also found that males were more satisfied than females. Conversely Meagan (2005) in his research on extension agent employees by the Extension Service in Mississippi found that female were more satisfied than males. According to Minh (2014) age and job satisfaction were negatively correlated but Muhamamd (2012) and Megan (2005) found that educational level and age were positively correlated with job satisfaction.

2.3.7. Gender Differences in Job Satisfaction

A difference in teacher job satisfaction on the basis of gender is a widely researched issue in numerous studies where rather inconsistent results seem to be obtained. Ma and MacMillan (1999) surveyed elementary school teachers and found that female teachers were more satisfied with their professional role as a teacher compared to their male counterparts. Klecker (1997) also indicated that females were more satisfied than males. Gender was a significant factor in a study by Klecker and Lathan (1998) who found that female elementary teachers rated their job satisfaction more positively than their male colleagues. The similar results were obtained by Bedeian et al. (1992) and Hill (1994). Conversely, Abdullah, Uli and Parasuraman (2009)

showed that male teachers were more satisfied. Crossman and Harris (2006) reported that males were slightly more satisfied than females while a study by Feng (2007) found that satisfaction among female teachers in every dimension of job satisfaction was slightly lower than among male teachers. According to some studies, gender difference in job satisfaction of teachers exists only in some aspects of job or do not exist at all.

Many researches of job satisfaction does not find differences between male and female in regards to job satisfaction, mostly because they find that female compare themselves to other female and male compare themselves to other male (Hodson,1989). Jurik et al. (1984) found that gender was not a key explanatory variable in determining job satisfaction. They found that job satisfaction for female came from their job position, suggesting that any differences in job satisfaction were not based solely on their gender. A study conducted by Hodson (1989) found that female had greater job satisfaction if they were employed in a “female-typed” job where they were not compared to their male counterparts. If female had a mother who worked, they expressed greater job dissatisfaction indicating that female often compare themselves to their mothers when judging their job satisfaction. Hodson was not able to determine if female are less vocal in their job dissatisfaction than male. When testing various theories regarding job satisfaction differences between male and female, Hodson was not able to find any support for them except for a reference group theory that suggests that female compare themselves to different groups than male when determining their job satisfaction. In opposition, a recent study conducted by Campbell (2012) found that male feel more dignified at work than female. Male hold jobs that provide more worker dignity, autonomy, and feelings of purpose and productivity in comparison to female; all variables that are linked to job satisfaction. In order to determine why there are no differences between job satisfaction in male and female.

2.3.8. Length of Service and Job Satisfaction

A research conducted by Kyriakou and Sutcliffe(1979) indicated that as far as years of teaching experience are concerned, teaching experience seems to affect teacher satisfaction as regards certain factors and teachers’ attitudes towards work. More specifically, beginning teachers (those with 1-5 years of experience) are less likely to be satisfied with the recognition they receive for their efforts from people in their school, from parents and the

community from their students, and with the way that professional organizations work for the improvement of the profession, with the physical working environment of their schools, and with their salaries.

Moreover, beginning teachers did not feel that working with young people is the most fascinating aspect of their work, and found extracurricular activities more challenging than more experienced teachers. They were more likely to state that students' discipline problems affect their motivation and enthusiasm; they tended to exhibit lower levels of self efficacy, did not find their work mentally stimulating, and did not believe that their school provided a collegial supportive environment for them. In sum, younger teachers at the very first stage of their teaching career seem to be less satisfied with their work than their elders, more experienced counterparts.

Explanations of the correlation between length of service and job satisfaction are include limited career prospects at a certain service years (Ang et al., 1993);that older workers may be more tolerant and have developed coping strategies (Oshagbemi, 2000a) or that intrinsic motivators become less important as employees service years increase (Savery, 1996). The attention Bernal et al. (1999) draw to the weakness of length of service as a reliable predictor of job satisfaction is also worth noting; this suggests that other physiological variables associated with the aging process may have a more significant impact on satisfaction than is generally recognized. Workers with longer service may experience higher satisfaction because they have found a job that matches their needs (Clark et al., 1996).

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Method

The aim of this study was to assess the factors that affect teachers' job satisfaction in secondary schools of Gurage Zone. The researcher used a descriptive survey method in this study, because it is helpful to obtain reliable and relevant information from a variety of groups on the actual practices of the issue under the study.

Concerning this, Koul (1996) has stated that descriptive methods help to have general understanding of the problem by studying the status, nature of prevailing conditions, practices and trends through relevant and precise information. In addition descriptive survey design helps the researcher to collect relevant data from a relatively large number of respondents cornering current situations (Cresswell, 2003). Hence the researcher has employed both qualitative data through the use of open ended questions and quantitative data through closed ended questionnaire.

3.2 Sources of Data

The data for this study was obtained from both primary and secondary sources. Thus the primary sources for this study were both male and female teachers in the sample schools, secondary school principals, woreda education office heads. These educational professionals are responsible bodies who are currently leading the education system in the study area and can give adequate information about the topic under study. Secondary sources of data were collected from literatures, journals and other published and unpublished secondary sources.

3.3. Sample size and Sampling Techniques

The samples for this study were selected using simple random sampling and purposive sampling techniques. In the study area there are 11 woredas from which 3(27.27%) woredas were selected for this study. Moreover, there are 26 secondary schools in the Zone. Thus two schools from each woreda were selected for this study which makes it 6 altogether. The

researcher believed that to make the study manageable the sample size representative enough for the schools in the Zone and the information gained from the sample schools help to compose well-founded generalization at the end of this study. The sampling for this study was selected using simple random sampling and purposive sampling techniques. Furthermore, teachers from sample schools were selected by using simple random sampling technique. Whereas 12 principals: two from each school and 3 woredas Education office heads were selected by using purposive sampling, because they are expected to give adequate information about factors affecting teachers' satisfaction in the Zone.

Table 1. Study Population by Woredas and Schools

No	Woreda	Name of the School	Teachers		
			M	F	T
1	MuhurAkilil	Cheza	14	11	25
		Akilil	12	7	19
2	Cheha	Hawariat	11	5	16
		Endebir	27	17	44
3	Kebena	Aberus	28	19	47
		Abeshig	15	9	24
Grand total			107	68	175

3.4 Instruments of Data collection

For this study, questionnaires, semi-structure interview and focus group discussion (FGD) were used as instruments of data collection.

3.4.1. Questionnaire

The principal tool of data collection for this study is questionnaire. Questionnaire is one of the most popular and widely used techniques of data collection tools used in descriptive survey study (Kothori, 2004). This is because questionnaire is suitable to conduct survey and to acquire

necessary information from large number of the study subject with short period of time. Hence, in this study, the required data was collected through questionnaire with both close and open ended items. Also it is important to collect the data through survey questionnaire that can reach a wider respondent and provide enough data in absence of researcher (Wragg, 2002).

The questionnaire designed to collect information from the respondents have two parts. The researcher believed that detail and first hand information about factors affecting teachers' satisfaction in their school. The first part is about the respondents' demographic profile and the second part of the questionnaire was about factors affecting teachers' satisfaction in their schools. Before conducting the formal study, pilot study was held with the selected teachers and principals.

3.4.2. Semi-Structured Interview

Semi- structured interview is one of the prominent methods of data collection tool in academic researches. According to Krishnaswami & Ranganathan, (2007), semi- structured interview enables the researcher to seek clarifications and brings to the forefront of the questions. Thus, the interview is used to obtain an in depth and detail information. It also used to supplement the data collected through questionnaires. Semi-structured interview give the opportunity to the researchers to get the detailed information concerning feelings, attitudes and the future /present situation of the phenomena from the respondents about the issues understudy. In this study semi-structured interview will be employed to obtain the detail information from the three Woreda Education Office heads, from the 6 school principals, and the Zonal Education Department head.

The responses of the respondents were recorded by using tape recorder and careful noted by the researcher himself.

3.4.3. Focus Group Discussion (FGDs)

The researcher will use Focus Group Discussions as the third important data collection instrument in the study. It allows the researcher to understand, determine the range of responses and gain insight into how the participants perceive the current situation (Chilisa and Julia, 2005).The focus group discussions were conducted with teachers in sampled secondary schools. The ideas forwarded by the participants will be careful noted down by the researcher.

3.5. Data Analysis

The collected data were described or analyzed both qualitatively and quantitatively. The analysis of the data was based on the responses that were collected through questionnaires, semi-structured interviews and focus group discussion. The qualitative data collected from different sources were summarized, categorized and coded to suit for analysis. The quantitative data was analyzed using the computer applications, statistical packages for social sciences (SPSS) versions and descriptive Statistics such as (mean, frequency count, percentages and standard deviation) was used.

3.6. Procedure of Data Collection

First both questionnaires, interview questions and focus discussion questions were prepared and submitted to the advisor for comment. Then, pilot study was conducted on 10 (ten) teachers and 3(three) principals who were randomly selected from two schools which are not included in the study. Depending on the feedback gathered from the pilot study certain amendments were made for clarity. Then, after making the necessary amendments, the questionnaires were distributed by the researcher to the sampled teachers in their respective schools. Finally, the questionnaires were collected from the respondents. Different interviewees were held with the proposed respondents. In addition to, focus group discussions were conducted with selected teachers.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

INTRODUCTION

This chapter is dedicated to data presentation, analysis and interpretation that are obtained from the primary and secondary data sources. The data collected from the teachers and woreda officials through questionnaires and interviews. The data was analyzed by using SPSS version 20 and the results of the analysis are presented by using tables followed by its analysis. Moreover, the result of the data collected from secondary sources was analyzed to support and elaborate the facts. The questionnaire was distributed to 175 respondents and 165 of them have filled out the questionnaire and returned. This chapter is organized in the same way the measurement items in the questionnaire were organized. Accordingly, the chapter has different sections

4.1 General Characteristics of the Respondents

Table 1 General Characteristics of the Respondents by Sex, Age and Marital Status

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Sex of the Respondent				
Male	125	76.0	76.0	76.0
Female	40	24.0	24.0	100.0
Total	165	100.0	100.0	
Age of the Respondents				
26 – 30	106	64.0	64.0	64.0
31-35	59	36.0	36.0	100.0
Total	165	100.0	100.0	
Marital status				
Single	59	36.0	36.0	94.0
Married	96	58.0	58.0	58.0
Divorced	10	6.0	6.0	100.0
Total	165	100.0	100.0	

As can be seen in the table above the (76%) of the respondents are male while the rest (24%) are female. With regard to the age of the respondents (64%) of the respondents are between 26-30 while the rest 18 (36%) of the respondents are between 31-35 years of age. Considering the marital status of the respondents (58%) of the respondents are married, (36%) are single while 3 (6%) are divorced. Therefore, it can be said that age wise good representations of categories are taken into account. In terms of age, however, most of the respondents are both young, between 26-30 years of age. What is more with regard to marital status most of the respondents are never married or single and about a third of the respondents are married. As various studies attest marital status strongly affects commitment and job satisfaction where by married employees show better commitment and satisfaction on their job compared to unmarried ones.

Table 2 Teachers' Educational Background, Service years and Periods

Educational background				
Diploma	59	36.0	36.0	36.0
First Degree	102	62.0	62.0	98.0
Second degree	4	2.0	2.0	100.0
Total	165	100.0	100.0	
Service years				
below 1 year	13	8.0	8.0	8.0
1-5 years	85	52.0	52.0	60.0
6 -10 years	40	24.24	24.24	84.24
11-15	9	5.4	5.4	89.64
16-20	10	6	6	95.6
More than 21 years	8	4.4	4.4	4.4
Total	165	100.0	100.0	
Current work load (periods per week)				
Valid				
15 – 20	10	6.0	6.0	6.0
20-25	55	34.0	34.0	40.0
26-30	99	60.0	60.0	100.0
Total	165	100.0	100.0	

In table 2 above the respondents were asked to describe the level of education they have attained and (36%) of the respondents have diploma, (62%) of the respondents have first degree while only (4%) of the respondents have attained second degree. While considering the service years of

the respondents most of the respondents have 1-5 years of experience (52%) followed by (40%) who 6-10 years and the remaining only (8%) of them have served below one year. This shows most of the teachers participated in this study have joined the school set up recently which shows most of the respondents have not as such long experience in the setting. Finally, the respondents were asked the extent of work load or the number of credit hours they have and most of the respondents, (60%) of them were expected to have 26-30 periods per a week while a (34%) of the respondents work 20-25 periods per week (6%) of them work 15-20 credit hours per week. This imply that most of the teachers were extremely busy and have a cumbersome task within a week.

4.2. Students’ Disciplinary Problems

It is obvious that students’ characteristics positively or negatively influence not only teachers’ satisfaction but also teaching learning processes in the schools. When students show misbehaviors, this can affect education processes adversely and vice versa. To see students’ disciplinary problems and their effects on teachers’ job satisfaction six questions were asked. The responses of the respondents presented here under.

Table 3.

Variables	N	Min	Max	Mean	Std. Deviation
There is verbal attack by students	165	1	5	2.7	1.35
There is physical violence against teachers from students	165	2	5	3.6	1.26
Students respect the teachers	165	1	5	3.3	1.4
Students’ cheating during examination affect teacher’s morale.	165	1	5	1.8	1.3
Students were not properly attending their lesson in the class room.	165	1	5	2.5	1.1
Students absenteeism affects teachers performance	165	1	5	1.7	1.2

1 strongly Agree 2. Agree 3 . I don’t Know 4. Disagree 5. Strongly Disagree

As it was indicated in the table above the respondents were asked to rate their level of agreement to the students discipline and six statements have been presented to the respondents accordingly. It follows that for the statement that asked if there is verbal attack by students against the teachers most respondents agreed that there is with a mean value of 2.7 and the standard deviation of 1.35. To the statement that said there is physical violence against teachers from students at some stage there is a kind of violation though not at its significant level with mean 3.3 students do not respect their teachers with a mean value of 3.6 and standard deviation of 1.4.

Teachers' morale is highly affected at times students cheat during examinations with mean value of 1.8 and standard deviation of 1.3. Moreover, asked if the students class room attendance the respondents have affirmed that students do not properly attend their lesson in the class room with mean value 2.5. As it was mentioned above students' disciplinary problems like cheating during examination, absenteeism in the school, students' noisiness, and disturbance in the classroom and negligence of students in doing assignments and homework and verbal attack had affected teachers' job satisfaction.

To crosscheck the data found through questionnaire, principals were interviewed about students' disciplinary problem that contributed to teachers' job satisfaction. The principals revealed those students' disciplinary problems increasing from time to time. One of the principals said the following:

Some of the students do not come to school on time, do not follow the instruction, and do not do their home works. Because of this, we asked their parents to come to school and discuss students' disciplinary problems however; some of the parents were not come to school. Thus, we sent those students to guidance and counseling offices repeatedly.

From this one can infer that the fact that students' discipline has greater impact over the satisfaction and performances of the teachers and this has been indicated by a number of responses as shown above. As one can understand from this students' disciplinary problems affects teachers' job satisfaction.

4.3. School Facilities and Materials

It is obvious that the materials and facilities should be available to achieve the intended goals of education. School materials and facilities may positively or negatively affect teachers' satisfaction and may force them to quit the profession. As depicted in the following table, seven items were used to measure the sufficiency of materials and facilities.

Table 4

Variables	N	Min	Max	Mean	Std. Deviation
School compounds are attractive	165	1.00	5.00	3.9	1.2
Class rooms are attractive	165	1.00	5.00	3.7	1.3
There are adequate instructional materials like text books, teachers' guide and syllabus in the school.	165	1.00	5.00	3.5	1.3
There are recreation facilities like Tennis table, Football, Volleyball, and Basketball with adequate playing fields in the school.	165	1.00	5.00	3.6	1.01
There is an unfair distribution of work load in the school.	165	1.00	5.00	2.0	1.3
There is high work load in the school	165	1.00	5.00	2.4	1.4
There is large class size in the School	165	1.00	4.00	1.9	.864

1 strongly Agree 2. Agree 3. I don't Know 4. Disagree 5. Strongly Disagree

As it was indicated in table 3 above, the school compounds are not as such attractive with mean 3.9 and standard deviation of 1.2; the class rooms are not attractive with mean 3.7 and standard deviation 1.3; the instructional materials like text books, teachers' guide and syllabus in the school are not available adequately with mean 3.5 and standard deviation of 1.3.

Moreover, in the same table above respondents were also asked the availability and adequacy of recreation facilities like Tennis table, Football, Volleyball, and Basketball with adequate playing fields in the school and the respondents believe that these recreational facilities are not adequately available and part some of the schools don't own those resources. Most of the respondents believe that there is work load in the school distributed unfairly with mean value of 2 and standard deviation of 1.3 and similar to this statement most of the respondents with mean value of 2.5 believe that there is high work load in the school though there is not as such larger class size.

Convenience, abundance and scarcity of school facilities have their own effect on enhancing the quality of teaching learning process. In this regard the respondents were asked different questions to be rated concerning school facilities in their respective school environments and overall the result shows inadequacy and the scarcity of those resources as a whole.

To triangulate the data, the researcher interviewed woreda educational officers and school principals on the availability of facility and teaching materials. To that end, the officers and school principals agreed on the above teachers' responses. To strength this responses one of the school principals said the following:

It is clear that there is shortage of materials. For example, we offer one pen for three months. If teachers do not use properly, they have to replace by themselves otherwise, we have no extra pen to replace it. As the school has no additional incomes, we are forced to use the school's block grants. Also there are no adequate recreational facilities in most of the secondary schools compounds.

This means the respondents were unanimously agreed that the issues of facilities and materials were serious in the schools. Furthermore, items such as classroom and school compound conditions are not good and poor school facilities were rated below the average.

Therefore, one can infer that the schools facilities are not as equipped as the teachers require them. As it stands a number of those resources are not availed and made the quality of the teaching learning process questioning there by leaving the teachers level of job satisfaction below expectation.

4.4. Satisfaction with the Salary and Incentives

It is clear that every teacher requires sufficient salary to work his duty effectively. It is difficult to teach students with empty stomach. In similar vein, if there are no incentives for good accomplishments, teachers' interest becomes decreasing. To see the effects of salary and incentives on teachers' satisfaction, seven items were forwarded for the respondents and their responses presented in the following table.

Table. 5.

Variables	N	Min	Max	Mean	Std. Deviation
The present promotion system in my school is dissatisfying.	165	1.00	4.00	1.86	.7
I am receiving adequate salary.	165	3.00	5.00	4.48	.6
Teachers' income in my school is adequate to support their family.	165	1.00	5.00	4.06	1.3
Better pay is offered to non-teaching occupations which require the same qualification and service year.	165	1.00	5.00	2.14	1.1
Teachers are dissatisfied in my school because of lack of benefits (incentives) like housing health, transport etc.	165	1.00	4.00	2.26	.9
There is little opportunity for advancement in salary.	165	1.00	5.00	2.04	1.3
My pay is fair and sufficient compared to the payments for non-teaching profession	165	1.00	5.00	4.16	1.0

1 strongly Agree 2. Agree 3. I don't Know 4. Disagree 5. Strongly Disagree

Salary and benefit packages were found to affect the level of satisfaction in various ways. In this regard the respondents were asked to rate their level of satisfaction accordingly and seven statements have been presented to the respondents to be rated. Therefore, to the statement that said the present promotion system in my school is dissatisfying most of the respondents have agreed and strongly agreed with mean 1.86 and 0.7 standard deviation.

The respondents arguably do not receive adequate salary and this was indicated by mean value of 4.48 and standard deviation 0.6 nor do the respondents believe teachers' income in their school is adequate to support their family with mean 4.06 and standard deviation 1.3. Similarly respondents strongly believe that better pay is offered to non-teaching occupations which require the same qualification and service year with mean 2.14 and standard deviation value of 1.1. In the same table above the respondents have attested that teachers are dissatisfied in their respective school because of lack of benefits (incentives) like housing, health, transport etc with mean 2.26 and standard deviation 0.9.

To cross check the data, woreda educational officials, and principals were interviewed on the issue of teachers' salary and incentives. The respondents agreed with the ideas of the teachers. There was insufficient salary for teachers as per to their responses. One of the Woreda Education officials said the following:

Teachers raise the issues of salary almost in every teachers meeting. Actually, teachers' salary is not enough to afford them as most of the teachers have families. In addition to this, the price of everything is increasing in alarming rate. Thus, most of the teachers speaks that they are in difficult condition of living because the monthly salary that they earn was not enough to support their families and survive.

With regard to incentives, woreda officials and principals said that the trend of the incentives were very weak. They said that there must be incentives to initiate teachers in the future. The issue of incentives was discussed in the last principals and woreda officials meeting. From the above, one can understand teachers were dissatisfied with these issues such as, they feel dissatisfied with their current salary, their income is insufficient to support their family, better pay is offered to non-teaching occupations, teachers in their schools are dissatisfied because of lack of incentives, and their income is insufficient to meet their financial obligations. Since education is a means to an end in developing countries, teachers prefer better salary to fulfill their end. In order to teach well they would have fulfilled their need especially their basic needs. Thus these are some of the factors which affect teachers' satisfaction in their job

4.5. Administrative Problems

School administrators are expected to lead their schools effectively. In order to lead effectively they should have managerial skills such as technical skills, interpersonal skills and conceptual skills. In addition to this, not only they have to know managerial functions such as planning, organizing, coordinating, commanding, and controlling but also how to apply the functions appropriately. To assess whether school administrators are applying leadership skills, the following ten questions were forwarded for the respondents and their degree of agreement presented below.

Table. 6.

Variables	N	Min	Max	Mean	Std.
You are satisfied with the way school administration handling you.	165	3.00	5.00	4.2	.67
I am not satisfied with the support get from the school administration.	165	1.00	5.00	2.2	1.37
School principals are not competent to lead the school.	165	1.00	5.00	2.5	1.47
There are democratic management practices in my school.	165	1.00	5.00	4.1	1.02
Decision making is not participatory in my school	165	1.00	5.00	3.6	1.1
Principals do not treat teachers equally.	165	1.00	3.00	1.7	.7
In my school there is a fair promotion practice.	165	1.00	5.00	4.1	1.0
I am satisfied with inter- school transfer in your woreda.	165	1.00	5.00	3.9	1.2
In your school teachers are recognized (praised) for a job well done.	165	1.00	5.00	3.8	1.4
I am satisfied with support delivered from the supervisors.	165	1.00	5.00	4.02	1.3

1 strongly Agree 2. Agree 3. I don't Know 4. Disagree 5. Strongly Disagree

Administrative factors refer to various people related issues that the management of the schools takes measure pertaining various employee related issues. As a result, the respondents were asked to rate their level of agreement on various perspectives grouped under a category of administrative factors that could affect teachers' satisfaction. Hence, to the statement that asked the level to which they are satisfied with the way school administration handling them, most respondents are not satisfied with mean 4.2 and standard deviation of 0.67. Also the respondents are not happy with the support gotten from the school administration and supervisors with mean 2.2 and standard deviation of 1.37. Furthermore the respondents replied that the school principals are not competent enough to lead the school with mean 2.5 and standard deviation 1.47.

While passing on decision the school management and respective organs do not wait for the consent of the teachers and the decision making process is not as such participatory and the responses given in this regard are mean 3.6 and standard deviation of 1.6. Given the central body in supervising and controlling the school environment, the school administrators do not treat teachers equally with mean 1.7 and standard deviation of 0.7. Inquired to rate their level of agreement regarding the fairness of promotion in the eyes of the respondents most of the respondents, mean 4.1 and standard deviation 1 do not believe that there is fair promotion in the schools. Most of the respondents are not happy with the inter-school transfer in their woreda with mean 3.9 and standard deviation 1.2. In most of the schools, according to the majority of the respondents, teachers are hardly recognized or win praises for their accomplishments and endeavors they deliver with mean 3.8 and standard deviation of 1.4. Finally, as it was indicated in the same tables above the supervisors do hardly support the teachers and the support delivered from the respective school supervisors is insignificant in this regard with mean value of 4.02 and standard deviation score 1.3.

To triangulate the data through questionnaire, principals and woreda educational officials were interviewed about whether the existence of administrative problems that affects teachers' satisfaction in their respective schools. Accordingly, both woreda Education officials and principals confirmed that there was an administrative problem that affects teachers' satisfaction.

Also FGD held with teachers has strengthened this point:

Most of the time they were not invited at decision making processes in their school. This is because the management was not participatory. Also they added that the way they treated by their principals was unfair and the support gotten from school administrators was not sufficient. Furthermore, they explained that they were not recognized and praised for the work well done. Also they expressed that practice of administration followed by the schools were far below the standard. Accordingly the teachers are dissatisfied with their job.

From this and above responses, one can infer that administrative factors contributed for teachers' dissatisfaction from time to time. If there are administrative problems such as incompetency of principals, non-supportive behaviors, non-autonomy is given to teachers, unequal treatment of teachers, dalliance of promotion, and non-participatory decision-making discourage teachers and loses satisfaction in their job.

4.6. Demographic Factors

many studies reveal that some demographic factors affect the satisfaction of teachers/employee in different ways. To this and this study tried to identify is there significant relationship between years of service of teachers and satisfaction. On other hand, the study tried to assess is there significant difference between male and female teachers' in level of satisfaction. To examine these two items were forwarded for respondents and their responses presented in the following table.

Table 7

Variables	N	Min	Max	Mean	Std.
There is significant relationship between teacher satisfaction and their service years in your school.	165	1.00	3.00	1.72	.76
There is significant difference between female and male teachers in level of satisfaction.	165	1.00	3.00	1.2	.66

1 strongly Agree 2. Agree 3. I don't Know 4. Disagree 5. Strongly Disagree

The respondents asked if there is significant relationship between teacher satisfaction and their service years in their profession. They responded that there is relationship indeed with mean 1.72 and standard deviation of 0.76. Accordingly, majority of the respondents confirmed that teachers with up to eleven or more years experience reported higher satisfaction than those with one to five years experience. The most served (experienced) teachers were more satisfied than the least experienced teachers. This implies that the more years in service the more satisfied with teaching profession. The respondents further stressed that this is quite true and not unanticipated because increase number of years in service is closely tied with promotion opportunities, salary increase, job stability, appointment into headship position among others. Hence, when teachers have access to these they tend to be happy with their job. Thus, service years (teaching experience) was the best predictors of teachers' satisfaction. From this one can infer that there is a significant relationship between service years and teachers satisfaction.

The respondents were asked if there is as such a significant difference between female and male teachers in level of satisfaction, most of the respondents have affirmed that there is a slight difference in this regard with a mean value of 1.2 and standard deviation of 0.66 indicating that male teachers are slightly dissatisfied than female teachers with the packages they are entrusted.

However, there are different studies conducted to examine the difference between male and female employees on their job satisfaction. Some indicated that women are more satisfied than men in their job Wolf and Fligstein (1979), Bedeian et al. (1992). On the other hand, Oshagbemi (2000) and Crossman and Harris (2006) explained that males are slightly more satisfied than females. Randy (1989) has suggested three possible explanations for the difference in job satisfaction between males and females. One is male and female value different characteristics of work and therefore they have different evaluation of jobs. Second, women focus on their roles as home makers rather than on their role as workers which implies that they may be more satisfied than males. Third, male and female use different comparison groups and has different personal expectations which results in slightly higher job satisfaction of females than males. Conversely, some researches also showed that there is no significant difference between males and females regarding job satisfaction. For example Klecker (1997) argued that there is no difference between male and female in rating of satisfaction with salary.

In this research, majority of the respondents confirmed that there is a slight difference between male and female teachers in their job satisfaction.

Regarding with the overall level of teachers' satisfaction, the interviewed Woreda Education office heads, school principals and teachers who were participated in focus group discussion replied as follows:-

The salary and benefit package is discouraging. Our staff meeting is often filled with students' disciplinary problems and misbehaviors, insufficiency of the salary and other benefits that other professions are privileging their staff. Above all even after the government has vowed to solve school resources, little is sufficiently handled in this regard. Unfortunately we always speak and get nothing. We often blame our plan and decision to have joined the profession. Our friends who had even lesser academic certifications have earned a threefold or more of our current salary.

As it was mentioned above the salary and benefit packages offered to the teachers are far below as compared to their workloads. The facilities and working conditions provided to the teachers a way behind the satisfaction line. From this one can concluded that the overall level of teacher' satisfaction was low in the study area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Major Findings

This chapter summarizes the main findings of the study and forwarded recommendations based on the studies finding and conclusion.

The main objective of this study was to investigate the factors that affect teachers' satisfaction in secondary schools of Gurage Zone in Southern Nations and Nationalities and peoples' Regional State (SNNPRs).

To achieve the objective of the study, the following basic research questions were formulated.

- A. To what extent does salary, promotion, student disciplinary problems and administrative factors teachers' satisfaction in secondary schools of Gurage Zone?
- B. Is there significant difference between male and female teachers and their level of satisfaction in the Zone?
- C. Is there significant relationship between job satisfaction of teachers and their years service in the study area?
- D. what is the overall level of teachers' job satisfaction in the secondary schools of the Zone?

In order to deal with the above basic questions, three types of data gathering instruments (questionnaires', semi-structured interviews and focus group discussions) were used. To this end, a descriptive survey design was employed. The sources of data for this study were secondary school teachers, principals and Woreda Education Office heads. There are 11 Woredas in Gurage Zone. Among these three (3) woredas were selected for this study using simple random sampling techniques. Also there are 26 secondary schools in the Zone. Among these six (6) secondary schools were included in this study which were selected by using simple random sampling techniques, two schools from each woreda were selected for this study. As mentioned above, a total of 175 teachers were participated in the study which were selected from 6(six) secondary schools by using simple random sampling system. In addition to, 12 principals and 3 woreda Education Office heads were

selected by using purposive sampling technique. To describe the quantitative data statistical tools like SPSS version, mean frequency count, percentages and standard deviation were used.

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

- As it was indicated in the study there was verbal attack by students against the teachers with a mean value of 2.7 and the standard deviation of 1.35.
- The finding of the study have identified that students do not properly attend their lesson in the class room with mean value 2.5.
- Concerning school facilities there is scarcity of those resources in the schools and school compounds as a whole were not as such attractive with mean value 3.9 and standard deviation of 1.2.
- The study revealed that instructional materials like text books, teachers' guide and syllabus in the school are not availed adequately with mean 3.5 and standard deviation of 1.3.
- The study identified that there was a work load in the school which were distributed unfairly with mean value of 2 and standard deviation of 1.3 and the existing promotion system in their school was not satisfactory.
- The study disclosed that teachers were not satisfied in their job with mean value 4.2 and standard deviation of 0.67.
- Issues related to support and supervision, the study indicated that the supports they obtained from the school administrators and supervisors were insignificant with mean value 2.2 and standard deviation of 1.37.
- The study identified that there is significant relationship between service years and teachers level of satisfaction with mean value 1.72 and standard deviation 0.76.
- The finding of the study revealed that there is a slight difference between male and female teachers in terms of satisfaction with mean value of 1.2 and standard deviation 0.66.

5.2. Conclusion

Having identified, collected and analyzed the data pertain to the factors that affect the level of teachers' satisfaction in the secondary schools of Gurage Zone; the following major conclusions have been drawn.

As a whole, considering job satisfaction there are factors which affects satisfaction of teachers. The prominent factors were administrative factors, students' behavior, lack of recognition, less promotion opportunities, poor salary and incentives, inadequacy of school facilities, unequal treatment of transfer were some of the factors which affects teachers' satisfaction in secondary schools of the study area. Although, demographics factors related to job satisfaction was studied. The research focused over gender and length of service. These two variables are mostly studied with job satisfaction. The finding regarding gender factor, as it was found that gender had a slight difference with job satisfaction in the schools. However, in some studies gender was found to be an important predictor in some aspect of job satisfaction. But in this study there is a slight difference between male and female teachers in relation with their job satisfaction. Besides gender, years of service was studied. The results in many studies about these two independent variables regarding job satisfaction there is no relation were found between years of service and job satisfaction. While, in some other studies a positive relation between them were addressed. However, the result of this study indicates that teachers with high service years were more satisfied than with least service years.

5.3. Recommendations

1. Finding of the study implied that teachers' salary and promotional opportunities are important factors that contribute to teachers' satisfaction. Therefore, educational planners and government should consider the importance of increasing teachers' salaries and creating opportunities of promotion in order to retain teachers in the teaching.
2. Based on the conclusion, it is recommended that: Working conditions in secondary schools should be improved. Teachers' salary should be look at holistically taking into consideration the nation building roles teacher play. Despite some improvement in pay recently, most secondary school teachers, particularly in relatively high-cost urban centers, are simply unable to meet their basic household needs. Fringe benefits, allowances, better pension

package, bonuses, end of service benefits, accommodation free medical care and anything that will make the teaching profession enviable should be codified into the condition of service of teachers. The basic needs of teachers should be identified and provided to prevent attrition.

3. Head teachers/ principals/ should have management training before they assume office. This will equip them with school administration skills in relations to teachers' management, performance appraisal and they should adopt democratic leadership style and should reduce unnecessary bureaucracy and involve teachers in decision making which has a far reaching impact on the general school climate and teachers' satisfaction.
4. Adequate teaching and learning materials should be provided to improve teaching and learning processes. To increase teachers' satisfaction and achievement in job it is important that schools, Woreda Education office and woreda government should allocate sufficient budget to supply necessary materials and equipment that is vital for practical use in the laboratory, library, recreational places, ICT....etc.
5. Insufficient support of educational experts and supervisors negatively affect teachers' satisfaction in job. Therefore, to ensure teachers' satisfaction educational experts of woreda and supervisors should offer timely support for teachers and woreda education office fill the technical skills gap of supervisor by training to be effective in supporting teachers in the job. This help to develop team work or positive relationship between teachers, principals and supervisors in the job.
6. Woreda government and Education offices should make special attention to improve teachers' satisfaction and their commitment in the job. The attention area should focus on the teachers' satisfaction and commitment like personal development and training, fair benefits and incentive, constructive continuous support, fair and equitable promotion, in the area of professional development...etc. This helps the teachers to increase the level of teachers' satisfaction as well as to maximize their level of commitment on achievement of students.
7. Nowadays, students' discipline and enthusiasm to learn seems low in the study area. Therefore, all educational stakeholders, especially, teachers, parents and students themselves should raise good student discipline and active students' enthusiasm to learn in school by providing different incentive in the form of prize for outstanding and disciplined students. In addition, WEO should make work-shops, conference, panel discussion and then distributing the results

to the whole society through brochures and local media. Moreover, every school should have guidance and counseling service to minimize students' disciplinary problems.

8. Affirmative action should be put in place to encourage teachers with less service years to satisfy and retain them in their profession.
9. Finally, education is the backbone of a nation. If the teachers of that backbone are unhappy and dissatisfied with their jobs, what would be the future of that nation? So, we need to be concerned about our teachers condition. We have to take the best step to make them satisfied with their job. It will energize the teachers and their effort will be in full swing to build up the nation.

References

- Ahindukha, K. (2005). Factors, Trends and effects of teacher attrition on students' enrolment and performance in secondary schools in Kisumu city Kenya. Master of Education thesis, Maseno University, Kenya.
- Alderfer, C. (1969). An Empirical Test of a New Theory of Human Needs. *Organizational Behavior and Human Performance*, 4, 142-175
- Alderfer, C. P. (1972). Existence, related and growth human needs in organization settings
- Al-Zawahreh, A., & Al-Madi, F. (n.d.). The Utility of Equity Theory in Enhancing Organizational Effectiveness. *European Journal of Economics, Finance and Administrative Sciences*. 1-31.
- Armstrong, M. (2006). A hand book of human resource management practice, (10 Edition) London, Kaganpaga publishing, p.264
- Atasoy, T. (2004). *A Comparative Study on Job Satisfaction in Large and Small Size*
- Ayalew Shibesh (1991). Approaches to Educational Organization and Management, Part 1. EDAD, Addis Ababa University (unpublished)
- Barnet, T., & Simmering, M. (2006). Motivation and Motivation Theory. Retrieved from <http://www.referenceforbusiness.com/management/Mar-No/Motivation-and-Motivation-Theory.html>. [last accessed on 12.05.14]
- Bedeian, A. G., Ferris, G. R., & Kacmar, K. M. (1992). Age, Tenure, Job Satisfaction: A tale of two perspectives. *Journal of Vocational Behavior*, 40, 33-48.
- Bedr, H. (1990), reasons for Nonparticipation in adult education. *Adult Education Quarterly*, 207-218
- Be, (1992). Managing teams in secondary school London.
- Bender, K., Donohue, S., & Heywood, J. (2005). Job Satisfaction and Gender Segregation. *Oxford Economic Papers*, 57 (3), 479-496.
- Bilgic, R. (1998). The relationship between job satisfaction and personal characteristics of Turkish workers. *The Journal of Psychology: Interdisciplinary and Applied*, 132(5), 549-5

- Bogler,R.(2002). Two Profiles of School Teachers:A discriminate analysis of job satisfaction. *Teaching and Teacher Education*, 18, 665-673.
- Bolin,F.(2007).A study of teacher job satisfaction and factors that influence it. *Chinese Educational society*,40(5)47-64.
- Brady, D .B. (2001). Correlates of job satisfaction among California school principals. Dissertation University of southern California: L. A. California.
- Buitendach & de Witte (2005).Relationship between Job Insecurity and Job Satisfaction. *International Journal of Business and Applied Management*.
- Chandan, J. S.(1987). Management theory and practice. New york; cikas publishing House *Enterprises*. Ms. Thesis, Middle East Technical University
- Chapman, D.W.(1983) .A model of the influences on teachers' retention. *Journal teachers' education* 34,43-49. Mbugua J.M.(1998). A study of motivational needs and jobs satisfaction secondary schools in Nairobi, unpublished.
- Chilisa, B. and Julia, p.(2005). *Research Methods for Adult Educators in Africa*.Hamburg, Germany and Cape Town, UNESCO in Collaboration with dvv international.
- Choy, S.P., Bobbitt, S.A., Henke, R.R., Medrich, E.A., Horn, L.J., and Lieberman, J. 1993. *America's Teachers: Profile of a profession*. Washington, Dc.: U.S. Department of Education, office of Educational Research and Improvement, national center for Education statistics, NCES 93 – 0.25
- Chultz, Z. D. and S.E. Schultz.2002.*Psychology and work today*.New Jersey; Pearson education. *Conceptual Analysis*", *psychological Bulletin*, VOI, 83,NO.Z,P,328-367.
- Cresswell, J. (2003). *Research Methods: Qualitative, Quantitative and Mixed Methods Approach* (4thed). Thousand Dakes, CA; Sage

- Crossman, A. & Harris, P. (2006). Job Satisfaction of Secondary School Teachers. *Educational Management Administration & Leadership*, 34, 29–46.
- Dareh, J.C. (2002). What it means to be a principal; your guide to leadership. California Corwin Press. Education system overall (TESO) Final, Addis Ababa.
- Evans, L. 1998, teachers moral. Job satisfaction and motivation. London; Paul Chapman.
- Expectancy Theory Analysis. *Social Behavior and Personality*, 39(2), 251-264
- Ezeuwa, L. (2005). Issues in education management. Enugu-Hipuks Additional Press.
- Garrin, J. (2014). The Power of Work place Wellness: A Theoretical Model for Social
- Gerçeker, A. (1998). *A Quantitative Approach for Analyzing Motivational Factors; And*
- Getachew Haile (1999). Stress in school teachers'. *The Ethiopian Journal of Education*, VOL. XIX, NO, 2Z, 15-46
- Ghafoor, M.M. (2012). Role of Demographic Characteristics on Job Satisfaction. *Far East Journal of Psychology and Business*. 6(1), 30–45.
- Green, J. (2000). Job Satisfaction of Community College Chairpersons. Virginia Polytechnic Institute and State University.
- Hackman, R., & Oldham, G. R. (1976). Motivation through the Design of Work: Test of a Theory of *Organizational Behavior and Human Performance*, 16, 250–279.
- Herzberg. (1976). *The Motivation of Work*, New York: Available at <[http://www.edu/research/Stello Herzberg.pdf](http://www.edu/research/Stello_Herzberg.pdf)
- Herzberg, F. (1966). *Work and the Nature of Man*. London; Staples.
- Higgins, E. T., Friedman, R. S., Harlow, R. E., Idson, L.C., Ayduk, O.N., & Taylor, A. (2001). Achievement orientations from subjective histories of success: promotion pride versus prevention pride. *European Journal of Social Psychology*, 31, 3–23.

- Holtum,(2007).Linkingextrinsicandintrinsicmotivationtojobsatisfactionandtomotivationaltheories :Acomparisonbetweenthepublicsector(nurses)and theprivatesector(callcentreaents).University of Maastricht.
- Ingersoll, M.R. (2001). Teacher Turnover, Teacher Shortages, and the Organization of the Schools. Retrieved from [http://www.GSE.Upeen.EDU\(PDF\)](http://www.GSE.Upeen.EDU(PDF)). Interesting and Challenging,15(1), 1–11.*Its Application*. Middle East Technical University.
- Jaiyeoba and Jibrial (2008).A study of job satisfaction of secondary school administrators in kano state, Nigeria. An International Multi-Disciplinary Journal, 2(2); 94-107.
- Jyoti, J. & Sharma, RD.(2009). Job satisfaction among school teachers. IIMB management Review, 18(4); 349-363.
- Klecker,B.(1997).MaleElementarySchoolTeachers’ Ratings of Job Satisfaction by Years of Teaching Experience.Paper presented at the annual meeting of the Mid-South Educational Research Association, Memphis, November, 12
- Kool, SW. (1990). Factors Associated with job satisfaction and work centrality: comparative Edu. 26(3/3),259.
- Kothori, C.R. (2004). Quantitative Techniques (3rded.).New Delhi Vikas Publishing House pvt.Ltd.
- Koul, L. (1996). Methods of Educational Research. New Dew Delhi Hindustan offset.
- Krishnaswami, O.R. &Ranganathan, M. (2007).Methodology of Research in Social Sciences. New Delhi: Himalaya Publishing House.
- Lawler, E. E.(1973). Motivation in work organizations, Monterey, C.A: Brooks and Cole.
- LegesseTsegei.(1992). Factors Affecting Work Motivation of Ethiopian Secondary School Teachers in Central and Eastern Ethiopia, A.A.U.
- Liao,H.L.,LiuS.H.,&Pi,S.M.(2011).ModelingMotivationsForBlogging:An
- Locke(1976),*Handbook of Principles of Organizational Behaviour*(2nded.,pp.105–

- Lockheed, M.(1991).Improving primary education in developing countries. New York; oxford university press.
- Long Swortzel KA (2007). Factors influencing job satisfaction of extension agents in the Mississippi state university extension service.
- Luthans,F.(1995).*Organizational Behavior*(7thed.,pp.113–198).McGraw-Hill, Inc
- Lunenburg, F. C. (2011b). *Motivating by Enriching Jobs to Make Them More 122*).West Sussex: John Wiley & Sons, Inc
- LuthansF(2005). *Organizational Behavior*.10th,ed. McGaw. Hill International. USA.
- Manaolango and Tesfayeseimela.(2002).Determinants of teachers' decision to leave or stay in the teaching profession. *The Ethiopian journal of education* 20,1-24
- Maslow, A (1943). *Motivation Personality*. New York: Mc Grow Will.
- Mazz RELLA, J.A. & Smith, s.c. (1989).Leadership styles in school leadership; Handbook for Excellence, edited by stuart; smith and philip, piele, USA; ERIC clearing House on education management;28-51
- MOE(2004a).Continuous professional Development(CPD)program. Amharic version. Addis Ababa.
- MOE,(2003b).Teacher MOE.(2009b).Continuous professional Development for primary and secondary school. Teachers, leaders and supervision in Ethiopia; The framework.Ministry of Education Ethiopia.
- MotumaHirpassa (2006).A study on the cause of teacher's turnover in oromia Government secondary schools. Unpublished master's Thesis. Addis Ababa University.
- Mutiso J N (1985). An Investigation of factors that contribute to job satisfaction, and dissatisfaction among the rural primary school teacher.Master of Education Thesis. Kenya.
- Nathan, M. (1996). *The Head teachers' survival Guide*, London; Kogan page Limited.

- Obumbe, J.A, (2001). Human resource management; an educational perspective Nairobi; Educational Development and research Bureau.
- Okumbe, J.A. (1998).Educational management theory, a comparative evolution to general theory. Nairobi University printery.
- Oshagbemi,T.(2000),GenderDifferencesintheJobSatisfactionofUniversityTeachers:
Women in Management Review, Vol. 15 No. 7, p. 332.
- Ostroff, C. (1992) The Relationship between Motivation, Attitudes, and Performance: An Organizational level Analysis. *Journal of Applied Psychology*, 77:963-974.
- Oyedeji, NB. (1998).Management in educational principle & practice, Logos ARAS publishers, pp. 54-72
- Reyes, p, and shin, H.(1995).”Teachers commitment and Job satisfaction; As casual Analysis,” *Journal of school leadership*, vo L. 5,no ,I,p,22-39.
- Rhodes, S. R.(1983).”Age-related differences in work Attitudes and Behavior; A Review and Randy,(1989):GenderDifferencesinJobSatisfaction:Whyaren’twomenmoredissatisfied? *Thesociological quarterly*,Vol. 30(3), 385-399.
- Schurille, JandDembele, M. with J. schubert (2007).Global perspectives on teacher learning; Improving policy and parctice.Paris; UNESCO Institute for International Educational planning.
- Sergiovanni, T. J.(1995). The principal ship: A reflective practice perspective Boston: Allyn& Bacon.
- Smad(2007), Assessing the Effects of Job Satisfaction and Psychological Contract on Organizational Commitment Among Employees in Malaysia
- Stello, C. M. (2011). Herzberg’s Two-Factor Theory of Job Satisfaction: An Integrative Literature Review. University of Minnesota
- Sun,H.Ö.(2002).*İşDoyumuÜzerineBirAraştırma:TürkiyeCumhuriyetiMerkezBankasıBanknotMabtaasıGenelMüdürlüğü*. Ankara.
- Ugah,A.D., &Arua U.(2011).Expectancy Theory, Maslow's Hierarchy of Needs, and Cataloguing Departments. *Library Philosophy and Practice*. Retrieved from <http://unllib.unl.edu/LPP>. [lastaccessed on 18.06.14]

Ukeje, B.O. (1999). The education of teachers for a new social order, the Nigeria teacher.

Umme,K. (1999). A factor Analytic Study of Job Involvement of secondary School Teachers in Bangalore City. *Experiments in Education*, 28,(9), 159 – 163

Villegas-Reimers, E.(2003).Teachers professional Development; An International Institute for Educational planning. Retrieved on June 20,2010 from; <http://WWW.Unesco.Orgliiep>.

Vroom, V. H. (1964). *Work and Motivation*. NewYork: John Wiley&Sons,Inc.

Wikipedia (2009).Job Satisfaction.[http://en.Wikipedia.Org/Wiki/job satisfaction](http://en.Wikipedia.Org/Wiki/job%20satisfaction)/accesse on 12th, Feb. 2009.

Wolf,W.andFligstein,N.(1979).SexandAuthorityintheWorkPlace;thecausesofsexual inequality.

*American SociologicalReview*44: 235-252

World Bank (1998).Poverty and Development of Human Resources. Regional Perspectives. Washington D.C: World Bank.

WorrellT.G.(2004).School Psychologists'Job Satisfaction:TenYearsLater. Virginia Polytechnic Institute and State University

Zhu,Y(2013).AReviewofJobSatisfaction.*AsianSocialScience*,9(1),293–299.

doi:10.5539/ass.v9n1p29

Appendix1

Addis Ababa University

**College of Education and Behavioral Studies department of Educational Leadership and
Management**

Questionnaire to be filled by secondary school teachers

Dear Respondents

I am MA student of Addis Ababa University

The main purpose of this questionnaire was to collect relevant information for the research topic entitled Factors Affecting Teachers Job Satisfaction in Secondary Schools of Gura Zone. You are therefore kindly requested to fill in the questionnaire with the necessary information. The success of this study directly depends up on your honest and genuine response to each question. Each data you supply will be used only for research purpose and should be treated with utmost confidentiality.

THANK YOU!!

Direction II

Listed below are a series of statements that may represent how individual teacher feel about factors affecting his/her level of job satisfaction. Please indicate the degree of your agreement or disagreement for each statement with respect to your own feelings about your current job by putting an “X” mark under the scale which represents your choices. 5= Strongly Agree ,4=Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree.

No	Statements	5	4	3	2	1
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1	There is verbal attack by students					
2	There is physical violence against teachers from students					
3	Students respect the teachers					
4	Students’ cheating during examination affect teacher’s morale.					
5	Students were not regularly attending lessons.					
6	Students absenteeism affects teachers performance					

7. If there were any other students discipline problems affecting teachers satisfaction in your school.

2. School facilities

No	Statements	5	4	3	2	1
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	School compounds are attractive.					
2	Class rooms are attractive.					
3	There are adequate instructional materials like text books, teachers' guide and syllabus in the school.					
4	There are recreation facilities like Tennis table, Football, Volleyball, and Basketball with adequate playing fields in the school.					
5	There is an unfair distribution of work load in the school.					
6	There is high work load in the school					
7	There is large class size in the School					

7. If there were any other factors related to facilities and working conditions which affects your Satisfaction_____

3. Salary and incentives

	Statements	5	4	3	2	1
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The present promotion system in my school is dissatisfying.					
2	I am receiving adequate salary.					
3	Teachers 'income in my school is adequate to support their family.					
4	Better pay is offered to non-teaching occupations which require the same qualification and service year.					
5	Teachers are dissatisfied in my school because of lack of benefits (incentives) like housing health, transport etc.					
6	There is little opportunity for advancement in salary.					
7	My pay is fair and sufficient compared to the payments for non-teaching profession					

8. If there were any other factors related to salary affecting teachers' satisfaction.

4. Administrative factors

No	Statements	5	4	3	2	1
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	You are satisfied with the way school administration handling you.					
2	I am not satisfied with the supportget from the school administration.					
3	School principals are not competent to lead the school.					
4	There are democratic management practices in my school.					
5	Decision making is not participatory in my school					
6	Principals do not treat teachers equally.					
7	In my school there is a fair promotion practice.					
8	I am satisfied with inter- school transfer in your woreda.					
9	In your school teachers are recognized (praised) for a job well done.					
10	I am satisfied with support delivered from the supervisors.					

11. If there were any other administrative factors which affects your satisfaction

Part III

Direction. III. Choose the appropriate answer for the following questions. Circle the letter of your choice.

1/ overall, you are satisfied with teaching as a profession.

A/ Strongly Agree B/ Agree C/ undecided

D/ Disagree E/ Strongly Disagree

2/There is significant difference between female and male teachers in level of satisfaction.

A/ Strongly Agree B/ Agree C/ Undecided

D/ Disagree E/ Strongly Disagree

3/There is significant relationship between teacher satisfaction and their service years in your school?

A/ Strongly Agree B/ Agree

C/ Undecided D/ Disagree E/ Strongly Disagree

4/The practice of inter-school transfer of teachers in your woreda is fair. A/ Strongly Agree

B/ Agree C/ Undecided D/ Disagree E/ Strongly Disagree

Appendix2
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational leadership and Management.

Interview questions for school principals. The main objective of this interview question is to gather information about Factors Affecting Teachers' satisfaction.

Thus, your genuine participation to give necessary data has great importance for effectiveness of this research.

Part IV. Semi Structured interview questions prepared for principals of secondary schools

The purpose of this interview is prepared for the principals of the secondary schools to find factors affecting teachers' satisfaction in secondary schools of Garage zone. The result of this interview will be used to supplemental the data gathered from the questionnaire in the analysis.

1. To what extent teacher of this school are satisfied with payment of salaries incentives, working conditions, administrators of the school and professional careers or advancement?
2. Do teachers rewarded (praised) when they perform well?
3. What kind of support do you give for school teachers? Are they satisfied with the support you gave them?
4. Do you think that is there positive work relationship between you and teachers' in this school?
5. In your own view what do you think what are the main factors affecting teacher's satisfaction in your school?
6. Do teachers in this school participate in decision making?
7. Do you think that is there significant difference between male and female teachers in level of satisfaction?
8. Do you think that the rules, polices and educational system of the country are clear a practical in the schools?
9. Do you believe that is there significant relationship between job satisfaction of teachers and their years of service in your schools?

Appendix3

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational leadership and Management.

Interview questions for Woreda Education Office heads.

The main objective of this interview question is to gather information about Factors Affecting Teachers' satisfaction.

Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Part V. Semi structured questions for woreda Education office heads

1. What are major factors affect teachers' job satisfaction in your woreda ?
2. Do you think that teachers got their professional development (career) on time in your woreda?
3. What kind of support do you give for the woreda teachers to enhance their satisfaction?
4. Do teachers satisfied with the inter-school transfer in your woreda?
5. Is there an opportunities for teachers in your woreda get a chance to learn and upgrade their academic qualifications?
6. Do teachers in your woreda recognized and respected by the students and community at large?
7. Do you believe that teachers were treated fairly and equality without bias in your woreda?
8. What is your recommendation to reduce factors affecting teachers' satisfaction in your woreda?
9. Do you think that teachers in your woreda satisfied with the salary they have been paid?
10. Do you believe that school principals are competent, supportive and democratic in leading the teachers in their respective schools?
11. Are there enough supplies of materials and equipment to teachers to do their teaching learning process?

Appendix4

Addis Ababa University

College of Education and Behavioral studies

Department of Educational leadership and management

Part VI. Questions for focus group discussion

These questions prepared for focus group discussion with secondary school teachers in Gurage zone. The purpose of this focus group discussion is to collect supplementary data for the topic understudy.

Direction – Give your opinion for the following questions.

- Do you think that there is positive work relationship among teachers and school principals in your school?
- How are teacher's salary and other incentives in relation to their work load?
- What do you say about facilities and working conditions of teachers in your school?
- In your own view what do you think what are the main factors affecting teachers satisfaction in your school.
- Do teachers receive support from principals in your school?
- Do teachers in your school respected by students and parents?
- Do you believe that teachers are satisfied with their profession? Why?
- What do you recommend to enhance teacher's satisfaction in your school?
- Do teachers' treated fairly and equally in your school?
- Are you satisfied with the support delivered from the supervisors in your school?

Thank You

Declaration

I Jembernesh Kiefe, registration /ID Number GSE/0315/06, do here by declare that this thesis is my original work and that it has not been submitted partially, or in full, by any other person for an award of a degree in any other university/institution.

Name of candidate Jembernesh Kiefe, Signature _____, Date _____

Adviser's Approval

This Thesis has been submitted for examination with my approval as University supervisor.

Name of Advisor, AtoMelakuYimam Signature _____, Date _____

